

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

# Altior et Sapientior

September 2020





## From the Principal

One Monday afternoon late in Term Three, I received a text message from Mr Watson, our Head of Larkin Centre. It simply said, 'How awesome are our kids?'. We had both just finished teaching our Year Eleven students, and we went on to have a brief chat about the discussion he had just had with his class about gratefulness that prompted his message.

I then shared with him what had just happened in my class- one of our Year Two boys who had been working hard on his writing dropped in to read one of his recent stories to my class. I had been keeping my class up to date with each instalment our Year Two writer produced, and my students suggested they would rather hear it first hand from the writer himself. So, we traded *The Great Gatsby* for a short story about a corn cob, who went on an adventure only to end up (spoiler alert) being eaten by a chicken. I said to Mr Watson that I felt proud of my class- of their interest in what younger students were learning, of their support for our young writer, and for their generous feedback when he took the brave step of joining our class to share his story. Mr Watson and I finished our short exchange having concluded, that yes, our students are awesome.

Through this period of online learning, we have again been reminded of the talents and generosity of our students and of the strength of our community. The stories contained within this publication show that while we are apart, we remain connected. We see the strength of these connections within families, within class groups and year levels and between years. We also see that despite being confined to their homes, students still understand their role as global citizens and are finding ways to make meaningful contributions and strive for social justice.

It is my hope, that when you read this edition of *Altior et Sapientior*, you too, will experience some of the joy that staff here experience on a daily basis as a result of our connection with these incredible young people.

**Kate Dullard**



# Building during COVID-19

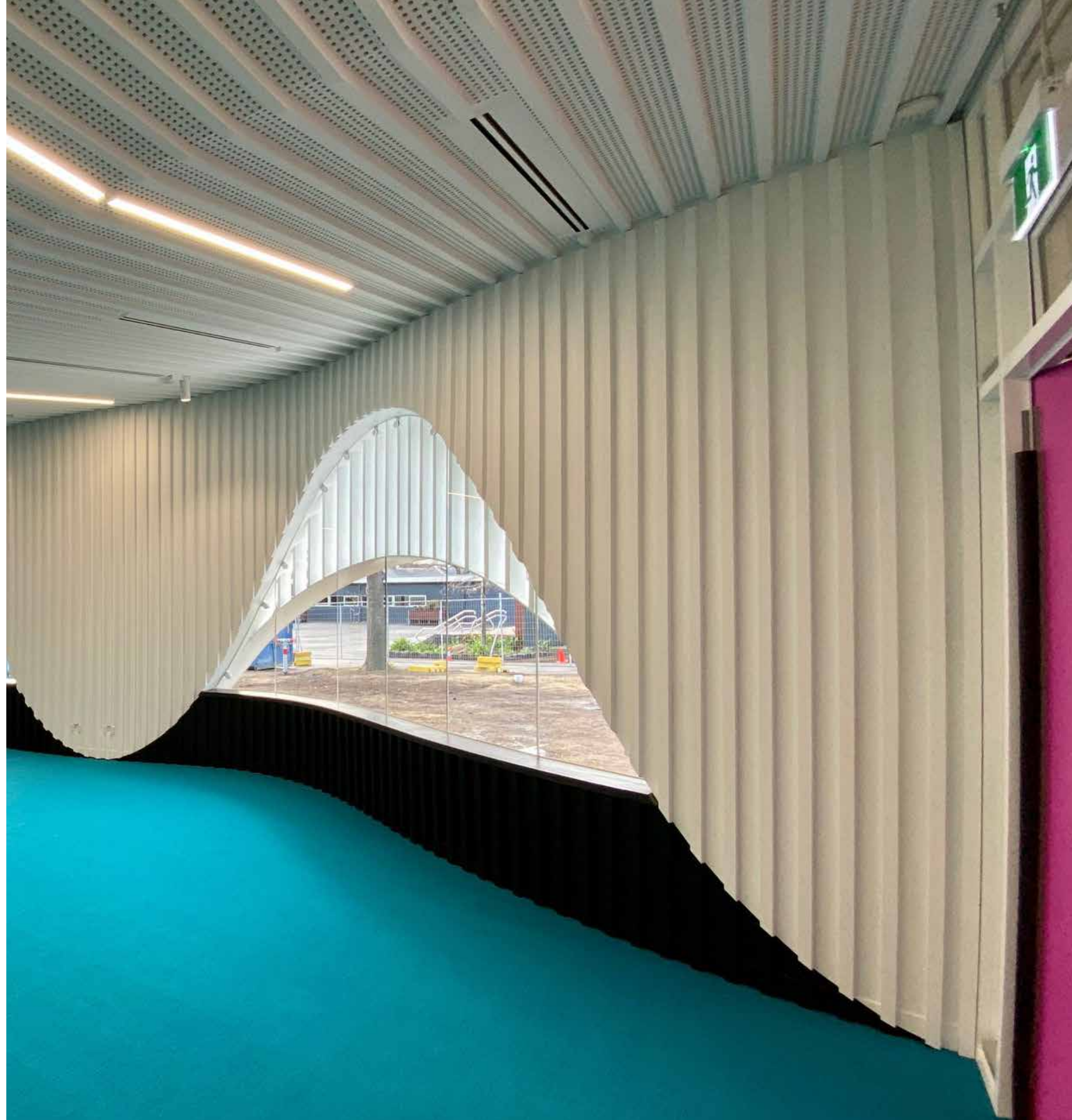
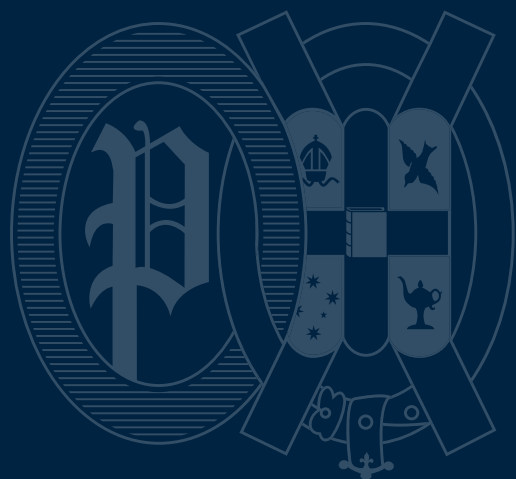
Long before COVID-19 hit, the school planned and designed two building projects: extending the existing music house at the Essendon campus and extending the existing gymnasium at Keilor East. Both projects which began last year have progressed slowly with the new music house finished at last and the gym not yet completed.

Consideration had been given for both building projects to complement their surroundings. The glazed brick façade of the extension at Essendon provides a vibrant counterpoint to the restored dignity of the Victorian era music house. The expanded music house provides several new instrumental music rooms where teachers can meet in purpose-built rooms with one or two students learning the instruments of their choice. The house also has a new classroom that doubles as a small performance space.

The extension to the gymnasium is still under construction. It has been designed to link visually with the curved structural elements of other recent building developments on the Keilor East site. Attached to the existing gym, it will double the number of courts, provide a weights room, two classrooms and a multipurpose room that is big enough for 12 table-tennis tables, as well as a 'back stage' space for the drama department where scenery can be painted and props and costumes made and stored.

Even though they both took longer to build than anticipated, these buildings will be engaging, exciting spaces for students and they will enable the sports and music programmes to continue to expand.

**Nina Bilewicz**  
Vice Principal





# What have we gained?

There is no doubt that many in our community will reflect on the previous months and feel a sense of sadness at what has been lost – trips abroad, important occasions, significant milestones that define different times in our lives – but over the past few weeks I have been considering what these challenging times have allowed us to gain.

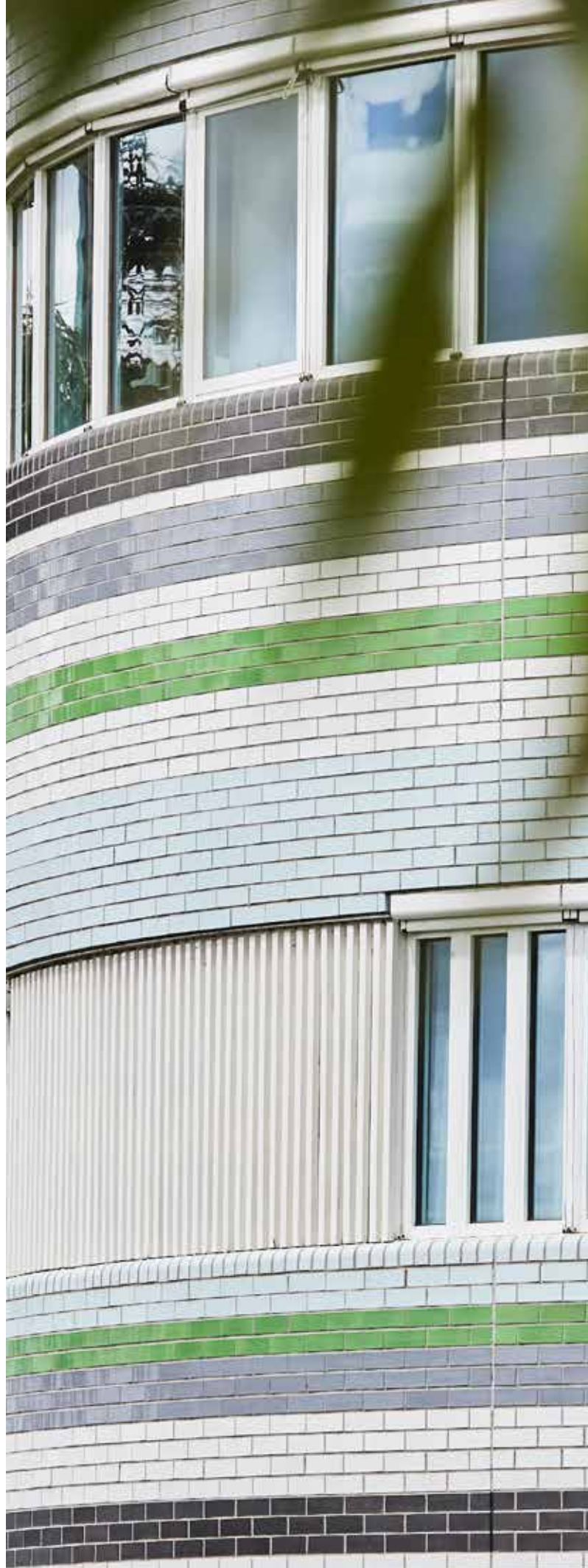
On a recent Google Meet with my students we started the lesson by sharing what we were grateful for. The compassion, kindness and generosity of my students was immense; even the boy who muttered ‘if I have to be trapped in a house with people, I guess these people aren’t too bad’, could see the value and importance of family.

It has been wonderful to see a renewed understanding of what is truly important. When we are unable to spend our weekends in shopping centres or movie theatres, we learn to see how satisfying a walk around the river can be and are reminded of the sustenance provided by nature. When we don’t have the luxury of attending large celebrations with many people, we learn to cherish time with those closest to us. When we are challenged to cope in the most trying of circumstances, we learn how resilient and tenacious we are.

I know that the class of 2020 have faced disappointments like no other group of students in many, many years; I also know that in years to come, the lessons that they have learnt in lockdown will help sustain them later in life. This should not diminish the scale of loss, or the feelings of disappointment, but should reassure us that collectively facing times of struggle will make us stronger, wiser people in the future.

Our community should be proud of the strength that we have shown and wonder at the way our young people have flourished in these difficult times. We should never fail to recognise how tough these times are, but I hope we can also see how they offer us an opportunity to continue to learn and grow in the best possible ways.

**Tim Watson**  
Head of Larkin Centre



# Leadership - embracing challenge

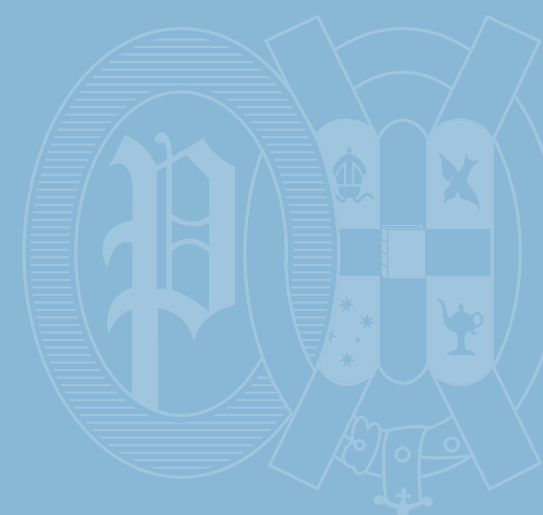
When I became Form Captain at the beginning of Term One, I was nervous as I was new to the school and wasn’t confident I was the right person for the job, however, I’ve really enjoyed the challenge. Little did I know how much that challenge would grow when COVID-19 hit and, for the first time ever, school moved entirely online.

Online learning has been a completely new experience for everyone. Being stuck at home and away from our friends isn’t ideal, but it’s really important for us to stay connected despite being apart. Overall, we’ve embraced this change, using our group chat to keep in contact and to discuss home learning and other topics, things we would have previously done in person.


Everyone in the class is a leader in their own way but, as Form Captain, along with my Co-captain Mia, there is definitely a responsibility to lead the class through this challenging time. In Semester One, I shared a fun and interesting fact every day in homeroom. Now we’re stuck at home, I’ve switched from facts to jokes in order to start every morning with a laugh. As Form Captains we’ve tried to keep everyone connected by organising rosters for presenting at our breakfast club and class show-and-tell, creating and hosting Kahoot quizzes, and even coordinating an ‘iso playlist’ to help keep our spirits lifted.

None of us expected to spend much of this year in isolation but together we’ll get through it.

**Lara Wynn 7A**







# If you can keep your head . . .

Rudyard Kipling's poem *If* has become an oft-quoted ode to stoicism and grit, and in the current environment its message seems more relevant than ever.

We have been helping our young women to 'keep their heads' by maintaining, as much as possible, the routines and rhythms of the school year. Supported by Google Meet and other tools, maintaining our timetable has allowed students to continue learning, and to remain connected to their friends and to their school. Term Three would usually be a time when we have one eye on the present and the other looking to the future, so this term the 2021 Year Nine Information Expo, student assemblies and individual counselling have all provided information and advice about courses and options for 2021.

However, the current circumstances mean we have also had to be adaptable. We have been monitoring student wellbeing, and adjusting our Form programme to ensure it continues to support engagement and connectedness. The Project Rockit sessions exploring cyber safety and online behaviour were already part of our programme, but they have taken on extra significance during online learning. Our House leaders and Form Captains have also adapted well, tailoring their actions to meet our situation. Other elements, like Refresh lessons, 9ERs challenges, Fast Friending sessions or even recipe book projects have continued or started in response to student interest and need.

By relying on the wisdom of our experience but being prepared to reflect and adapt we can, in Kipling's words, *meet with Triumph and Disaster, and treat those two impostors just the same*.

**Anthony Simmons**  
Head of McNab House



# Special Skills and Tremendous Talents

Building meaningful relationships within our school community is the foundation of everything we do at PEGS. Online learning has meant that teachers have had to become innovative in the ways that they interact with their students and become familiar with their individual skill sets. The Year Five teachers at Junior School (boys) have devised a marvellous way to showcase their students' hidden attributes in a weekly session entitled, Special Skills and Tremendous Talents, in which students are encouraged to reflect on their favourite pastime and think of a unique way to present it to their peers.

Some of the tremendous feats demonstrated, thus far, have included the kicking of impossible football goals, the completion of a Rubik's cube, professional photography tips, mountain bike wheelies and trick basketball shots. This talent show has highlighted the boys' ability to be innovative and imaginative, essential skills for twenty-first century learning and living. It's also heartening to see the boys participating in recreational endeavours that don't require screen time.

In the coming weeks, I eagerly await the delivery of more diverse and exhilarating talents from these dexterous Year Five students!

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





# Talking up communication

In stark contrast with the pall of uncertainty and concern that hovers over us, interactions in the school community continue to be inspiring and affirming. I see this when people reach out to connect with others. 2020 continues to deliver many salient lessons.

In any ordinary year, the advent of Languages Week, debating or chess would be welcome though unsurprising. But during lockdown communication will not be silenced! This stubborn refusal to be curbed is inspirational. These activities have staked their claim in the calendar, unperturbed.

Our students continue to show us the joy and benefits of connecting with others. Through the lens of a camera they are debating, participating in language competitions and inspiring their classmates to galvanise Student Voice. Despite the lockdown, Dr Maths still happens, equations are still factorised, chess pieces are moved and drawings sketched. Not even a pandemic can stifle the compulsion to reach out, interact, communicate and connect.

Were it not for a certain pandemic, we may not have had the joy (heart-warming and hilarious) of a video message from the HPE teachers, encouraging our students in isolation to take care of themselves and to remember, above all, to laugh aloud.

With remote learning, there have even been 'new' ways to communicate and connect. Online Parent teacher Interviews, and a Subject Expo via Google Meet have brought staff and parents together to share in the celebration of student learning, progress and excitement for the years ahead. When all this is over, let's not forget.

**Caroline Horton Andrews**  
Head of Gottliebsen House

## HPE 2020-style

'Can I use my bed-side table to complete this exercise?' is one of the last questions that one would associate with a Year Eight Health and Physical Education class. In 2020 it has become the 'new normal' as students find ways and spaces within their homes to continue engaging in practical classes.

Student-run circuit sessions and step challenges have provided the boys with the opportunity to improve their fitness, whilst the 'impossible shot' videos have seen the use of equipment vary from basketballs to water bottles, and have enabled students to showcase their creativity and ability in a sporting situation. Setting physical activity, nutrition, and structured sleeping goals as well as modifying lifestyle choices to reach these goals, has proven motivating and rewarding, giving purpose and routine to each day.

A common question asked by teachers is 'How are you feeling?' In Health and Physical Education, students can reflect on their health in a broad sense through the completion of a wellness journal and health surveys. This assists teachers in monitoring the wellbeing of their students.

Sharing the remote learning experience has delivered many extraordinary moments and pleasant surprises, not the least the wisdom and positivity shown by a student who was able to expound on the incredible opportunity that we have as a PEGS community at this time. It has promoted a sense of connection and togetherness within the classes as well as a template for future health and wellbeing.

**Michael Tinkler**  
Year Eight Student Coordinator, Gottliebsen House



# 100 Days of School

Celebrating 100 Days of School certainly involved something different for our 2020 Prep boys. Decorated classrooms were replaced with learning spaces at home that nonetheless exuded a festive spirit and a celebration of learning.

Donning dazzling crowns, the boys were keen to share their '100 days of school' projects. It was wonderful to see how all the boys strived hard to produce something of significance to mark this special occasion. The energy and time that was dedicated demonstrates the great sense of pride the boys have in what they have achieved this year.

After 100 days on the job, our boys are, without a doubt, 100 days better at generating ideas, 100 days better at exploring possibilities, 100 days better at thinking and reflecting and, most definitely, 100 days more resilient. This success can be attributed not only to our dedicated Prep teachers, but also to the dedicated parents whom we wish to thank sincerely.

In the words of Henry Ford, *Coming together is a beginning; keeping together is progress; working together is success.*

**Sandi Whillas**  
Prep Coordinator, Junior School (boys)

## With Challenge, Comes Growth

With the return to online learning at the commencement of Term Three, the Professional Learning day on 13 July provided an opportunity for the staff at Junior School (girls) to reflect on our first experience and consider what we could do to improve the next phase. We shared the most successful aspects and identified ways to build on these, and explored strategies to overcome some of the challenges faced by members of our school community.

The reflection process is an invaluable tool for learning and it was evident that those children who thrived were able to self-regulate and demonstrate resilience. Some students had difficulty taking control of their own learning and in dealing with the discomfort that a challenge can bring. During these times, parents were faced with their own challenge of determining the right amount of support to provide and when to release responsibility. Allowing their child the opportunity to struggle and recognize mistakes as necessary aspects of learning and growth was valuable learning for many parents.

As we evolved in this new learning environment, providing a strong connection between home and school remained an ongoing focus. We acknowledged that remote learning was challenging and encouraged families to focus on what was most important for them on any given day, and to adapt the teaching and learning plan to suit their needs.

Whether a student, a parent or an educator, we are now considering how to capitalise on these experiences and establish a way forward when we return to onsite learning.

**Julie Neylon**  
Deputy Head of Junior School (girls)



# Growth Mindset vs Fixed Mindset

*Year Nine Form Teachers have been working diligently to provide opportunities to reflect on the impact of isolation and remote learning. By providing daily routine in unusual circumstances, students can share what they are learning about themselves and their mindsets. Growth and adaptability are key components to wellbeing.*

**Jessica Ashenden**

Year Nine Student Coordinator, Gottliebsen House

During each morning's assembly, 9W is introduced to a new theme for the day such as Motivating Monday or Workout Wednesday. These topics have the purpose of getting the students ready for the day ahead, both physically and mentally.

A few discussions in Form 9W have been about comparing a 'Fixed Mindset' and a 'Growth Mindset.' The students have been able to picture and understand just how important it is to think outside the box, become a leader and to accept new challenges which may come their way; to move from being in a 'Fixed Mindset,' being comfortable right where you are, and moving on to seeking greater success!

A great example of this change in mindset was shown by a student who had been contemplating how he had given up on all physical health and fitness, since his sport was cancelled due to Coronavirus. He changed from 'giving up on himself,' to 'being motivated to stay fit' by changing his mindset. He has since been running daily to stay fit despite the start of the football season being unknown.

Not only have these discussions changed their perspectives, it has also given the students new tools for shaping their lives.

**Joseph Monitto and Julian Phang**

Year 9W

## Outside our comfort zone

We often talk with our students about the need to 'get comfortable being uncomfortable'; to take risks with their learning. Many speakers throughout the Thinking Seminar series have discussed this notion, described saliently in this quote from Australian Olympian Herb Elliot that appeared in an earlier edition of the Principal's newsletter:

*Human beings only grow if they're outside their comfort zone. If a human being is comfortable, they're not growing. In fact, if they're not careful, they might actually be going backwards.*

Year Ten student Derek Quach, in a reflection on his experience at camp, provided his own take:

*Camp was an experience where I went out of my comfort zone and took risks that I wouldn't normally take. With the help of teamwork, I achieved goals that I wouldn't normally get to do. Every new day at camp was a new challenge and I was confident that I would be able to do that challenge.*

In current times, there is much happening outside our collective comfort zones. With so much uncertainty, perhaps we can rephrase our message to 'get comfortable with uncertainty'. To this end, students are encouraged to support each other, and to focus on what they can control. To manage their time around the daily routine provided by the school timetable, utilise the expert guidance of their teachers, and to focus on the rich learning that has not abated. The opportunity to learn and grow has not been taken from us.

**Rodney Clarke**

Year Ten Coordinator, Gottliebsen House



# Wellbeing in the age of online learning

As teachers of Year Eight, we are keenly aware of our students' engagement in social media and other online communities. A great deal of time and effort is spent trying to encourage students to 'switch off' and it can be easy to default to panic and alarm about adolescents online, particularly when we hear the stories covered in the media.

And yet, in these strange times, online is the *only* option for interaction outside the household. We are collectively learning online, shopping online, working online and, of course, socialising online.

In response, our Year Eight girls have been engaging in a series of interactive webinars with Project Rokit, focused on managing a range of online experiences, beginning a dialogue around respect and empathy, challenging negative online behaviour and maintaining digital wellbeing. Each webinar is then 'unpacked' further during a series of activities with Form Teachers and reflected on using our 'Ongoing Tale of Me' journaling project.

After the first session, one student noted: 'I thought more about what I say online and how it can affect others.' Another reflected: 'I thought about previous situations I have been in and whether I reacted correctly.' Students considered their own engagement with social media and the ways that it impacted their mental health both positively and negatively.

The discussion is ongoing, but with a solid philosophy behind our interactions we can support our students to exploit the best that technology has to offer without the roadblocks of its worst.

**Emily Atkins**

Year Eight Coordinator, McNab House

## The Weekly Challenge

Going back into lockdown was very tough. We had to transition back into online learning and have to keep ourselves entertained outside of school hours. At the start of our second round of remote learning, the Year Sevens have been doing weekly challenges. The first challenge was the 'Moonwalk Challenge.' I was surprised and intrigued because Michael Jackson was someone I grew up with. I would dance and listen to his music when I was a child but I wasn't sure if I should do the challenge. After some thought, I decided to give it a try for the fun of it. The next day back at school, I found out that I won via an email from Mr Halantas. I was very surprised and happy because I didn't expect to win. The class was very happy because we were in the lead after the first week.

**Mikail Luppino 7Y**

What we thought was going to be a normal term, turned out to be quite the opposite. Back to online-learning, things seemed abnormal once again. However, to make time pass slightly faster, the form teachers of Year Seven set challenges every week. The Week Two Challenge, the "No-bake-biscuit cake" was one in which many participated, some manipulated the recipe to their liking others simply baked it the way the recipe instructed. I was excited as I enjoy baking desserts, and the recipe looked simple and fun. I made the biscuit cake for my family and they enjoyed it more than I had envisaged. The biscuit cake exceeded my expectations, it looked mouth-watering and I was sure that it would taste divine. It did.

**Noah Irwin 7V**



# Staying Connected

2020 has presented challenges and problems that we have not encountered before. I have marveled at how people have flipped their thinking and are focusing on the positives. Our teachers are building strong relationships with every student, making them better people and more engaged learners.

The teachers in Years Three and Four understand the importance of social and emotional learning and the value of belonging and being connected. With this in mind they have allowed students to engage with each other in form periods where they share personal interests, music recitals and projects they have been working on. They also provide opportunities to discuss relevant issues both informally and formally.

The Year Three teachers arranged a Teddy Bear Picnic where the boys brought their teddy bear to class. This was a fabulous activity as the boys got to share their teddy with the group and tell jokes. A great, light hearted way to finish the week which catered to the social growth of eight years old boys.

The Year Four teachers regularly watch BTN (Behind the News). This provides a platform for sensible and informed discussion about issues relevant to their lives. The boys have the opportunity to make connections to their world. This could be through something they have read, something they have seen on the news, something they have discussed with their parents or something that they may have been thinking about. It is a great way for the boys to develop a deeper understanding of the issue.

**Craig Trounson**

Years Three and Four Coordinator, Junior School (boys)

## Timely feedback

Feedback enhances performance and achievement by providing actionable information about a task. Providing feedback in our classrooms happens organically and deliberately, and is a valued and vital ingredient in our teaching and learning cycle. Our students are very accustomed to receiving and giving information regarding their learning; peer feedback and self-reflection help to foster self-regulation, and can boost student efficacy. It is music to our ears when our girls have adopted a Growth Mindset, and proclaim things such as *'I couldn't do that last week, but now I can!'* or *'I don't understand this yet.'*

In this remote learning chapter, we have had to be innovative to continue to provide individual feedback in such a setting. Student self esteem is often bolstered by the recognition of their effort and the achievement of goals, and we continue to encourage our girls through the screens. *'Pat yourself on the back girls, because you have persevered with this task today.'*

Non-verbal feedback minimises interruption during online learning, yet it provides useful and valuable information to teachers. The use of visual cues in the form of hand signals, giving scores out of five, thumbs up or down or waving to seek assistance, allow teachers and students to communicate easily and frequently to gauge understanding, wellbeing and progress. *'Show me a score out of five for how confident you are with this task.'*

Parents are now learning this vernacular and using it confidently to reinforce the learning at home.

**Kylie Hammond**

Years One and Two Coordinator, Junior School (girls)

# A vision for children

*The visions we offer our children shape the future.*

Carl Sagan

Currently we continue to experience times of uncertainty as well as temporary restrictions within our daily lives, and we feel it is the perfect moment for us all to reflect on our vision for the future.

Working with the school's 2020 theme, 'vision', has provided many opportunities for us to reflect and share our own understandings. We found that vision can mean many different things and be interpreted in many different ways, but what does this mean for our work with children?

Desiring a collaborative approach, we wondered if we could develop a collective vision for children that encompassed the PEGS community and would shape our work with the children.

Collating understandings from the school as well as families' and educators' vision for children, we analysed the data and selected the shared values that represented a collective vision for children.

Concepts such as happiness, togetherness, engagement in learning, respect, empowerment and relationships were significant ideas that united the collective vision for each cottage. Once again, we reflected on our work with children and wondered: in what ways will our collective vision for children become visible and evolve within our community and society?

This research question quickly became the guiding principle for our work with the children over this term, as the children unpacked the meaning, shared their understandings and lived the values of each vision in their daily interactions and experiences.

**Lauren Olcorn**

Director of Kindergartens





## Recipe for connection

Finding connections with our peers through remote learning can be hard, which is why I was thrilled when the form groups in Year Nine were going to make recipe books to share with each other. My form discussed ideas on what kinds of food the book should include and we settled on two main sections, sweet and savoury, but we also wanted to highlight foods from our traditions.

Everyone included a recipe that was important to their family or culture. These traditional recipes allowed us to share various memories we had associated with them. Some had recipes which were passed through generations while others had vivid memories of their grandparents making the food with them. There were inclusions of Greek, Turkish, Senegalese and Russian recipes which include Thieboudienne, Sigara Borek, Olive bread and Pita bread. I collated them into an electronic recipe book and designed a front cover with the help of our form teacher.

Creating this recipe book has not only allowed us to enjoy cooking and eat delicious food, but also build connections. I can't wait to try the recipes from the other Year Nine form groups.

**Falak Desai 9B**



## Support 2020 style

Traditionally, Year Twelve jumpers have symbolised a unified Year Twelve cohort at PEGS. At the end of 2019, Year Twelve members of the Larkin Centre Social Justice team took on the task of organising hoodies and rugby jumpers for the Class of 2020. It was decided by the team that a portion of the purchase fee would be donated to a charitable organisation, thereby unifying us with a noble cause.

As we were acutely aware, COVID-19 has exacerbated personal and financial stress in many households. Isolation and lockdowns have amplified the issues many vulnerable people face. We agreed that the recipient of our donation would be McAuley Community Services for Women. This organisation provides 24/7 crisis support and temporary accommodation to vulnerable women and children forced into homelessness by family violence.

To say 2020 has been 'challenging' is an understatement. The widespread hurt felt both abroad and closer to home has made it difficult for many to view life with the same optimism as previously. It is therefore imperative to stand in solidarity with significant causes and remember the most vulnerable amongst us. Members of the Class of 2020 are proud to wear our jumpers. Not only do they signify a year of personal and academic challenges the like of which we could never have anticipated, they will forever remind us of our support for some of the most vulnerable members of our community.

**Jaidyn Sessa**  
Year Twelve



## Junior Lord Mayor of Melbourne

Alicia Gec won so many first-place ribbons at the House athletics carnival that we had to politely ask her to slow down a bit. But slowing down is not her style. Alicia was one of 7E's Form captains in Semester One and, very much under her own steam, applied for the position of Junior Lord Mayor for 2020. The final round involved questioning from the judge who included the (senior) Lord Mayor, Sally Capp.

Alicia's focus was on promoting mental health during these difficult and isolating times. She spoke about the importance of making and maintaining connections, noting how involvement in Choir has supported her wellbeing. The panel were clearly impressed by the maturity and vision of her ideas.

The headline is that Alicia Gec is our new Junior Lord Mayor! Alicia will have the opportunity to advise the Lord Mayor on issues affecting young people in Melbourne – a remarkable and important responsibility.

**Christopher Bardsley**  
7E Form teacher, Debating Coordinator



## Fionnuala McKeagney-Stubbs

In December 2019, current Year Ten student Fionnuala McKeagney-Stubbs was selected for the 2020 Under 17 Victoria State Netball team. After winning a Silver medal with Victoria at the Under 15 School Sport Australia Netball Championships in 2019, Fionnuala was excited about representing her State again and the possibility of going one better in 2020. She trained with the squad weekly from January to March until they received the shattering news that the National Championships scheduled for April in Tasmania were cancelled due to the COVID-19 pandemic. Fionnuala is proud to be recognised as a promising young talent and to join former student Zoe Cransberg (2017) in Netball Victoria's Elite Development Squad.

**Ben Bailey**  
Coordinator of Sport (girls)

## Claudia Mihocic

Influenced by her brother, current Year Eleven student and Firsts Soccer player, Claudia Mihocic began playing soccer ten years ago. Before she knew it, she was playing under age NPL matches with the boys at the Moreland Zebras. Claudia represented Victoria at the Girls Under 15 National Championships in 2015 and again in 2016, when the team won the National title. In 2017, 2018 and 2019 she represented Victoria in the National Under 17 Championships and was Captain in 2019 when Victoria won the title. Claudia represented Australia in the Under 16 team in the Pacific Islands and Under 17 World Cup qualifiers in Thailand. She was instantly called upon to represent the Young Matildas (Australian Under 19 team) in the Asian Championships in Thailand. Over the summer of 2019-20 Claudia trained with W-League club Melbourne Victory and is currently a member of the Emerging Matildas.

**Ben Bailey**  
Coordinator of Sport (girls)





# Debaters pivot to online

Few things can match the rush of adrenaline ten minutes before a debate. As you reassure your team with the confidence you wish you had, and call upon your inner Marcus Cicero, with the ability to rebut anyone. Although online debating meant missing out on some of the magic, we still had the most important components: great team communication and enthusiasm.

Debating is one of those things, no matter how you do it, or on what platform, its main purpose still shines through.

While the actual debates have been exhilarating, what I'll remember most is the rehearsals. Meeting up with my team and seeing the twinkle in their eyes as they raved about how corrupt a politician was, or how absurd a policy was- showed me how much people cared, about the world, and its troubles; and how much they wanted to change it.

But the best thing has been seeing how everyone worked so well together and helped each other so that the next person's speech was as good as theirs. Even during the debate, it has been heart-warming to see the opposition listening intently and clapping, even when the person talking wasn't on their team.

Maybe everyone was so encouraging and supportive of each other because they understood how difficult a year it was, and how great it is that people are still giving debating a go, when the easier decision would be to say, 'Not this year'.

**Nimrada Silva**

Leader of Public Speaking

## Stop Press

Year Eleven Team 2 debaters have been undefeated in the preliminary rounds of the DAV schools' competition and will compete in the finals season in coming weeks. We wish them every success and congratulate them on an outstanding season.

# Together in solidarity

On 25 May, the world witnessed the discriminatory, unconstitutional and inhumane act that ended an innocent man's life. George Floyd's name rang through the streets far and beyond, with millions seeking justice through the Black Lives Matter Movement, for him and many others who have lost their lives due to racial bias.

The importance of equality, recognition and understanding history was raised by one of our teachers, Mr Crofts, at our Social Justice meeting. He spoke about the inexcusable actions committed towards people of colour and also made us question the issues Australia faces concerning our indigenous people. Do we really know what happens to our own people in our own country? One of the key messages of this discussion was that we must not tolerate acts of violence or aggression against indigenous people but that we should find a pathway that allows us to both reconcile and recompense the treatment dealt out to them.

The team was eager to show support and with fellow students at the Larkin Centre designed the Solidarity Banner. With the word 'SOLIDARITY' painted in indigenous colours, many students and staff wrote their names and messages to support those affected by disrespectful, stereotypical and prejudicial behaviour. With different hand prints we understand that it is important to stand up to inequality across the globe, but also to issues in our own backyard. We believe one of the simple acts to show our support is to educate ourselves and others. Together, the Larkin Centre teachers and students stand in solidarity!

**Heruni Bibile**

Year Twelve

# School Maths Olympics

During a year filled with many challenges and cancellations, it was a surprise when the Melbourne University Mathematics and Statistic Society, announced that the School Maths Olympics (SMO) was running as usual. Well, as usual as possible. The competition, traditionally a team-based mathematics competition with elements of a relay, has teams of five from schools around Victoria competing at the University of Melbourne. This year, thanks to the hard work of the organisers and the Melbourne University Mathematics and Statistic Society, the School Maths Olympics was held online.

On 23 August, five of PEGS most dedicated maths students prepared themselves to try for the prestigious SMO medals, medals which PEGS students have won a few times in past years. The team consisted of Nicholas Bui (Captain), Tony Lang, John Miao, Connor Nguyen (Year Twelve) and William Cheah (Year Six). We met virtually at 1pm to discuss our game plan and by 2pm the SMO had begun.

Despite our best effort, we were unsuccessful in our initial goal. We experienced technical issues which detracted from our performance; but in the end, whether or not we achieved a medal did not really matter. For the five of us, the SMO was one of the few events still running this year which allowed us to enjoy the thrill of competition and our passion for mathematics. Special thanks to Mr Vlantis for giving us the opportunity to compete in the SMO during such a difficult year.

**Nicholas Bui**

Year Twelve





## Space School

Sixty-seven students and staff experienced a two-week Space expedition to Houston, Texas and Huntsville, Alabama during the 2019/20 summer break. A focus to 'Dream Big' was evident throughout the trip, and tasks required students to set goals, be curious and find and follow their talents; to dare to be great.

Highlights were many, with an evening with astronaut, aquanaut and artist Nicole Stott, a clear favourite. Nicole spoke of her background, dedication and focus to enable her to work on the International Space Station. Many students finished the evening with the astronaut's signature plus a photo. NASA engineer Mike Machula discussed the persistence, perseverance, skill and grit that is required in order to work in their 'dream field'. He also embodied a growth mindset; explaining, "those who dare to achieve greatness will make mistakes along the way".

A visit to RICE University included the RICE Stadium, site of the speech by President John F Kennedy that inspired a nation to strive for the unthinkable goal of a moon landing. During moon landing mission simulations at the United States Space and Rocket Centre students had to perform under pressure and tried various astronaut training activities. And for something different, students attending an NBA game found themselves located right behind the 'Red Rowdies', the fan group for the Houston Rockets - what a game!!!

The value of being immersed in a can-do environment resulted in student outcomes which included growth in self-confidence, scientific understanding, ability to work closely and collaborate with others, to take risks with their learning, and with that, the realisation that dreams are possible.

**Jacqueline Lupton**  
Science Coordinator

## Music Notes

Our staggered return towards the end of Term Two was welcomed and it was delightful to hear music around us during the school day. Some smaller ensembles were able to return to full rehearsals, although Junior groups remained split; rehearsing at their own campuses, and larger ensembles were only able to run sectional rehearsals.

Year Nine and Ten Elective students performed outside the HR Stevens Music Centre during lunchtime to show everyone the work they had achieved in class, mostly during online learning!

We continued our online concert series with a Junior Piano and String Concert on 30 July, Suzuki Concert 2 on 1 June and Suzuki Concert 3 on 3 August. On each occasion multiple concerts were held at the same time, each one compered by a teacher, allowing approximately ten students to play a solo for their family and all the other families in the room. The last Suzuki concert was a real hit with 100 students playing the piano or violin. This must be a record for the number of individuals performing in a concert on one day. All future concerts will be made available through PEGSpace and all are welcome.

In June the delivery of the new Grand Piano brought us a world-class resource that will underpin the teaching and learning for our piano students and enhance our concert performances for years to come.

The newly completed Essendon Music building is another fine example of the resources being made available to our students and our community.

**Amanda Rowarth**  
Director of Music

Click on the following link to enjoy the Stage Band's online performance of *The Boogie Woogie Bugle Boy (from Company B)*.  
<https://youtu.be/ihYFxP7MgtM>





A photograph of two young men standing in a room with green walls and a large window. The man on the left is wearing a black t-shirt and has dark, curly hair. The man on the right is also wearing a black t-shirt and has light brown, wavy hair. They are both looking towards the camera. The room has a wooden floor, a wooden chair, and a wooden cabinet in the background. The window is large and has multiple panes, letting in bright light. The overall atmosphere is warm and casual.

# Green screen technology

Upon learning live audiences would not be able to assemble, the cast and crew of the 2020 Drama production made quick adjustments to their show. Cleverly converting what was meant to be a stage play into an hour-long feature film, they mustered all their creative abilities to alter rehearsals, learn new acting techniques, and to replace props, costumes and sets with special effects. They share what it was like performing in front of a green screen.

**Isaac:** If you made a mistake every now and then, you could always go back and fix it. I learned a lot, especially about camera angles. Even though the screen was kind of hard to set up, it was very much worth it.

**Ben:** It was a far less stressful experience, by minimising fear of forgetting lines or having an onstage wardrobe malfunction, among many other issues normally associated with live theatre. Working with a green screen is something which has always been a minor dream of mine. It definitely lived up to the creativity it is associated with.

**Josephine:** There is a rush of adrenaline and excitement when performing to an audience but while acting in front of a camera, there wasn't that feeling. It was fun to work with a green screen however it was time consuming. I learnt that there is a way around everything! Even though we didn't manage to get to have a live performance, we still got to act out our scenes by recording them into a camera.

**Jessica Gorlin**  
Director of Performing Arts



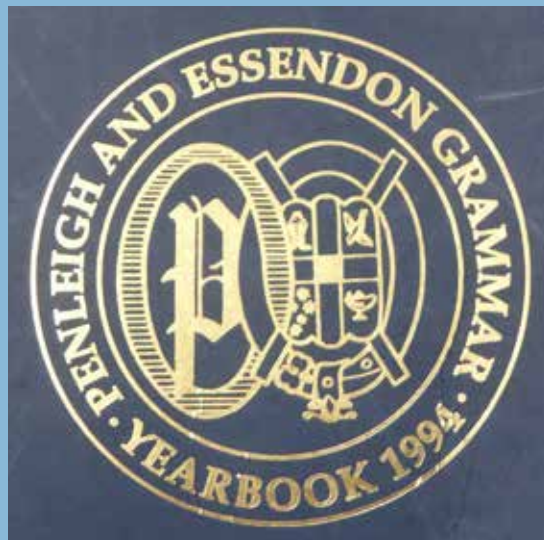
# From the Archives

Brigid Cooper Archivist

## A Story of School Crests

All sorts of organisations use a logo or graphic symbol as an identifying mark for their business or group; think of banks, football clubs, welfare groups, government departments, or even the ubiquitous "golden arches."

Our school uses a crest which is intrinsically connected to the school's long, and sometimes complicated, history. The crest as we know it today was used on the badge presented to Colours recipients in 1989 and in 1994 featured on the front of the Yearbook for the first time. The use of the intertwined combined crests was not officially adopted as the school's symbol until 2005, when all new publications, uniform and letterhead was changed.



The cover of the 1994 Yearbook of Penleigh and Essendon Grammar School showing the combined school crest. (PEGS Archives [PEGS05675])

## Origins

But where did the elements of this crest originate? Our crest is formed from two crests - the crests used by the two schools, one girls' school and one boys' school, that amalgamated to form Penleigh and Essendon Grammar School in 1977.

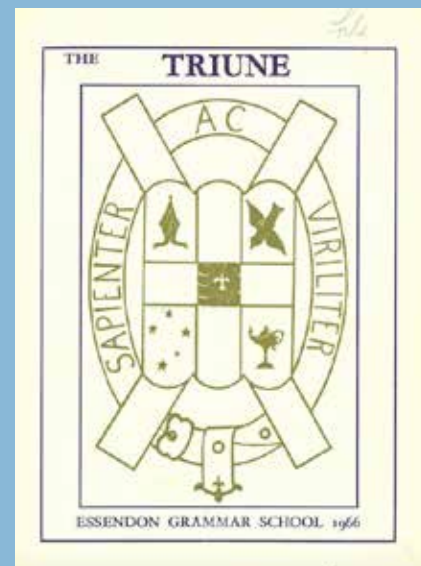
The elegant "P" has been used since the name "Penleigh" was adopted in 1912 by then Principal, Miss Edith Sprigg, for Penleigh Girls' School, replacing the previous name Ascot Vale Girls' High School. Neither Dorset House Ladies' School nor Ascot Vale Girls' High School appear to have had a crest. The new Penleigh crest was designed by a staff member and includes the school motto "Ad Altiora" (To higher things). It was immediately used on the cover of the yearly magazine, on hat badges, and on the school blazer pocket.

Very few changes were made to the original design along the way, despite the school's name changing to Penleigh Presbyterian Girls' School in 1918, and then Penleigh Presbyterian Ladies' College from 1961.

The boys' school crest, belonging to Essendon Grammar School, has many more elements, some of which can be found in previous school crests. The school was formed by the three dominant Protestant Churches in the area to provide education for boys.



The cover of the 1917 Yearbook of Penleigh Presbyterian Girls' School, The Penleigh Magazine, showing the school crest and motto. (PEGS Archives)



The cover of the 1961 Yearbook of Essendon Grammar School, The Triune, showing the school crest and motto. (PEGS Archives)

Here are the elements of the Essendon Grammar School crest with a brief explanation of the meaning and the origin of each symbol.

<b>Bishop's Mitre</b>	the mitre, the hat that a bishop wears, represents the Church of England [from St Thomas' Grammar School crest]
<b>St Andrew's Cross</b>	the diagonal white cross represents the Presbyterian Church [from Northern Grammar School crest]
<b>Dove</b>	the white dove is used for both peace and the Holy Spirit and represents the Methodist Church
<b>Lamp</b>	the lamp represents knowledge and life and is often called the lamp of learning [from St Thomas' Grammar School crest]
<b>Book</b>	the book in the centre of the crest is the Bible [from Northern Grammar School crest] Southern Cross the Southern Cross constellation is only visible in the southern hemisphere and here represents Australia [from Northern Grammar School crest]
<b>Red / Claret Cross</b>	this is one of the school colours, alongside light blue and navy blue and could come from the St George's Cross representing England [from the school colour of St Thomas' Grammar School]
<b>Motto</b>	the latin motto Sapienter ac viriliter meaning "with knowledge and strength"

Principal of Northern Grammar School, Mr R C Woollacott, was instrumental in the design of that school's crest, and that of the newly-formed Essendon Grammar School, where he served as Deputy Principal and later as Principal. Carlton College did not have a consistent crest.



Samples of crests used for the girls' school over the years. (PEGS Archives)



Samples of crests used for the boys' schools over the years. (PEGS Archives)



# PEGS Business Network

## PEGS Business Network Jobs Board

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

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

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

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

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

## Support Businesses in the PEGS Community

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

You can view the PEGS Business Directory at:

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



# Former Students' Association News

## Alumni Spotlight Dr Megan Belot MBBS, FACRRM, FRACGP, DA

Dr Megan Belot completed her MBBS at Monash University and her internship at Box Hill hospital. She did a number of rural rotations prior to doing two years residency in Darwin and a further two years working as a Locum. Megan then began her GP training in Echuca and Cohuna, also completing a Diploma of Anaesthetics at Bendigo hospital. She also performed anaesthetic procedures at Broken Hill Hospital and spent a year working with the Flying Doctors Service (RFDS) where she was involved in clinics and retrievals.

*What have you been doing since leaving PEGS in 2002?*

I have been in the medical field since leaving school and highlights have included a term in Uganda, Africa, working in remote indigenous communities of the Northern Territory, locuming around Australia and some time off to travel.

I now work part-time as a GP Anaesthetist/ rural generalist, balancing running a farm with my husband and raising our 10-month old son.

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

I loved the diversity of the curriculum and being able to do Chinese, French and Maths. The teachers were always there to help and guide you.

*Was there anyone who inspired you?*

My Parents. My mum worked very hard as a midwife/ nurse doing night duty and juggling raising four children. She showed me it was possible to have a family and have a career. My Dad showed me how important being resilient is by overcoming physical disability after a motorbike accident and ultimately my reason for wanting to be a doctor.

*Tell us about being President of the Rural Doctors Association of Victoria?*

I feel very honoured to be the President of RDAV as I have had a passion for rural medicine from a young age and have always wanted to improve medical access for rural Australians. It is a voluntary job involving advocating for the rural communities and their rural workforce through meeting with government bodies and politicians, having input into crucial policy changes and a lot of media work. With COVID-19 there has been a surge in meetings and advocating around access for adequate personal protection equipment for rural GPs and the surge capacity in rural hospitals to deal with COVID-19 and cross border issues.

*What is your biggest professional accomplishment?*

My dream job was always to work for the Royal Flying Doctors which I was thankful for the opportunity to fulfil in 2015. It was a big year, at times working 80-hour weeks, studying for two fellowships and passing six exams. I am very thankful that I had my now husband by my side. But to my surprise I found I missed the regular anaesthetic work which saw us move back to Victoria where I could work as a rural generalist.

*What's your favourite memory of PEGS?*

I have lots but it would have to be the multiple excursions, the bus rides to choir practice and the trip to China.

*What advice would you give to young PEGS alumni?*

Hard work, determination, and resilience are key. You are young and have time to make your choices. I was lucky I always knew what I wanted to do and so my pathway was "easy" enough to find. Life is not always straightforward, so taking your time to figure out what you want in life is important. I see a lot of young people with mental health issues and I feel that society has a lot to answer for. There are two ways to live your life, you have a job that pays for your hobby/ passion or you have a job that is your hobby and passion and it is ok to take time to figure out what you want.

Quite fitting for 2020 is one of my favourite quotes by Henry Ford: *When everything seems to be going against you, remember that the airplane takes off against the wind, not with it.*

*What do you do in your spare time?*

I love spending time with family and friends, our farm lifestyle and our Hereford cattle. I love travelling and having the next holiday booked. I enjoy gardening, yoga, boxing and when I get time driving my 1966 Mustang which I restored with my dad.







# 2020 Events

## PEGS Business Network Functions

### Event 1 – Mental Health, Wellbeing, Culture and Leadership

Date: TO BE CONFIRMED

Time: 7am – 9am

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

Guest Presenter: Paul Roos

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

Date: TO BE CONFIRMED

Time: 12.30pm – 3.00pm

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

Guest Presenters: Kate Dullard and Lisa Lawry

### Event 3 – End of Year Celebration – Details TBC

### Golf Day – Monday 14 December 2020

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

## FSA Reunion Dates - Postponed Until Further Notice

## PRIVATE FUNCTIONS

### Golden Girls' Luncheons

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

2020 Dates – 11 November

### LinkedIn:

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

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

### Facebook

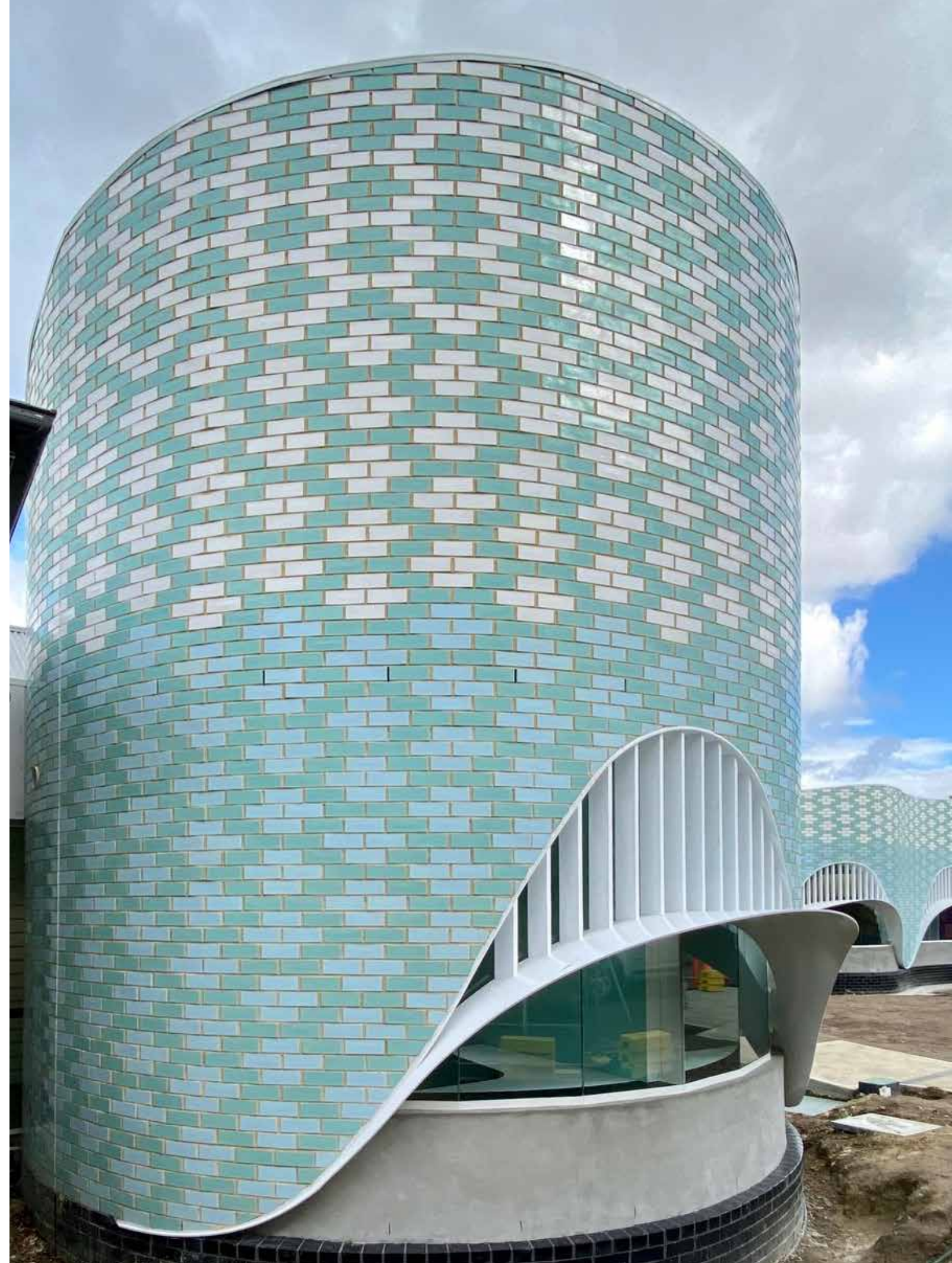
If you have a Facebook account, please search for **PEGS Former Students' Association** and **PEGS Business Network** and 'like' our pages.

## Announcements

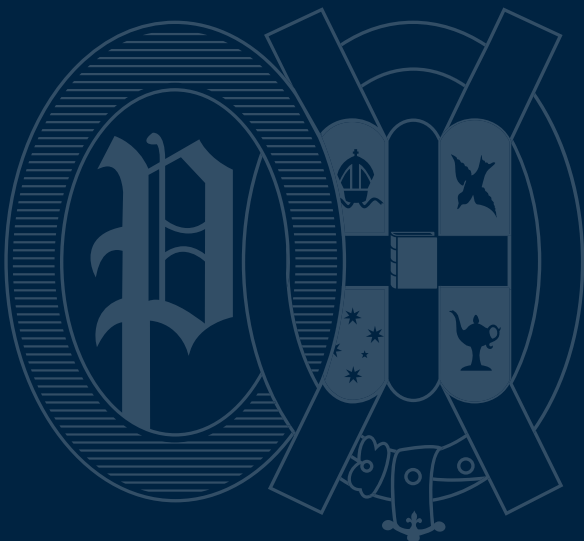
### Deaths

**Anita Miller (née Raglus)** (Penleigh [Class of 1983]), sister of Jeff (EGS [Class of 1976]) and Linda (Penleigh [Class of 1978]), on 10 April 2020, aged 53.

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







Contact details: [newsletter@pegs.vic.edu.au](mailto:newsletter@pegs.vic.edu.au)

