



PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

December 2019





From the Principal

It's incredible. This is my eighty-eighth and last From the Principal message in the school newsletter. In my first newsletter, in Term One 1998, I celebrated the school's "coming of age" as it was the twenty-first anniversary of the establishment of Penleigh and Essendon Grammar School.

While I am perhaps too close to the major changes at the school during the subsequent twenty-two years, many people have happily suggested what they see as most important to the evolution of the school. The most common statements reference over twenty and more years of outstanding VCE results, the various improvements at the Kindergartens and both Junior Schools, the development of the Keilor East campus, described by an international panel of architects as one of the world's "most attractive schools", and the important change of school culture that followed the re-location of the Middle School (girls) from the Moonee Ponds campus to McNab House.

While I would want to acknowledge all these statements, I take particular pride in the establishment of the AGSV/APS sports competition. In 1998, PEGS had a vibrant culture of school sport, but only for boys. The celebration of the centenary of AGSV sport in 2020 is a reflection of this heritage. Our girls participated in a range of round-robin days but the school was unable to offer them the option of a regular competition. PEGS hosted a luncheon for school Heads which immediately led to the establishment of the AGSV/APS competition that is now enjoyed by hundreds of girls every weekend during our summer and winter seasons.

With the hindsight of twenty years, it is now unimaginable that co-educational schools did not offer identical opportunities to its boys and girls. It is the correction of this anomaly, and the central role of PEGS in this change, that gives me the greatest pride. A more recent articulation of this change includes the establishment of AFLW and cricket competitions under the AGSV/APS umbrella. PEGS has been at the forefront of this extension of opportunities for its girls.

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

During every one of my years at the school, it has been our students that have been my inspiration. I do want to repeat the cautions that I mentioned at this year's One School Day. PEGS has an outstanding school culture but culture is fragile. PEGS offers a carefully developed and refined educational package; it offers its students a great diversity of experiences. I explained:

While at camp, many students play a game called Jenga. It is, in some ways, a metaphor for school culture. I say this for those who claim to like the school but want it to be different. For example, they query the need for foreign language study or participation in sport or rigorous intellectual expectations.

Just like Jenga, once you start removing pieces, the tower collapses. It would be my parting plea to all of you – to students, parents and staff – to embrace and respect the totality of the PEGS experience.

It would pain me in future years to hear that PEGS has lost its focus. Any change will only occur if our community fails to understand and respect the high standards and uniqueness of the PEGS experience. Ms Dullard's commitment to the values of the school is well known and extraordinary. Our values, our respect for academic traditions, our sense of decency and our keenness to support student wellbeing need to be defended against those who want the school to be something different. This is the challenge that I leave for the school.

Tony Larkin

Because he was here

42 years at Penleigh and Essendon Grammar School; 22 years as its Principal. Tony Larkin's impact has been so clear, so strong and so profound that it will continue to be felt long after he has left the school.

Put simply:

- because he was here, students and staff members have had the opportunity to thrive and to be confident in their strengths;
- because he was here, we know we are valued - and valuable - members of the community;
- because he was here, students leave the school ready to make their marks on the world.









**We thank you,
Mr Larkin.**



Learning creativity

Learning creativity involves developing a set of skills and understandings, but just as importantly a disposition – a bias to action – to pose questions, present ideas and solve problems in new and insightful ways.

Creativity has long been a focus of the PEGS experience, in the traditional sense of the creative arts but also in the realm of creative thinking more broadly. Our Culture of Thinking recognises that a good thinker does not just remember, but can apply, transfer, adapt and create. As a result, all disciplines – and all subjects – become fields for exercising and developing creativity. Specific opportunities for creative thinking are present in core subjects in Drama, Music and Art, and at Years Nine and Ten students have more options to explore the creative arts through electives in these subjects.

Performing in a musical ensemble like the Audacity Choir or a drama production like *Snapshots* or *Spamalot*, allows students to develop their creative skills, but so too does crafting a passage of play on the basketball court, constructing an attack on the chess board or generating an argument for a debate. Enrichment and extension activities like LEGO Ideas Club, the Amazing Spaghetti Machine Competition, the Da Vinci Decathlon and Tournament of Minds all present opportunities to propose alternative solutions, trial different approaches and test hypotheses.

As a whole, these experiences bring an aesthetic experience that excites the senses, but, just as importantly, provide a “laboratory” for the development of the courageous, reflective and strategic thinking that underlies creativity.

Anthony Simmons
Head of McNab House







Vale Year Twelve

The final days of Year Twelve always create interesting challenges for those involved. Will the silly string be left at home? Will the fancy-dress choices leave students sweltering on the oval? Will I forget (again) that even an 18-degree day in Melbourne turns my nose salmon pink? This year, the answer to all of these questions was yes. But alongside my reddened snout, what the staff at the Larkin Centre witnessed over the course of both Monday and Tuesday was the incredible sense of community that this departing cohort has developed. The cheering at the tug-of-war was so vigorous that it drowned out Mr Cashman's impromptu History lectures. During the karaoke, several songs brought the whole room to its feet. Our Valedictorian began his speech at the evening's dinner with a panoramic selfie that involved the whole crowd and was rumoured to have broken the internet more definitively than Ellen's 2014 Oscars snap. However, the Not a Dry Eye in the House award has to go to the moments following the Valedictory Service at St John's. Reluctant to leave despite the insistent shooing of teachers, a few students grouped together for a photo. A few more joined, then a few more. The resultant picture, including virtually the entire year group, was as touching as it was spontaneous. In a year that has encouraged us to consider our legacies, Year Twelve can be very proud of the spirit of camaraderie, support and generosity that was particularly apparent over a thoroughly successful final two days.

Stephanie Lazarides
Year Twelve Coordinator, Larkin Centre

Read, read and read

The Junior School (boys) has a strong culture of reading and its students have an appreciation of literature.

At our annual Preparatory Level information night our Principal, Mr Larkin, informs parents that the most important skill their sons need to develop is the ability to “read, read and read”.

In a time when students are overstimulated by electronic gadgetry, how do we instill a lifelong appreciation of reading? The answer is to extol the virtues of reading consistently and in innovative ways that “hook” boys. We must select high quality, challenging and relevant material to retain student interest.

Each year we celebrate events such as the Premiers’ Reading Challenge, National Simultaneous Story Time, Book Week and Book Fair.

Literacy expert Terri Campbell who was associated with The University of Melbourne Network of Schools informed our staff that children write to the level they read. As a consequence, teachers consistently source diverse literature to introduce topics, support language development, promote student wellbeing and explore the world in which we live.

Guest authors, including Felice Arena, Louise Park and Nagma Dawn Datt (a PEGS parent), spoke about writing processes and their efforts to ignite student imagination. Budding writers in Years Four to Six responded with quality entries in the Kids’ News short-story competition.

Student-led book reviews generated great discussion and confirmed that boys do read frequently and diversely. One student reviewed *Romeo and Juliet* and a Year Four student wrote a study of Shakespeare’s *Twelfth Night*.

It’s been a wonderful year full of literary experiences at the Essendon campus.

Frances Eames

Librarian Essendon Campus

Voluntary Library Fund

From Kindergarten to Year Twelve and beyond, PEGS students celebrate their achievements, enjoy rites of passage, rise to challenges and leave memories and reminders as a legacy of their school years.

Each year, Mr Larkin writes to the parents of Year Six and Twelve students inviting them to contribute to the PEGS Voluntary Library Fund. All contributions are recorded and acknowledged with the purchase of high quality, beautiful books which are spread between the Junior School, Middle School and Larkin Centre libraries for students to read and borrow. Each book includes a specially printed donation plate indicating the donor’s name, year level and donation date.

Mr Larkin’s passion for reading, knowledge and enquiry is known to many of us. He has been an enthusiastic supporter of the school’s libraries and believes in the power of reading and the written word. Donations to the library fund are a reminder to current students of those who have gone before them, enjoying all that the school offers, before entering the adult world well prepared for the challenges, promise and potential it presents.

Kerrin McCrum

Director of Library Services





Eildon Camp – *a bird's eye view*

When I was last at camp, a kookaburra was perched in one of the native gum trees overlooking our Junior School students yabbing beside The Hub. According to aboriginal legend, the kookaburra's famous laughter is a signal to the sky people to light the great fire that illuminates and warms the earth by day. To the rest of us, the kookaburra symbolises joy and laughter. This is what I see and hear every time I visit our camp.

While our students are always the heroes of the Eildon camp story, I am constantly amazed by our staff. The camp staff live on-site and are always on hand. They are professional, highly-trained and talented outdoor educators.

I still imagine camp from a kookaburra's perspective. There's our Camp Manager, Mr Paul Crouch, playing downball with our Year Sevens after a session of canoeing. Mr Stephen Collins is overseeing our Year Nines on the climbing wall. Miss Bonnie Morris is encouraging our Year Fives as they walk up Heartbreak Hill or complete the "Mud Walk". Mr Brad Hanrahan is running "Survivor Games" for Year Eights. Miss Jessica Rose is overseeing Indigenous Education activities during the Year Four programme. If kookaburra senses permit, they might be drawn to the enticing smells from the kitchen as Marisa prepares a delicious dinner.

Evidence suggests that our Eildon camp programme assists students to develop resilience, social skills, creative thinking, decision making, leadership and planning.

For me, and perhaps the kookaburra, it is a realisation of the healthy rapport that constantly flourishes between our teachers and students. Our camp staff is very alert to the twin pillars of Care and Wellbeing and our Culture of Thinking. They aim to assist with the nourishment of well-rounded and resilient young men and women.

The school would like to invite you to come and see the camp at its Open Day on Sunday 1 March 2020.

Colin Cooper
Camp Supervisor





Shakespeare Day

Early in Term Four, Middle School students were treated to a feast of Shakespearian theatre in support of their studies in English. In the morning, Year Ten witnessed something wicked, transported to Scotland for the tragic tale of *Macbeth*. In the afternoon, Year Eight students enjoyed the story of those famous star-crossed lovers, *Romeo and Juliet*.

Courtesy of the Complete Works Theatre Company, and their three extremely busy actors, students were able to see adapted versions of each play performed and then ask searching questions afterwards, building understanding and knowledge through direct interaction with Shakespeare as it was intended. In all, it was a rich learning experience for all involved.

Charlie Hynes
English Coordinator,
Gottliebse and McNab Houses

LEGO Ideas Club

I love LEGO Ideas Club. Every week we get a different challenge ... and LEGO. We work in groups to make a LEGO masterpiece in about forty minutes. We get to choose our own groups, unless the challenge criteria say otherwise, and we are supplied with a variety of LEGO of many sizes, shapes and colours. At the end of the session, our amazing judges, Ms Hill and Mrs McGrath, assess the works of art. They award the Honourable Mention and, then, First Place. The winners receive a mini LEGO figure and a certificate.

All LEGO builds are judged on technical skills, creativity and story. As every week's challenge is different, we try many different styles and learn new LEGO ideas. It is impossible to win every single week because we all have strengths in different areas of LEGO. While some may be good at making realistic robots, others may be skilled at making creations out of limited LEGO blocks.

LEGO Ideas Club is an amazing club that I love and it has really helped me to enjoy Fridays even more.

Ella Stevens
Year Seven, McNab House





Support for Indigenous Literary Day

There's a Hippopotamus on my roof eating cake.

As a child, this was my favourite picture book. I vividly remember asking my mother to read it, just once more! Most of us have similar experiences. I was a student at PEGS and grew up in a home where reading was celebrated and encouraged. There was an endless supply of readers, novels and picture books from our school's library.

Many students in Australia do not have these opportunities. Those most affected are remote indigenous children. 2019 is the International Year of Indigenous Languages. On Wednesday 4 September the Middle and Senior Schools celebrated Indigenous Literacy Day. This is an event promoted by the Indigenous Literacy Foundation.

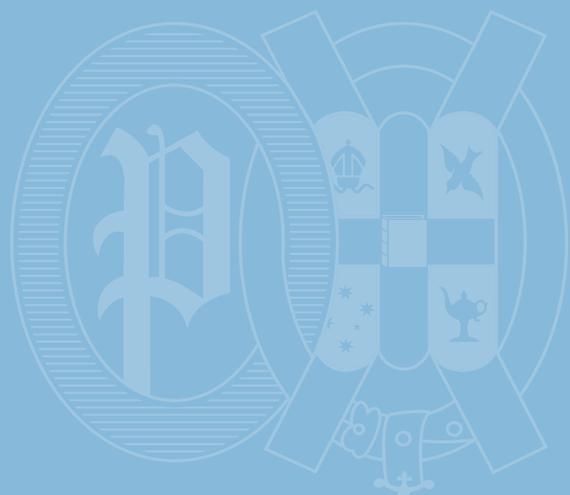
The Foundation's approach to raising literacy levels starts at a community level with the supply of quality books to remote communities. It also aims to publish books in Aboriginal languages. Middle School students participated in a Great Book Swap during the week that marked Indigenous Literacy Day.

Students in Year Nine know, from their studies, that Australia is linguistically extraordinary. Around 250 languages were spoken when Australia was first colonised. Today, most indigenous languages are "asleep" awaiting revival. Indigenous languages did not simply fade away; they were actively silenced by government policies. The culture and language of the First Australians remains the oldest continuing culture on earth.

PEGS students proudly celebrated this culture by promoting Indigenous Literacy Day and by gifting children in remote communities with books in their language.

Amanda Stephens

History and Politics teacher, McNab House





Authentic scientific research opportunities

Twelve of our emerging scientists recently completed experimental research in STEM-related projects. The following students were mentored by leading scientists: Nicholas Bui, Hannah Clarke, Rakshan Chandu, Jackson Coombs, Alexandra Lakkis, Eric Lee, Oscar LoMoro, Connor Nguyen, Martin Nguyen, Jaidyn Sessa, Nimrada Silva and Jennifer Tran.

At Monash University's School of Chemistry, Nicholas, Hannah and Nimrada were mentored by Dr David Turner and synthesised and characterised novel crystal structures to investigate ambiguous hydrogen bonds. At The University of Melbourne's Bio 21, Jackson and Alexandra worked in the Hutton Group assisting researchers with the development of new methods for the synthesis of peptides as precursors of potential anti-cancer and antibiotic agents. Also at Bio 21, Jennifer and Eric, supervised by Professor Jonathan White, studied the electronic interactions in organic compounds which contribute to the binding of proteins and other biological receptors. And at Swinburne University, Jaidyn, Martin and Rakshan, mathematically modelled biological systems using computer simulations, guided by Dr Andriy Pototskyy. Oscar and Connor's work with Owen Missen at Monash University is described elsewhere in this Newsletter.

The success of this programme is a testament to the talent and enthusiasm of our students. The nature of the scientific research environment and the relationships forged through higher research cannot be replicated in the classroom. However, the rich insights newly embodied by our student-researchers are ones from which all members of the PEGS learning community benefit. The emergence of PEGS alumni acting as supervisors brings further weight to the value of the experience.

Alex Abela

Chemistry Teacher, Larkin Centre

STEM abroad

I attended the National University of Singapore Science Summer Camp in July this year. It was a week-long programme focusing on a diverse range of theory and applications of STEM (Science, Technology, Engineering and Mathematics). It provided enriching and eye-opening insights into the real-world applications of science. It was great to meet like-minded people from all corners of the world and to see the work being done in different fields of STEM at an international level.

Among the many activities, we learnt about the mathematics behind image compressions, the chemistry of aromas and tastes relating to different types of tea, the forensic analysis of DNA and the 'hands-on' aspects of 3D printing.

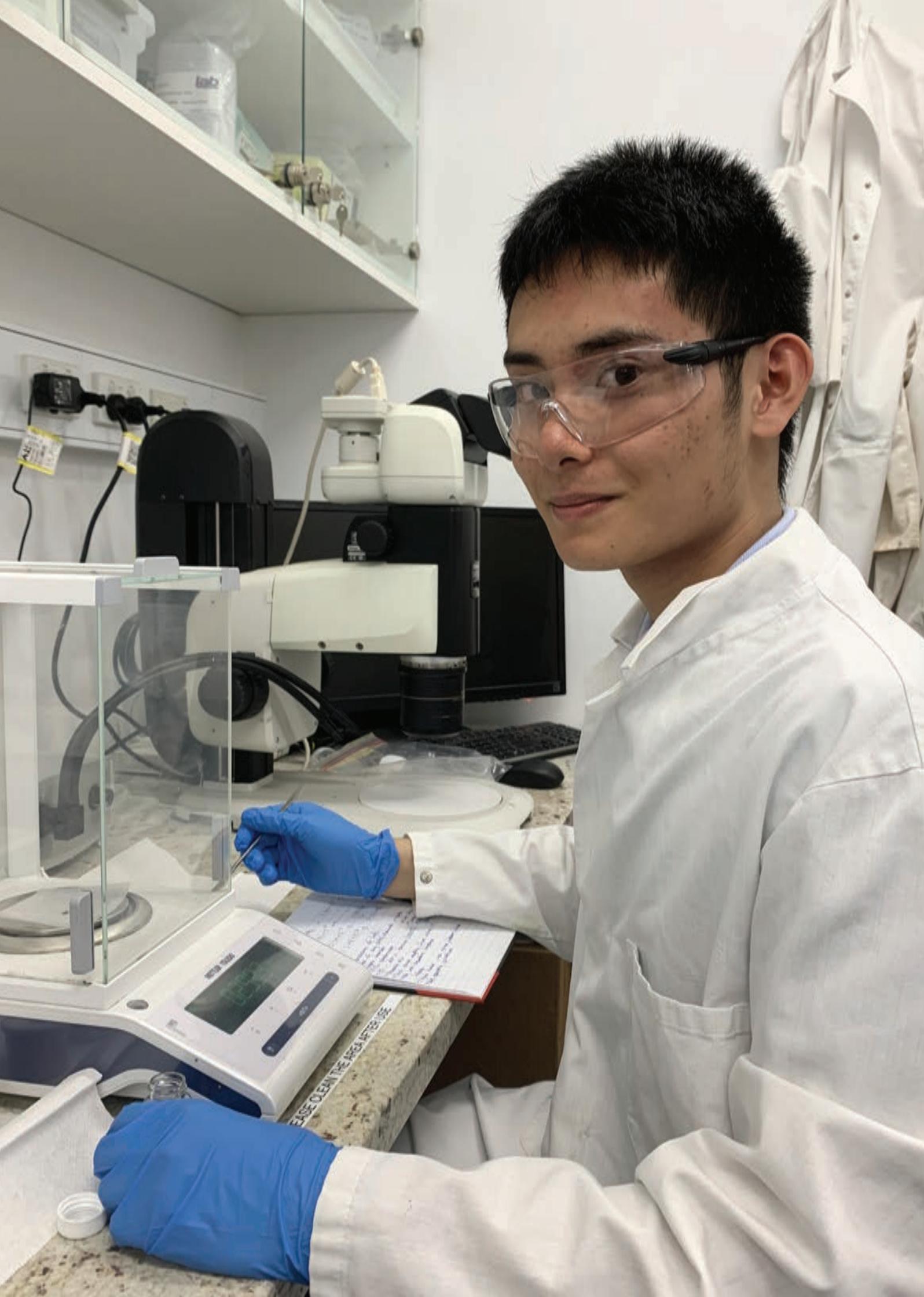
The programme also gave us the opportunity to hone our sense of independence and responsibility. Travelling in another country required a maturity that has become indispensable to me. The experience also fostered strong friendships as we immersed ourselves in the culture of the country.

Overall, the experience was fascinating. It sharpened not only my knowledge of STEM but also my interest in science. It allowed me to consider different areas of STEM both in the context of my classroom studies as well as broadening my career horizons.

I will always treasure this experience. It is one that I would highly recommend to interested students. My pathway to this programme was the National Youth Science Forum and my thanks go to Rotary International, the Rotary Club of Essendon North and Penleigh and Essendon Grammar School for the support provided.

Shambhavi Srivastava

Year Twelve





Year Seven



Year Seven has been awesome. I am amazed as I look back on my new experiences. Camp, drama and competing in school sport are just some of the things I have loved this year. My favourite part of camp was hiking and cooking outside because I did things I did not know I could do. I have enjoyed playing cricket and football and making new friends while playing sport. Six months ago, I didn't know what to expect in examinations. Now, I feel confident as I prepare for my final examinations. In form group time, we have been learning about diversity. This has developed my understanding of diversity within our school and more broadly in the world. Another great thing about this year has been making new friends and getting to know other students. Overall, Year Seven at PEGS has been an absolute blast!

James Martin

Year Seven, Gottlieb House

Year Nine Maths Games Day

Over 200 students from forty-five schools came together at Williamstown High School to participate in the 2019 Year Nine Maths Games Day where we completed a series of mathematical puzzles, problem solving tasks and challenges complemented by some board games.

Students competed in teams of four. I was a member of a team from McNab House. The other team members were Ruby Cullen, Sienna Li and Sandra Sujith. Despite a very successful performance in the maths section, we were let down by our luck in the board games and were placed seventh overall. The Gottlieb House team - Zheng Hua, Asel Kumarasinghe, Quinton Nguyen and Alexander Sarossy - was more fortunate and was placed second.

The highlight of the day was the maths relay which brought much excitement and energy. It turned the subdued and peaceful (with a hint of underlying stress and rush) environment to an almost zoo-like atmosphere with students rampaging and screaming desperately, eager to achieve perfection.

Ruchi Bath-Samarakoon

Year Nine, McNab House

The Power of Debating

On Tuesday 29 October, all Year Nine students attended an exhibition debate on the topic 'that use of social media leads to greater mental health issues in adolescents'. The debate encouraged students to understand the art of debating and gave them viewpoints regarding the positive and negative consequences of social media.

The affirmative team held that social media leads to rushes of dopamine, an unhealthy obsession with meaningless "likes" and "followers", and causes unstable addictions which may lead to depression, cyberbullying, lower attention spans, insomnia and, in extreme cases, suicide. Statistics were presented to support these claims. The negative team held that social media is inherently not harmful; only inappropriate use is harmful. The negative team also contended that social media is a platform for global communication and positive connections. The debate shed light on the consequences and artificialities within the digital world. The power adolescents have over their reality is often handed to mere strangers through "likes" and "followers".

Rather than a decision by an adjudicator, this debate required students to vote for the side they supported. They considered the validity of the arguments, the speakers' manner and the method of argument when voting. The majority of votes went to the negative team although both sides were knowledgeable and had good oratory skills.

After the debate, the school psychologists explained to the students the consequences of social media and how to combat them. This gave students the opportunity to discern how social media can affect an individual.

Adam Faggianelli, Gevindu Wickramanayake and Quinton Nguyen

Year Nine, Gottlieb House



An exceptional year

2019 has been a year studded with impressive Mathematics achievements across the school. As an example, I want to let you know what has happened at the Junior School (boys).

Starting in May, our Year Three and Five boys produced exceptional numeracy results on the NAPLAN assessment. In June, August and September, students from Years Three to Six represented PEGS in statewide Maths Games Days. Our Year Five team won their level and our Year Four and Six teams were runner-ups.

In August, over 100 boys in Years Three to Six attempted the Australian Mathematics Competition, a nationwide problem-solving contest. Five students won prizes (in the top 0.3%) and another twelve students received High Distinctions (top 3%). William Cheah (Year Five) sat the Year Seven version of the competition and achieved a perfect score. He was presented with his AMC medal by the Governor of Victoria at a special ceremony.

Twenty-eight students sat the Australasian Problem Solving Mathematical Olympiad contest. Ten of our students finished in the top 2% of participants from across Australasia.

These accolades continued with the presentation of Maths Talent Quest awards. From our twenty-five entries, fourteen proceeded to the state level, receiving seven Distinctions and three High Distinctions. An investigation by Thomas Stefanovski (Year Three) was selected to represent Victoria in the National Maths Talent Quest.

As a consequence of these impressive results and a similar level of success at the Junior School (girls), PEGS received the coveted Outstanding School Award.

Peter Maher

Mathematics Coordinator, Junior School (Boys)





Reflections from the Kindergartens

In a time of transition and change, it is imperative that we reflect on the current Kindergarten year and acknowledge and grow from the experiences we have encountered. This is something we not only ask of ourselves as educators, but also of the children and their families.

Throughout this year, kindergarten children engaged in many meaningful experiences that shaped their thinking and learning. From meaningful conversations about worldly ideas to the exploration of their ideas through play, the children learnt together. The strong culture of learning that has been developed within the kindergartens will follow the children throughout their PEGS journey as they grow and learn together.

As the children complete their kindergarten year, we invited them to reflect on the learning they had encountered. They used words such as thinking, remembering and working hard. The most profound learning that was a common thread across all cottages was a deeper understanding of kindness and being a good friend. These qualities are valuable life-long attributes that will enhance each child's experiences.

Lauren Olcorn

Director of Kindergartens





Jake Anderson Year Three

Jake Anderson has represented the school with distinction at various snowboarding events throughout the year. In July, Jake participated in the Victorian Interschools Snowsports Championships at Mount Buller and came first in the Snowboard Grand Slalom and second in the Border Cross event. At the conclusion of the championships, Jake was awarded the David Perkins Cup for Individual Excellence in Snowboarding.

In September, Jake competed in the New Zealand Junior National Championships at Cardrona and won both the Freestyle and Slopestyle events. He was also the winner of the Overall Under 10 Snowboarding Championship.

Later this year Jake will travel to Utah to train with elite snowboarders from around the world. I would like to congratulate Jake on his outstanding success and wish him well for his upcoming events.

Graeme Sharman
Head of Junior School (boys)





Prep to Year Two Sports Day

When Prep to Year Two students and teachers from the Moonee Ponds and Essendon campuses arrived at the Keilor Park sports grounds, beautiful sunshine greeted us. Excitement filled the air as the boys and girls gathered in the netball area before grouping together with their brother-sister Houses to begin the day's activities.

A major event at the school, the Prep to Year Two Sports Day provides our students with a fantastic opportunity to practise their skills and to spend time with their parents. There is a sea of activity as children rotate through a variety of activities, which include an obstacle course, tug-of-war, athletics, team building activities and mini-archery.

Plenty of smiles and laughter could be seen and heard from students, parents, grandparents and other supporters. A huge congratulations must go to the Year Six House Captains for helping to make the day a great success.

Troy West and Brett McQueen
Junior School Sports Coordinators



2019 House Programme

The House programme means many things to many people. For some, House is associated with the exuberance and competitive atmosphere of sport; for others, it is unexpected talent on the stage. The extensive House programme provides myriad opportunities for students to embrace their individual talents and extend the scope of their comfort zone.

2019 has been a year of celebration. Through every cheer, defeat and triumph, the ongoing effort, enthusiasm and lively house spirit from the student body have been outstanding. The year began with Da Vinci Decathlon, designed to enrich the intellect of our Year Sevens, was followed by swimming, athletics, sport round-robin and culminated in our favourite – Talent Quest. These events as well as brother-sister House activities have empowered students to build new connections across year levels and campuses. Being a member of a supportive, inclusive, tight-knit community imparts a strong sense of belonging. Every student brings a unique strength and plays their own part in contributing to the successes of their House.

Much of my year has revolved around my duties as Chaucer House Captain, which has led me, along with the rest of our leadership team, on a journey filled with invaluable life lessons, fond memories and treasured friendships. While this role has put all of our organisation, public speaking and time management skills to the test, I am proud to say that we have all stepped up as leaders, grown as individuals and hopefully been role models for younger students.

Jovita Quach

Chaucer House Captain, McNab House

Leadership

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.

Herb Elliott – Australian Olympian and ‘father’ of Elliott House

Much discussion takes place regarding the notion of leadership. Who are the leaders of Gottliebsen House? What motivates a leader? What does leadership look like? At Year Ten, we have designated House Captains, Colours recipients and some Middle School students are fortunate enough to be appointed leaders of their senior sporting and co-curricular teams. However, it is not always the obvious candidates that distinguish themselves as leaders.

At Gottliebsen House, all students are encouraged to demonstrate leadership; leading by example, learning from mistakes, setting a standard for others to follow, knowing something needs to be done and organising that to happen, being honest and showing integrity. A common “law” of leadership is to aim high.

Critical to leadership is an ability to get “uncomfortable”. Whether that be speaking in front of a group, taking on subjects that are challenging or calling out inappropriate behaviour, growth occurs when we are not satisfied with sitting back in a state of contentment; rather, a preparedness to challenge and be challenged. To be uncomfortable.

As this year’s Year Ten cohort make their way to the Larkin Centre and a new set of challenges, the next group of leaders are preparing to fill the void in 2020. For many, the title of “leader” does not sit comfortably. So many of our students subscribe to the ideals of leadership yet do not necessarily see themselves as leaders. However, in the eyes of staff and students, they are.

Rodney Clarke

Year Ten Coordinator, Gottliebsen House



Discovering Melbourne

On Tuesday 22 October, the Year Eight boys set off on their Discovering Melbourne excursion. Since late in Term Three, the boys had been planning their day, exploring possible activities in line with their allocated themes. Their tasks included contacting agencies for possible visits, checking travel options, finding prices for entry to venues and setting up their itinerary within the set budget and time frame. The programme for each group was quite varied.

Topics included Homelessness in Melbourne, Multicultural Melbourne, First Peoples of Melbourne, the Sports Precinct, Queen Victoria Market, and Fish - both living and as a food source. Students were set a series of questions and challenges. Some students were required to interview shop keepers in order to gain firsthand information.

Tasks on the day were allocated. Individual students were responsible for photography, the travel route, keeping to a schedule and reporting and recording information. Following this day of discovery, each group presented a report at a year level assembly, allowing all students to see what everyone else had experienced. These presentations gave students the opportunity to practise their public speaking skills.

The Discovering Melbourne programme provides students with an opportunity to expand their understanding and appreciation of their own city through new experiences. It also provides opportunities to develop increased responsibilities and independence. It is an important day in the Year Eight calendar.

Clare Langford

Year Eight Coordinator, Gottliebse House



Considering All Possibilities

Five students from the Junior School (girls) participated in the Chess Victoria State Finals held at St Catherine's School. I had the pleasure of accompanying them. While the majority spoke about encouragement from their parents, it was also clear that these students appreciated the merit of mastering the game and the pleasure when they checkmated their opponent.

The girls explained that one of their keys to success is being able to look at the whole board and to consider all possibilities. They have learned to use their time wisely by thinking about how their opponent may respond and anticipating the next move. One student suggested, "You must protect your pieces and be careful not to be too obvious when planning your attack."

Their coach, Mr Paul Power, has been teaching chess at the Junior School (girls) for eleven years. He describes chess as being prepared to look beyond the obvious and doing a "blunder check" to ensure that nothing simple has been overlooked. These suggestions are invaluable life-skills. I'm sure you'll agree.

Julie Neylon

Deputy Head of Junior School (girls)



Ancient Greek

For many PEGS students, languages are an important aspect of education. Students were given an opportunity to study Ancient Greek to broaden their knowledge and develop new skills to improve their learning. These classes took place, for those interested, during Friday lunchtimes.

Ancient Greek classes intensified the abilities to determine the case, number and gender of words, which ultimately allowed students to translate passages. It was also the place for discussion, to expand on current issues and beliefs and to discover new ones. We learnt that the roots of many words, like philosophy and hubris, are from Ancient Greek. Each chapter we studied had a story, vocabulary and connection to Aboriginal heritage, which allowed us to consider events in the past and the future.

I thought my Greek background would be an advantage, however, it was a new and challenging language. Although the letters are the same as in Modern Greek, completely different words are used as well as different accents, creating incomparable pronunciations. I thoroughly enjoyed learning about the differences between Ancient and Modern Greek and also the connection they have with English.

The Ancient Greek classes were a success; they allowed us to challenge our minds and experience a new language for leisure. I thought it was a memorable school moment and I hope more students will participate next year. Ancient Greek requires dedication and effort but, in the end, it was an enriching experience. I would like to thank Mr Simon Hookins for offering these classes.

Angelique Konstantinou

Year Ten, McNab House

The Amazing Spaghetti Machine

The Amazing Spaghetti Machine is an inter-school competition where teams design and construct a Rube Goldberg machine which uses overly complicated steps to complete a simple action. Unlike its misleading name suggests, this competition does not involve spaghetti, but instead tests the knowledge and application of mathematics, design and creativity in the field of science and engineering.

Over the course of a month, our dedicated team of five students spent countless sessions drafting ideas and gradually watching them come to life. Despite the various obstacles we encountered during the design and construction process, we overcame them through the use of problem-solving skills. With the invaluable assistance of our supervising teachers, Ms Lupton and Ms Chuck, we managed to construct a carnival themed machine, which successfully used the energy from a rolling marble to hoist our carnival flag, commemorating the International Year of the Periodic Table.

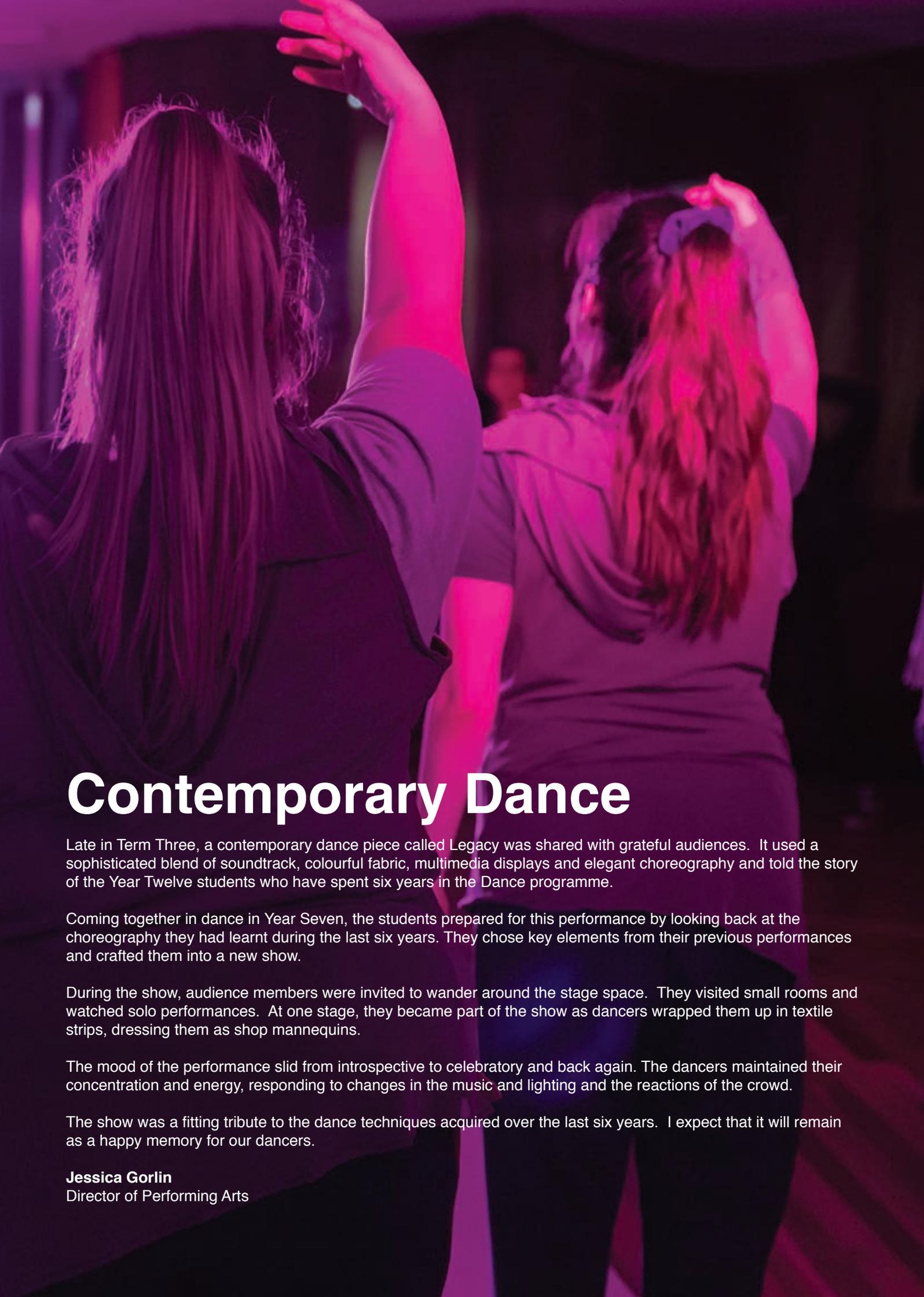
This competition allowed us to expand our communication and teamwork skills as well as interact with like-minded students from other schools. Much to our delight, we were awarded the Presentation Excellence award for our colourful display and thorough explanation. Overall, participating in this competition was an incredibly rewarding experience and allowed us further to develop our creativity through applying it to the field of engineering.

Aditi Eranki and Umesha Peramuna-Arachchi

Year Ten, McNab House







Contemporary Dance

Late in Term Three, a contemporary dance piece called *Legacy* was shared with grateful audiences. It used a sophisticated blend of soundtrack, colourful fabric, multimedia displays and elegant choreography and told the story of the Year Twelve students who have spent six years in the Dance programme.

Coming together in dance in Year Seven, the students prepared for this performance by looking back at the choreography they had learnt during the last six years. They chose key elements from their previous performances and crafted them into a new show.

During the show, audience members were invited to wander around the stage space. They visited small rooms and watched solo performances. At one stage, they became part of the show as dancers wrapped them up in textile strips, dressing them as shop mannequins.

The mood of the performance slid from introspective to celebratory and back again. The dancers maintained their concentration and energy, responding to changes in the music and lighting and the reactions of the crowd.

The show was a fitting tribute to the dance techniques acquired over the last six years. I expect that it will remain as a happy memory for our dancers.

Jessica Gorlin
Director of Performing Arts

Music news



Craft Market Performances

The main stage at the Craft Market was alive with the sounds of many performances throughout the day. The tiny tots of the Suzuki Violin Ensemble were delightful; it was also the first public performance from the Year Three and Four choirs who sang separately and as a combined choir. The biggest group was the Concert Band; filling the stage and playing with a great sound for the outside venue. Also filling the marketplace with sound was the Stage Band. For something completely different, this year included the Year Nine elective class group. Smaller ensembles also played: Synthesizer Ensemble; two Jazz Combos; Brass Ensemble; Saxophone Quartet; two small vocal groups; Percussion Ensemble and three student-led ensembles. It definitely was the most music presented at a Craft Market and it was wonderful to see students getting involved and organising their own groups to such a high standard.

Piano Concert Three and String Concert Three

For the final Piano Concert, over thirty students played solos or duos. Repertoire choices represented a wide variety of musical styles from ABBA to Bartok. The final item featured Jasmine Buckland (Year Twelve) who has been a consistent contributor to the programme since Year Seven. This year she accompanied the Infinity Singers and was a soloist in the Concerto Concert. The String Concert programme included the Cello Ensemble and our newest group, the Middle Schools String Orchestra. Other students featured as soloists or in chamber groups.

Junior Concert Band Award

Our Junior Concert Band (Years Five and Six) participated in the Victorian School Music Festival in the Novice Concert Band section. They are to be congratulated on their participation as their performance received a Silver Award. They played three pieces (one from a set list) for adjudication and had a workshop with one of the adjudicators.

Suzuki Concerts and Graduations

Term Four is a busy time for our Suzuki students. There are the final concerts and the Graduation Concert. All thirty-nine students who graduated received a certificate to recognise this achievement. The six Kindergarten students played with confidence, even though some of them were very tired. Afterwards, the concert was divided into groups, depending on the graduating level, with each child playing a solo.

New Names for Music Ensembles

It is exciting to announce that three of our senior ensembles are being renamed. We have approached eminent Australian musicians who specialise in specific ensemble types with the intention of building relationships that would be of on-going benefit to the learning of our students. We are hopeful that these musicians will come to some concerts, conduct workshops, play with our students and, perhaps, compose works specifically for us.

The new ensemble names are:

Cheetham Singers: Named after Deborah Cheetham AO, an acclaimed Yorta Yorta soprano, composer and Artistic Director of Short Black Opera. Ms Cheetham has been recognised for her outstanding contribution to Australian music.

Curro Strings: Named after the Curro family, a renowned string-playing family from Queensland. John Curro AM MBE had a distinguished career as both the Founder and Director of Queensland Youth Orchestras. Two of his daughters, Monica and Sarah, are violinists with the Melbourne Symphony Orchestra. They are both recognised as highly accomplished musicians who are also involved in music education.

Chindamo Jazz Combo: Joe Chindamo is routinely described as one of the best jazz pianists in the world. He has recorded over twenty CDs, been awarded two Mo Awards for Jazz Instrumental Performer of the Year, two Bell Awards for Best Album and the 2009 APRA award for Best Jazz composition.

Links with these great performers will be a wonderful asset to the school's Music Department.

Amanda Rowarth
Director of Music



PEGS Business Network

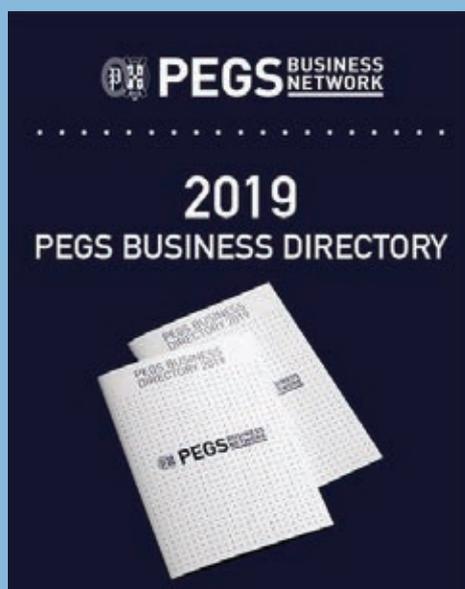
2019 PEGS Business Directory

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

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

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

You can view the 2019 PEGS Business Directory at:
<https://ap.ptly.com/vic/pegs/#pegsbusinessnetworkdirectory2019>



PEGS Business Network Jobs Board

The PEGS Business Network seeks to provide employment and career opportunities to former and current students and is pleased to announce the launch of the PEGS Jobs Board linking job seekers with 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 or to post job opportunities.

There are a number of former students, including recent school leavers, who are seeking employment. Employers wishing to advertise for staff within the PEGS community can submit entries and 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.



PEGS BUSINESS NETWORK

Former Students' Association News

Adriana Pannuzzo (Class of 2015)

Adriana Pannuzzo, (Class of 2015) has landed a lead role in a US touring production of *Angelina Ballerina, The Musical*. The show was launched at the Soho Playhouse in New York and is set to tour North Carolina, South Carolina, Ohio, Louisiana, Kentucky and more over the coming months.

Adriana was “beyond thrilled” to find out she had been cast in the role of Angelina’s best friend Gracie in the family-friendly theatre production which is based on the animated series *Angelina Ballerina, The Next Steps*. “As a young child, I read all of the Angelina Ballerina story books and really connected with the gorgeous sketches by illustrator Helen Craig. The original Angelina that I loved was a chubby, cute little mouse who wasn’t perfect. I thought, if she could do ballet then so could I!” Adriana recalls.

After graduating from PEGS, Adriana received a scholarship to study musical theatre at The American Musical and Dramatic Academy in New York.

Adriana graduated from AMDA in 2019 and recently played the role of gay-rights lawyer Mary Bonauto in *Global Gay* at the renowned La MaMa Experimental Theatre in New York. Other credits include choreographing the Columbus Day Parade Dance which is broadcast internationally by ABC Live and *An Evening at the Jewel Lounge (Ruby)* at 53 Above where she also choreographed the show. We wish Adriana success in her musical theatre career.



Owen Missen (Class of 2012)

Former student, Owen Missen (Class of 2012) has been supporting PEGS students to pursue their interest in STEM through volunteering to lead a project whereby Geochemical processes are mimicked in the laboratory. Two Year Eleven students spent a week with Owen, working out of Monash University’s School of Earth, Atmosphere and Environment and Museum Victoria (Geosciences) to undertake hands-on research that gave them an insight into careers in STEM.

Owen completed a Bachelor of Science as well as a Master of Science at the University of Melbourne. His Masters project focused on the crystal structures of rare tellurium minerals, and saw him dividing his time between the UoM and the Geosciences department of Museum Victoria. Owen is currently undertaking studies towards a PhD at Monash University. His research further focuses on the geochemistry of tellurium, a metal which we typically associate with silver and gold. The relevance of his work will be most evident in the fields of minerals exploration, mining waste piles, recycling and environmental remediation. The co-author of several peer-reviewed papers, Owen hopes to make a career in minerals research and geochemistry.

We thank Owen for his generosity in supporting our students and their interest in STEM.

20 Year Reunion Class of 1999

It was 1999 and our high school days were filled with emotion and excitement. On Saturday 24 August we met again as old friends after twenty years, at the Atlantic Restaurant at Crown Casino. There was an exceptional attendance of sixty former classmates.

As we entered the room, we paused for a moment as nerves and anticipation took hold but these quickly diminished as the warm welcome, friendly atmosphere and cocktails calmed us. Suddenly the years receded and we were classmates again. We reminisced about fun times and the numerous antics we got up to.

It was a night for renewing old friendships and reliving the fun and feelings we had in school. After attending the twenty year reunion, I realised that we were able to reconnect and chat, even with classmates with whom we had not been close at school. No matter how many different choices we had made it was good to see that all of us seemed really happy and highly successful, each in our own way.

Prue Thomaidis (Bisignano)



30 Year Reunion Class of 1989

Saturday 7 September saw us, the Class of 1989, celebrate our 30-year reunion.

Sometimes school reunions can be daunting events and the question arises, do I or don't I attend? Who do I still know, who do I want to catch up with and what can I share that I've achieved since our last reunion and since I finished Year Twelve?

I am thankful and happy to report that many of the Class of 1989 did attend our reunion and that an absolutely amazing night was had by all. Out of the 211 students in our year, we managed to get 71 past students.

We were very sad to learn that five of our former classmates had passed away in the intervening years. Our sincere condolences go to the families of our late classmates - Thomas Stewart, Jacqueline Papalia, Steven Pearce, Mark Johnston and John Weatherhead.

From the moment we arrived at The Boot Factory, the atmosphere in the room was warm, welcoming and buzzing - lots of chatting, laughing and reminiscing. It was lovely to see so many familiar faces and watch people catching up and reconnecting with former classmates. I enjoyed chatting to old friends and to former class mates I had not known very well at school. I dare say some new friendships were formed.

The event was due to finish at 11.30pm, however, many in attendance decided to continue the reunion at a nearby bar until the early hours of the morning.

Everyone who attended had a fabulous time and, on their behalf, my fellow committee members, Lisa McLeod, Salvatore Ferraro, Simon Hardman and I would like to thank the school and Lisa Leask from the Former Students' Association for organising the event.

As many people mentioned on the night, we are already looking forward to the 40-year reunion of the Class of 1989.

Anita Coldrey



40 Year Reunion Class of 1979

How did the past forty years go by so quickly? Friday 18 October saw the reunion of the Class of 1979 at The Boot Factory in Coburg. We were looking forward to the reunion with great anticipation – reconnecting and reminiscing with our classmates, sharing memories and creating new ones.

The strangest thing was that although we are forty years older, the years disappear in minutes as we realise that we are still essentially the same people. For many of us, the circumstances of our lives have changed dramatically, but for others, life has simply continued on. We have pursued careers, some have married and now at this reunion, some even find themselves as grandparents! Whoever would have thought we were old enough to be at that stage of our lives?

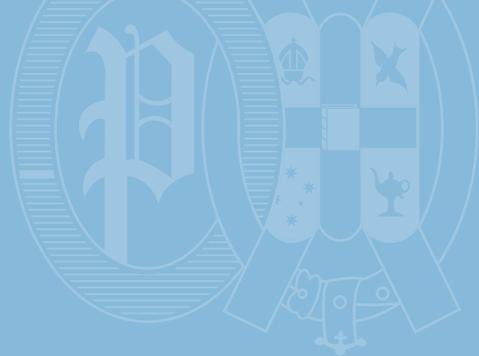
We can be thankful for Facebook and the opportunity to remain connected and have that sense of sharing each others' lives in a different way. I'm sure that many connections were made on the night! We shared so many laughs and stories and it just seemed like the years had disappeared as quickly as the evening passed. Bring on the next reunion!

Many thanks go to Lisa Leask who put in a lot of work prior to the event and was there on the night to ensure all went well. Thanks to my fellow committee members, Janette Harris, Brett Smith and Rod Gallagher, for their amazing work in making our 40-year reunion a night to be remembered.

Jenn Middlebrook



2020 Events



PEGS Business Network Functions

Event 1 – Mental Health, Wellbeing, Culture and Leadership

Date: Friday 27 March 2020

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 and Future of Employment

Date: Friday 1 May 2020

Time: 12noon – 2.30pm

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.

Private Functions

Golden Girls' Luncheons

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

2020 Dates - 11 March, 8 July and 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

Tracey Franklin [Class of 1979], on 15 December 2014, aged 52.

Mrs Bettie Mai Harding (nee Lyons) [Penleigh 1942 to 1944], mother of John [Class of 1972] and Kylie (nee Wallace) [Class of 1978], grandmother of Rebecca [Class of 2011], Ad Altiora Club / Penleigh Old Collegians Committee (1946 to 1991), on 12 October 2019.

Clinton Rosewarne [Class of 1993], brother of Travis [Class of 1995], step-son of Fiona Rosewarne (Staff: 1978-2005), in October 2019, aged 43.

Betty Simpson (Staff: Principal's Secretary 1963 - 1986), on 23 December 2018, aged 89.

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

Friends of PEGS News

When the Annual Craft Market billboards go up at PEGS the excitement starts to build for the one Saturday in the year on which the Junior School (boys) campus transforms into a place of fun for all ages. The FoPEGS committee, together with the whole school community, deliver a day of fun, entertainment, food and much more.

Saturday 12 October started with showers as the committee, school representatives and volunteers gathered to add the final touches to the event, however, when the gates opened at 10am the sun appeared and the school grounds were soon filled with students, families, staff, friends and members of the local community.

The FoPEGS committee presented movie tickets to the class offering highest volunteer hours. The winning class was Year 2X at Junior School (boys). Congratulations to all the volunteers from 2X who contributed their time. Mrs Christine Hallman presented a certificate and prize to Noah Argiro, Year Two.

The success of the Craft Market relies on many volunteer hours. The committee thanks the school community for its generosity and commitment to the community.

Finally, our thanks Mr Larkin for his years of support to ensure the ongoing success of the Craft Market. Particularly, Mr Larkin for staying late into Friday night while the amusement rides are assembled and rising early on Saturday morning to open up the school grounds.

The FoPEGS look forward to seeing you all at the Annual Craft Market in 2020.

Suzanne Startseff, Vice President, FoPEGS







2020 Dates for the Diary

Term One

Friday 31 January - Friday 27 March

Term Two

Wednesday 15 April - Friday 26 June

Term Three

Tuesday 14 July - Friday 11 September

Term Four

Monday 5 October - Wednesday 9 December

