

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

December 2020



From the Principal

The first letter I wrote to parents at the beginning of this year was about the bushfires that had devastated parts of Victoria. The next letter I wrote was about something called Novel Coronavirus, which we didn't really know much about at the time. Both of these letters were sent prior to the return of students. As a school, as a nation and even as a global community, we had perhaps not anticipated the impact that COVID-19 would have on our lives, in 2020 and beyond.

Many of the stories we have shared this year have focussed on what was novel, how things had changed and how we had been surprised and challenged by the year. These stories have been remarkable and from the outside looking in, it may appear that 2020 has been a year of entirely new experiences.

However, throughout all of this, we have also experienced the stability and consistency that comes from being part of a strong and supportive community. One of our Year Twelve students, when sharing her experiences of Year Twelve in lockdown with a local Rotary Club, spoke about the constants amidst the change. She said that to strengthen her resolve through the year, she focused on the things that she knew would help her to succeed under any conditions. Recognising the difference between the things she could control and the things she couldn't, the decisions that she made around staying on top of her homework, asking questions of her teachers, and engaging in regular exercise, all helped her to feel a sense of agency that was important to her levels of motivation in a challenging year.

This is one example of many where we have seen staff and students look to their strengths in order to navigate the challenges posed by 2020, which was evidence of the capacity within our community for reflective and strategic thinking.

When I heard of these examples throughout the year, time and time again I was reminded of the statements on the Culture of Thinking posters that adorn our classroom walls: A good thinker is courageous, creative, curious, ethical, persistent, reflective and strategic. A good thinker can apply, transfer adapt and create. Good thinking supports wellbeing, improves intelligence and leads to good learning.

And so, while 2020 provided us with unprecedented scenarios and daily challenges, it has also offered us a poignant reminder of the value of a focus on developing and strengthening a culture of thinking in order to cultivate the dispositions that will help us navigate uncertainty and a dynamic future.

I offer everyone in our community my very best wishes for a safe and restful break, and I thank you for your support throughout this remarkable year.

Kate Dullard

Class of 2020

Unfamiliar experiences, unprecedented times and uncharted waters. This year has definitely had its ups and downs, yet we have arrived at the pinnacle of secondary school, safe and geared up for our final exams. In light of this, let us all take a trip down memory lane, embrace this year's school theme of "20/20" Vision, and explore the achievements and legacy of the resilient class of 2020.

For most of the year, the halls of the HR Stevens Music Centre and drama theatres remained eerily silent, but that's not to say vocal cords weren't exercised or instruments were left gathering dust. All across Melbourne, mellifluous tunes brightened homes as our musicians and drama cohort logged onto Google Meets to rehearse with their respective groups and ensembles.

On the sporting field, the cancellation of entire seasons left many disappointed, especially considering it was AGSV's centenary year. Captains and senior members of various teams showed true leadership in these uncertain times by addressing and supporting their younger peers through inspiring videos and encouraging them to maintain the essential equilibrium between online schooling and daily exercise.

Our Social Justice team still managed to support several charities, by providing ways in which our students could work together to improve the lives of those less fortunate around us. Our avid public speakers demonstrated their rhetorical prowess on both a physical and online platform, while simultaneously organising, in conjunction with the Social Justice team, the student-run lunchtime panels, continuing the tradition from last year.

Against the backdrop of incredible adversity and restrictions, it could have been very easy to lose motivation, to lose our way and dwell on negativities, but we have proven to be tougher than all of that.

Martin Nguyen
Year Twelve

Unprecedented. Unique. Unfathomable.

All of these adjectives have been used to the point of cliché to describe the bizarre experience that has been Year Twelve in 2020.

I would also add unpredictable, at times unhinged, but ultimately uplifting.

During a notoriously stressful period of our school lives, our cohort has faced difficulties like no other. However, I personally feel that we have come out of this experience stronger, better and more grateful than ever before.

Missing out on so many notable Year Twelve rites of passage like the Formal came as a big shock.

But for me, the greatest challenge of this year was missing out on the little things. Walking through the school hallways with friends. Debriefing with classmates after a SAC. Or even sitting through a long period six maths class. We are the first group in history who didn't get to experience normal school life one last time.

Despite all this, they say that adversity builds fortitude, so our cohort might just be the most resilient generation yet. Who knows what we might go on to achieve.

With the long-anticipated exams now upon us, it is sad to see our PEGS experience come to an end. As we all go our separate ways, I know that we can look forward with confidence to whatever the future holds. Come what may for the future of 2020... we're ready for you.

Madeleine Checketts
Year Twelve

Is that the future knocking?

Wow, what a headline!

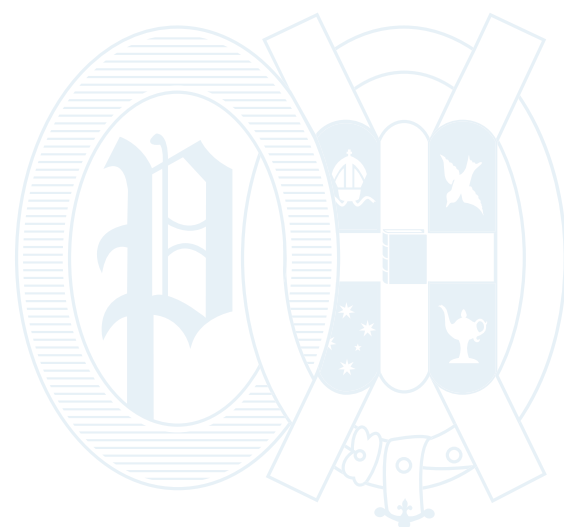
'Melbourne researchers develop a paper clip-sized mind control device that sits inside your brain.' It trumpeted a scientific triumph that had been achieved just down the road. Yes, it sounded like Science Fiction but in a year overshadowed by angst about infection and vaccines, it was a news report which promised a happy ending.

Coincidentally, I heard this news as I was reviewing a draft of the Year 10 Robotics Science exam. I was immediately struck by the brilliance and audacity of the Melbourne team's achievement. Turning the pages of the exam, I was reminded that while our Middle School students study coding and circuits, as part of their learning, they also receive not only permission but an imprimatur to think big, to ask, 'what if?' and to imagine the possibilities of the future.

It seems feasible that our students may one day in the future be combatting a virus with a vaccine or developing another equally ingenious way to improve the quality of life of human beings.

In this year of lockdown and disruption, our students have shown the resilience and determination, positivity and joy in learning that will allow them to surmount not only the challenges of 2020 but also possibly lead them to accomplish great feats in their chosen pursuits beyond PEGS. For now though, let's hope their efforts and good guidance of their teachers has prepared them for the Robotics exam.

Caroline Horton Andrews
Head of Gottliebse House



Term Three

For the Year Eight boys Term Three was a time of innovation and imagination.

The publication of recipe books, filled with the favourite dishes, should put joy into the hearts of parents. Dishes such as omelettes, curries, casseroles, French toast and brownies were demonstrated in film clips and practised to perfection.

8T produced their own anthology of short stories and poetry. Their class song has been presented for a karaoke sing-along. The line 'never forgetting we have each other' reflects the strength of the bonds created during this time.

A talent quest encouraged boys to put their varied talents on display. Daily exercise routines, created by students, made for a healthy start to the day.

The conversion of Discovering Melbourne into Discovering My Suburb encouraged boys to find out more about their local area. Their daily bike rides had them exploring local bike paths; the project asked them to look critically at facilities and services, and the timing of the local council elections added to the relevance of their investigations.

The Junior Debating Programme continued during Term Three. Senior students and a professional adjudicator from the DAV gave instruction on a range of debating skills such as how to structure arguments, public speaking and team work. The programme culminated in a final debate, allowing students to put their training into practice.

Year Eight students are to be congratulated on the way they approached these activities during Term Three. Form assembly provided routine, connection and focus – their achievements will provide great memories for the boys.

Clare Langford
Year Eight Coordinator



Learning about learning; learning about ourselves

After spending so much time away this year we came home to McNab House in Term Four with a clearer perspective on our approach to learning, and on ourselves. The importance of framing learning as an exploration, with a focus on 'big ideas' and 'essential questions', became even more visible. Details are important, but only in context; a good thinker strives for understanding, and this is constructed rather than received.

The benefits of learning with and from each other seem also to have become more apparent. From home, students embraced the use of online 'break-out rooms', and back onsite have been keen participants in learning activities involving class discussions and routines like 'Think-Pair-Share' (and its variants). Good thinking comes from collaboration, and a strong sense of connectedness is crucial to wellbeing, so engaging with opportunities to work with others is crucial.

This has been a year of unusual challenges (to say the least!). However, the way our girls have responded says much about their capacity to adapt and respond, to take responsibility, to solve problems, to help each other, and to maintain their focus on learning. Confidence develops through the meaning we attach to our experiences, and from this year we can affirm the confidence we have in our approach to learning, in ourselves, and in each other.

Anthony Simmons
Head of McNab House

What have we learnt?

Looking back on 2020, many would say that it was a year of great uncertainty and unknowns. For the kindergartens, it was a year in which we witnessed tremendous growth in all the children. Being placed in situations where they moved several times between onsite and at home learning, the children continued to participate eagerly in the kindergarten programme whilst they navigated the changing world around them.

As the year moved on, the children displayed many acts of kindness, consideration and empathy as they interacted and continued to build their relationships online via the Google Meet and PEGSpace platforms. As the children unpacked and made meaning of their changing world, it would often be accompanied by questions and thinking about others and the wider community. When we were able to return to the kindergartens, the children again found themselves adapting to new routines, one being saying good bye to their families and carers at the doors of our cottages. The children confidently and proudly walked into their rooms, happily greeting their peers and educators.

During Term Four, we have all been very grateful for the time we spent together. Although we remained connected throughout the year, it was evident that the children and educators missed the physical companionship and relationships that they had nurtured and valued so dearly.

At the kindergartens we've asked ourselves, 'What have we learnt from the year 2020?' We have learnt that during this time of uncertainty there are many opportunities for positivity and growth; strong relationships will outlive a pandemic and human kindness goes a very long way.

Lauren Olcorn
Director of Kindergartens





The Year of Compromise

2020, among many things, has been a year of compromise. This has perhaps been most evident through remote learning. The need for such compromise has allowed for some creative ways to replicate the 'school experience', at home.

With the exception of PE, science classes have possibly been the most compromised by remote learning, given its emphasis on practical elements. This is mostly irreplaceable, but we managed to come about as close as we can get, thanks to Mr Hill and Ms Weston's video demonstrations of experiments. This, along with the occasional YouTube video, allowed for the analysing and observing of experiments, as we were unable to conduct the experiment ourselves.

It's things like this that no compromise could get around. It is a compromise, after all. There's no avoiding the fact that we can't be at school together whilst at home, so we can't conduct science experiments, and can't play sports in PE. Worksheets and note taking remained largely unchanged, though of course, without a whiteboard, in most cases. This led teachers to resort to PowerPoint presentations and the use of digital annotation software.

It's impossible to perfectly replicate the dynamics of a classroom on a video call. But, with the help of an engaging teacher, and an engaged class, we can manage to get somewhat close.

Online school has been a unique experience, and one that hopefully, no set of circumstances could lead us to have to do again.

Christian Labagnara
Year Nine



Reflecting on achievements

In our first assembly, Ms Dullard, spoke about watching Ashleigh Barty after her semi-final defeat in the Australian Open. Barty described how her baby niece brought a sense of joy even in defeat. Ms Dullard described how this sense of perspective and a connection to others could, paradoxically, be linked to Barty's individual successes.

Homeric heroism was primarily individual, as Achilles and Odysseus sought 'kleos' or 'fame on the lips of men.' PEGS students have similarly sought and achieved academic, sporting or artistic successes. However, just as Virgil expanded the nature of heroism to include social forms, our students have adjusted the boundaries of their own high-achievement.

Last year, the captains of the boys' soccer and football teams could be seen not only winning Grand Finals, but also joining the LC Feminist Collective as they hoped to support our school's respectful and progressive community. We now offer school colours for Community Leadership and reward students who have selflessly helped others. I would gladly sacrifice my own paltry schoolboy achievements in the classroom and on the sportsfield to be able to say that I had spent so many hours playing the piano to residents of a care home, or had completed a gruelling cycle ride for cancer-research which current LC students have done.

Last year's captain of basketball also chaired debates defending political correctness and was dux of the school, reinforcing Tony Larkin's message that the students who do the most do the best. That our school's achievements now incorporate such ideals of Social Justice and Community reaffirm Mr Larkin's message along with that of his namesake, Philip Larkin, and prove, like a couple holding hands in an Arundel Tomb 'our almost-instinct almost true: what will survive of us is love.'

Simon Hookins
Year Eleven Coordinator, Larkin Centre



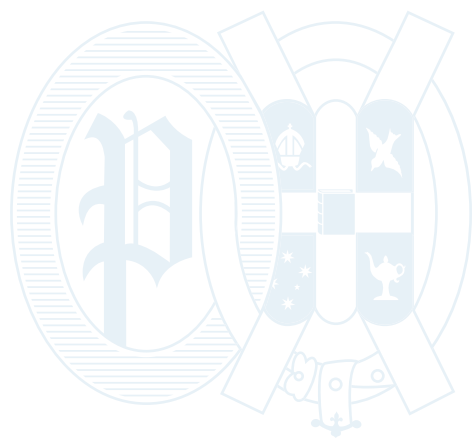
Back to Moonee Ponds Campus

School traffic in peak times around the Moonee Ponds campus reached apocryphal status but with the inception of a “pink zone” adjacent to the school, this stigma is a thing of the past. Staggered dismissal times to support social distancing, and a drop-off and pick-up zone established by Moonee Valley Council, has allowed parents to drop-off and collect their daughters without leaving their cars. Parents who do wish to walk with their girls park further afield or across the road.

Even though, for safety reasons, only the older girls are allowed to wait outside the playgrounds, many parents are encouraging their daughters to walk home with a friend or to catch public transport. Older sisters are given the responsibility of collecting younger siblings and wait with them. The immeasurable benefit to our girls is that they live up to the responsibility and trust.

The self-agency built up during remote learning when most of the girls capitalised on the time at home by learning new skills, and to hone their independence, was evident on their return to school. These past few weeks have been a blur of embedding routines and establishing the protocols of face to face teaching with girls who are exuberantly showing off their learning. Continuing this spirit of empowerment is a challenge for teachers as they balance the opportunities of face to face feedback with devolving choice so that the girls can practise their decision-making.

Christine Hallman
Head of Junior School (girls)





The Messenger's Messengers

This semester Year Ten students have been studying World War II and the atrocities that occurred as a result. One key area of study was the Holocaust. My teacher, Ms Stephens, who is a graduate of Yad Vashem in Jerusalem, has taught the subject matter respectfully and comprehensively with raw emotion that was derived from her studies.

Our assignment was to research a child of the Holocaust. The assignment was developed by Mr Ruttkay, History Coordinator and Mrs McCrum, Director of Library Services. I made a podcast on a man named Eddie Jaku based on his autobiography entitled *The Happiest Man on Earth*. The book was the most harrowing yet inspirational piece of literature I have ever read.

The horrors, violence and sadistic acts the victims of the Holocaust experienced daily, highlights the tragedies that occur when hatred outweighs love and compassion. This is why those educated on the Holocaust need to become the messenger's messengers; telling the stories of the victims and ensuring that they are never ignored. We have the responsibility to ensure that hatred, injustice and intolerance are always addressed and condemned.

As survivor Elie Wiesel stated, "silence is indifference, and indifference is worse than hate." Ms Stephens said in her article earlier this year, "Historians teach about the past; educators give it meaning". She has passed the paramount responsibility of becoming the messenger's messengers to us and through our learning, students have now become the educators too.

Charlotte Whitfield
Year Ten



Collective efficacy

The catch cry of 2020, We can do this together, has been demonstrated by families and educators across Australia as we've negotiated the challenges of a pandemic. While teachers have been recognized for their capacity to collectively change, seemingly overnight, from face to face classroom learning to remote learning, this would not have been possible without the whole school community pulling together.

With the return to onsite learning, students warmly embraced the opportunity to learn collaboratively. When discussing the value of teamwork during Physical Education, Year Six girls acknowledged that the support and encouragement from teammates was both motivating and vital to the development of team spirit. This notion was also reiterated during Grand Final week when AFL legend, Jonathan Brown, made reference to his former coach Leigh Mathews when he stated, "Our individual reputation is enhanced by team success."

While self-efficacy is fundamental to personal development, the ability to develop respect for collective efficacy is also crucial. Collaborative learning provides all students with a voice and aids a sense of belonging. By building supportive, respectful relationships with their peers, children develop an understanding of the true meaning of being a team player and the benefits of working together.

Julie Neylon
Deputy Head of Junior School (girls)

Meeting the challenge

I don't think anyone predicted the reality of 2020. At the beginning of this year, my personal goals were to improve my fitness, develop some new connections and to strive to do my best academically. Looking back at those goals, however, I feel a need to reshape them in order to reflect modern life in a pandemic. There's really no right way to have done this year because simply getting through 2020 is the achievement in itself.

The periods of online learning brought me two new best friends: the 'mic off' and the 'camera off' button on Google Meet. Not to say I didn't listen during online lessons, I mean, I did, most of the time. Overall, learning online ended up being a really good experience. It taught me how to adapt and adjust to change and how to be independent. There were some difficulties, most of which were due to me not having discipline at times, because in our home environments the many distractions can be enticing. Returning to onsite learning has also been pretty exciting as I got to see people beyond my immediate family.

2020 has highlighted for me that as a community we were able to improvise, adapt and overcome any challenges that were thrown our way. We were resilient and dealt with these unprecedented times together. This makes me proud to be a part of the PEGS family.

Nethuli Bandara
Year Nine



Social Service Day

For forty years, the Raleigh Street Year Six Social Service Day has been a regular feature on the campus calendar. Over the years, the day has raised money for worthy charities including Beyond Blue, The Australian Wildlife Conservancy and Ronald McDonald House.

In 2020, the Year Six students faced the challenge of how to design engaging activities that they could implement in a COVID safe environment. This required a great deal of discussion and work-shopping of potential issues and solutions.

The process required each student to select their charity of choice and write a persuasive piece advocating why their charity should be selected as the major recipient of funds raised. The Year Six students voted overwhelmingly in favour of the Cure Brain Cancer Foundation, a charity that is close to the hearts of the boys, due to the loss of their classmate Tom Gray, in their early years of schooling.

The students displayed such ingenuity in planning and devising their activities that the event expanded to become a Social Service week! The activities showcased throughout the week included the design and creation of bookmarks, trivia and bingo, a talent show, trick shot videos and paper plane competitions

The week was a resounding success. Aside from contributing valuable funds to Cure Brain Cancer Foundation, the week also highlighted the community-mindedness, imagination, diligence and adaptability of our Year Six staff and students.

David Graham

Year 5-6 Coordinator, Junior School (boys)



Returning to School

While this year has presented many unexpected experiences, it has also provided a significant opportunity for reflection and development. Throughout various periods of remote learning, the staff, students and families within the school community have consistently demonstrated unwavering levels of commitment, resilience and adaptability, all while grappling with the devastating nature of a worldwide pandemic.

In Term Four, the Junior School community eagerly anticipated a return to face to face teaching and learning. As the students walked through the school gates once again, both excitement and elation filled the air. While staff began planning for the return to campus, we realised that many of the strategies we implemented during remote learning could also be transferred to the physical classroom to complement our existing practice. Not only had students been exposed to different learning tools online, but they were able to continue consolidating their skills in collaboration, presentation and problem solving through the use of platforms such as Google Meet, Padlet, Flipgrid and collaborative forums on PEGSpace.

In addition to adjustments in planning, staff were distinctly aware of the importance of highlighting the notions of community, belonging, connection and reengagement as students returned. We know how important it is for all members of our school community to feel safe, included and connected. As a result, we paid close attention to how we could support this and prioritised opportunities to reestablish social connections through role play activities, group discussions, initiatives such as Film Club, social stories and continued development of strong home school partnerships.

We have always highlighted and embodied the importance of our two pillars, a Culture of Thinking and Care and Wellbeing, and now we have come together as a community to solidify this even further.

Meredith Adams

Deputy Head of Junior School (boys)

Welcome to Year Seven

The following address was presented by Mia Cook at the Year Seven Orientation Evening.

Dear Mia of 2019,

Congratulations! You will soon be graduating Year Six but will sadly have to move to a new school. Before you jump to any ridiculous conclusions by thinking you won't make any friends or won't fit in, I want to tell you about the future so that I can reassure you that you will be ok.

I know you are terribly anxious about making new friends and feeling like you belong. Everybody feels like that. Lucky for you, some eager PEGS students will want to be your friend. On Changeover Day, you will go on a treasure hunt to learn how to find your way around the vast school area; this will seem very overwhelming, as you came from a small school, but I can tell you that you will learn the quickest and easiest paths to get to your classes in record time.

I know that you will want to be involved in every co-curricular activity that you possibly can. You will partake in many different clubs and ensembles such as AGSV sports, Flute Ensemble, Senior and Middle School Choir, Dance, DaVinci Decathlon and Debating and will even have the opportunity to try out for the Drama Production. There are also many House Activities that you will be keen to be involved with. You will participate in the Athletics carnival where you will almost lose your voice from cheering too hard, and the House Talent Quest that will teach you how to get out of your comfort zone and rise to a challenge.

This is especially true when you will go to camp and climb what's known as the "Dreaded Hill". It will be an arduous journey to reach the top, but when you get there, you will be filled with gratitude and pride in what you will achieve. Year Seven as a whole is like that. You will start off with some difficulty with all the differences, but when you finally get over those obstacles, you will feel like you're at the top of the world. After completing the hill climb, you will find yourself at a very special place. That place is where every past Year Seven PEGS student has placed down a single stone. You will have the opportunity to place one down too, which will make you feel like you are part of something very special and unique.

The hardest part of your year will be dealing with COVID-19 as it pervades your world and turns your school year into Google Meets, social distancing and face masks. You will have to stay in lockdown at home and start online schooling. Learning online will be difficult to navigate the first time but don't worry, it will be easier through practice and you will teach yourself the required skill set for online schooling. The teachers will always be supportive of any problems and will help with anything that will confuse you. You will still be able to see your friends online every day and continue with most of your co-curricular activities. Choir will still be a highlight of your week as you will still be able to sing your heart out. Online Escape Rooms at lunch time run by the staff will also be one of the activities you look forward to since you will want to make the most of your time at home. You will bond phenomenally with your teachers and classmates as you will be going through the same crisis together and you will feel like you will always be safe to talk with any of them about anything you need.

You will find your family at PEGS. You will not only bond with your friends and your form, but you will grow with them and share experiences that will help define who you are both now and into the future.

Welcome home Mia of 2019.

Love,

Mia of 2020





Book Week Essendon

Scrolling through social media a post caught my eye, ‘How did we manage to lose everything this year but somehow still have Book Week?’ Because reading is entertaining and informative, and it matters! And that’s the message we want to continue giving our students.

With recreational pursuits curtailed this year, many students returned to books or discovered reading for the first time, and we wanted to nurture that interest upon our return to school. What better way to extol the virtues of reading than with an immersive celebration?

Time constraints and social distancing were challenging but also inspired us to be more innovative in our planning. The culmination was a fun-filled week with students engaged in literary experiences across the campus.

Whole campus activities included a holiday project, recorded teacher read-alouds, virtual book week assembly, give-aways, Book Parade retrospective and a cumulative story from P-6.

In the library, activities included a Q & A with author Felicity Conlan, various competitions and craft activities to make monster flip books, bookmarks, and a viewing of Monsters Inc.

Class teachers embraced the week by providing a diverse range of written and artistic responses including monster profiles, Spoonville book characters, toy book parade, story-writing and narration, monster design, book reviews and newspaper articles.

What was evident throughout the week was the existence of a thriving reading culture that is enhanced by strong community support, ingenuity and an understanding that reading is the cornerstone of all that we do.

Frances Eames
Teacher Librarian, Junior School (boys)

Moonee Ponds

Book Week 2020 provided our Junior School girls with creative opportunities to celebrate the joys of children’s literature. Students added a ‘Splash of Book Week’ to their uniforms, and it was a most joyous sight to spot Thelma the unicorn, the rainbow fish, the very hungry caterpillar, the very grumpy bear, Friday Barnes and a great many more beloved book characters.

Book Week is celebrated for all of term four in the Junior School (girls) library, and students in all year levels have shared and responded to the CBCA shortlisted titles. They have been asked to think critically about the complex relationship between rich language and illustrations, and to respond creatively in a variety of ways. This year’s Book Week theme was ‘Curious creatures, wild minds’. Book Week serves to remind us of the many virtues of reading for pleasure, and supports the development and growth of learning, research, problem solving and creativity.

The library programme exposes students to a rich and diverse range of children’s literature. Students of all year levels are provided with opportunities to listen to, and share stories with rich language and diverse characters. Student-led recreational reading and borrowing supports the girls as they transition from ‘learning to read’, to confident, independent readers.

In a most interesting year of challenges, students and teachers have found creative ways to connect with reading. We have enjoyed the beautiful Storybox Library readings of beloved Australian literature, and have had plenty of time to re-read our most cherished stories found on our own bookshelves at home. Joining together in Term Four for Book Week celebrations was a culmination of all the amazing benefits of reading, literature and libraries.

Jemma Ritchie
Teacher Librarian, Junior School (girls)





Learning in lockdown

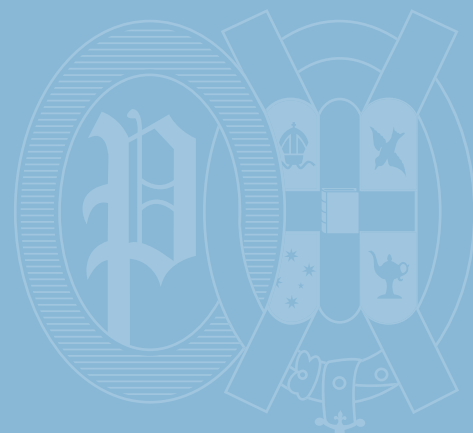
From being an independent learner at school, to adjusting to remote learning, it took initiative and resourcefulness to explore strategies to achieve the best outcome. Taking classes online allowed time for self-growth and development and the opportunity to focus on my personal work ethic and find my own approaches to learning.

Learning in lockdown allowed me to be self-sufficient, and take the opportunity to explore my capabilities and practise self-motivation. It was challenging, as at times I experienced a lack of direction which tied into procrastination and being uninspired, but these set backs were just obstacles to be overcome, and in turn allowed me to continue to grow as an independent learner.

Being unable to learn and socialise with my peers also posed difficulties, but this taught me the importance of interactions that I had taken for granted beforehand. It has helped me appreciate the time I am able to spend with others, as I am now fortunate enough to be reunited with friends and able to touch base with my teachers face to face.

The experience of returning to school is almost surreal after being away for such a prolonged period of time, but I am all the more grateful to be in a classroom surrounded by the support of my peers and teachers. Coming back into onsite learning, I have newly acquired skills from my time in isolation which will assist me in the future, at school and in the outside world.

Olivia Amor
Year Ten



Music lessons online

During the period of online learning, I continued having private music lessons for two instruments, the French horn and the piano. It was quite difficult to adjust at first but as the term progressed, I gradually adapted. To be fair, the online situation for French horn was better than what it is now, as currently I cannot play at school due to the government restrictions.

I participated in two online concerts, which were my first ever concerts, but the sound was hard to manage as the accompaniment clashed with the actual sound of my French horn. Despite this, it was still a worthwhile experience and I enjoyed hearing what other people had been working on. Hearing the more advanced players also inspired me and reminded me what could be achieved through hard work.

Playing piano remotely also posed various challenges. It was quite hard to pick out small details and work on them because sometimes, we didn't have the same sheet music or we got confused about which part we were working on. It was also quite difficult to hear different tones in the music, whether I had to play soft, or loud, or accents on notes. In spite of this, these lessons have taught me the values of persistence and resilience, not only when playing music but in all aspects of life.

I find that the more I practise a piece of music, the more I begin to understand and feel the meaning behind the music itself and it evolves from being fragments of notes and rhythms into a moving body of work. Not only did playing music give me something to do when there were so many restrictions, it also enabled creative expression and I was able to channel whatever I was feeling into my music. Overall, online learning was definitely a new and unexpected experience, which helped me to adapt and grow as a person, thinker and musician.

Cameron Thompson
Year Seven

Scene changes

Scene changes are a standard part of plays and Musical Theatre performances. The staff and students involved in PEGS Performing Arts are accustomed at presenting dramatic works in a series of different locations, but never did we imagine those locations would be on campus, teaching and learning from home, then back to being on campus again.

Nevertheless, the rotating sets were manoeuvred magnificently. From Year Seven to Twelve, Drama classes and cocurricular rehearsal groups realigned to make face-to-face, physical and spatially aware activities work within the boundaries of a small screen.

Returning onsite required just as many adjustments. Face masks and other safety protocols became a fixed feature of socially distant Drama. Techniques such as mime, non-verbal communication and gesture helped overcome issues of muffled voices on stage. The welcome sound of laughter and reactions in the audience members' eyes, were things masks could not repress.

The final and significant scene change, of course, has been for the Year Twelve performers. As the 2020 curtain comes to a close, they graduate from the PEGS Stage. We thank them for the many hours of creativity and entertainment they have shared throughout the years, and hope they take with them happy memories of their time in the Performing Arts programme.

Jessica Gorlin
Director of Performing Arts

Kwong Lee Dow scholars

The University of Melbourne’s Kwong Lee Dow Scholars programme offers exceptional students the opportunity to participate in exclusive events and enjoy academic enrichment activities during their final two years at school. In a competitive process, scholars are selected on the basis of their academic performance, active citizenship and community involvement.

Year Ten student Quinton Nguyen has been selected as our latest KLD scholar. He will join Innayat Brar and Jack Brydon of Year Eleven as KLD scholars at PEGS in 2021. Quinton has a fine record of academic and community leadership with contributions to debating, chess and fencing and as a Vice Captain of Rose House, Vice President of the Student Voice Committee and member of the Social Justice Committee. Quinton was proud to have reached the finals of the DAV competition with his debating team in 2019 in their first year of competition. Along with other members of the Social Justice committee Quinton has been active raising significant issues regarding racial inequality, inclusivity and acknowledgement of Indigenous culture and traditional custodianship of the land.

We congratulate our KLD scholars and thank them for their notable leadership.

Helen Dapiran

Coordinator of Publications and Special Projects



Quinton Nguyen



Innayt Brar



Jack Brydon

Maths Week at the Essendon Campus

Maths Week was celebrated in late October under the theme of ‘Maths Times Make A Greater Difference’. COVID-19 restrictions meant that many of the traditional activities were not possible but the creativity of our staff ensured that the boys still had great fun and great learning during the week.

The essence of the week’s celebration is always to demonstrate the ubiquitous nature of the subject, the vital role it plays in our everyday lives and the enjoyment that can be derived from its academic pursuit. The boys in Prep, Year One and Year Two played games involving number recognition and number theory centred upon the 1 to 100 number snake located near the campus back gate. Boys in Years Three to Six played tables race games and automatic response activities. Research projects focussed on topics as diverse as the Mathematics found in animals centring on mass, speed, length and volume and the geometry that can be seen in fairground attractions involving polygons, polyhedra, directions and angles.

The nexus between Maths and other disciplines was explored during Art classes, where the boys created maths-based designs and during Chinese lessons with bingo games focussing on number names in Mandarin. During Library lessons Maths in literature featured prominently and note values and patterns demonstrated how Maths and music are connected. Tabloid activities for points were enjoyed in PE classes during which exercise and teamwork melded with counting and multiplication.

The week proved to be a great success, engendering great interest and excitement. It showed the boys the significance of the discipline outside of school and the benefits of being a creative mathematical problem solver.

Peter Maher

Prep-Year 6 Mathematics Coordinator



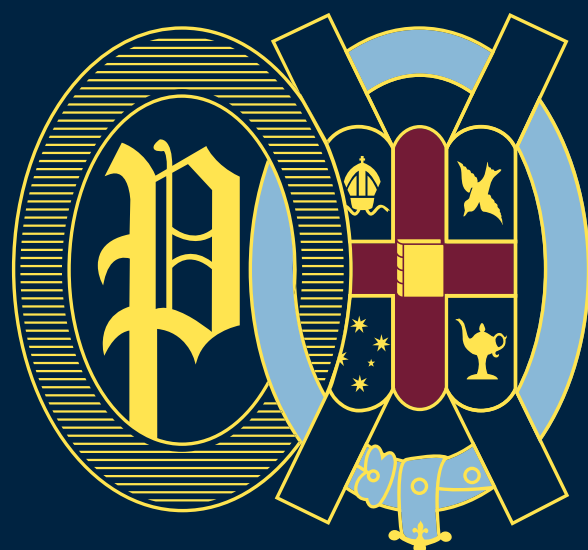
Time to celebrate, sport is back!

On 16 November after a long hiatus Year Seven and Eight boys and girls were once again able to enjoy playing after school sport, and by the look of the smiling faces (even if they were behind masks) it was worth the effort. There were some great bowling skills in the cricket nets, excellent digs and sets on the volleyball court, some hard-fought goals in soccer and the competitive streak came to the forefront on the basketball court. Who could forget the excellent dance moves in the gallery and the lethal forehands and backhands in table tennis? We could not have asked for anything more as a precursor to what we hope will be a fantastic summer season of sport in Term One 2021.

Catherine Lane

Director of Sport





School Awards

School Awards recognise leadership, dedication and excellence and honour the contribution made by students to the life of the school.

Principal's Award

The Principal's Award is the highest category of school awards. It honours an ongoing, outstanding and broad contribution to the school by a graduating student who has set the highest standards of commitment to the academic and cocurricular life of the school.

In 2020 fourteen students are recipients of the Principal's Award. We commend and thank these students for their lengthy and exceptional contribution to the school.

Marcus Camilleri
Alexandra Lakkis
Charlotte MacArthur
Jack Radovanovic
Jaidyn Sessa

Hannah Clark
Eric Lee
Martin Nguyen
Kate Sarris
Nimrada Silva

Lauren Frankas
Oscar LoMoro
Saskia Paxton
Matthew Saxon

School Colours

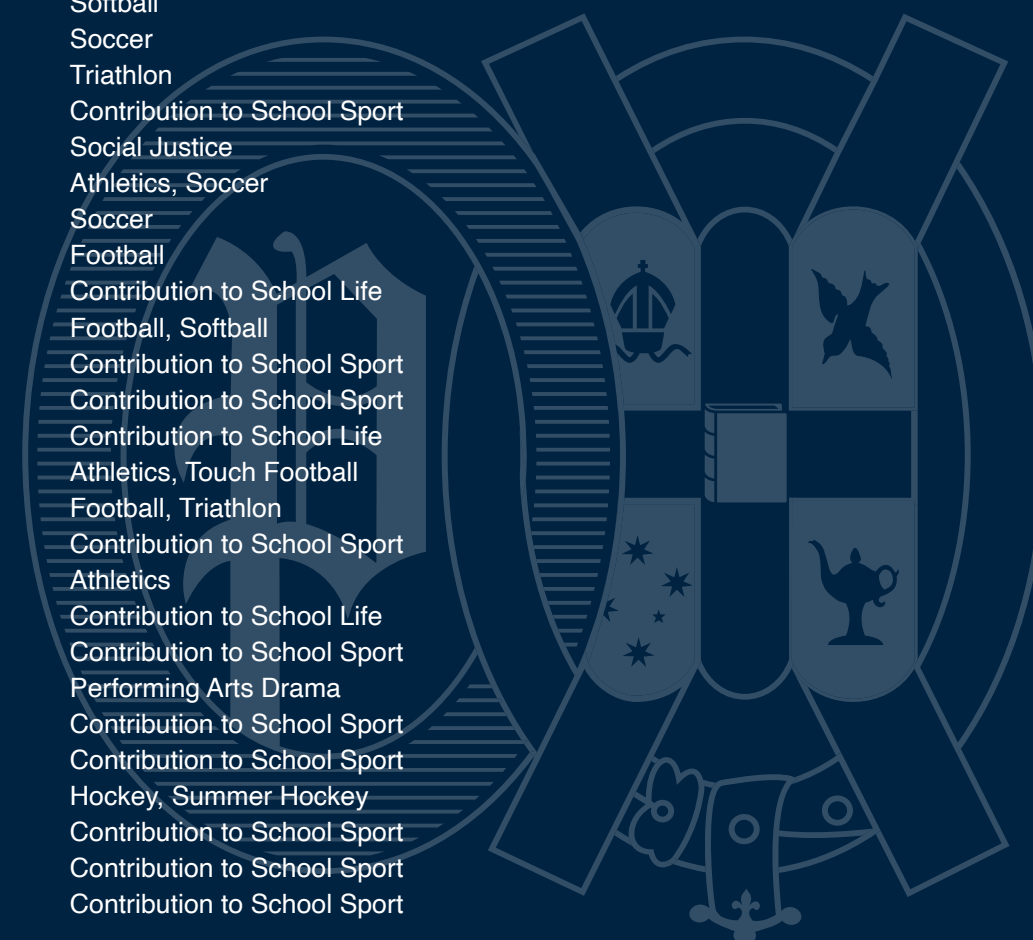
Full Colours holders are the leaders within the school community and, through their continued commitment, set a fine example for younger students as well as enjoying the personal rewards to be had from a school experience which establishes a balance between studies and wider interests.

We congratulate the following students who have been awarded Full Colours in 2020 and thank them for their valuable contribution:

Year 12

Isabella Akhurst
Aristotle Anastasiadis
Mera Anton
Claire Barlow
Keina Bassett
Zaydan Bello
Heruni Bibile
Rebecca Borkut
Johnathon Bouya
Cody Brand
Nicholas Bui
Olivia Bykowska
Ethan Caddeo
Connor Callanan
Marcus Camilleri
Allison Cao
Olivia Carta
Luca Chillura
Hannah Clarke
Jackson Coombs
Eden Davis
Elizabeth Dobell-Hall
Campbell Edwardes
Birhan Elibol
Casey Exner
Lucas Failli
Dante Farah
Max Fletcher

Volleyball
Music Percussion Ensemble
Softball
Soccer
Triathlon
Contribution to School Sport
Social Justice
Athletics, Soccer
Soccer
Football
Contribution to School Life
Football, Softball
Contribution to School Sport
Contribution to School Sport
Contribution to School Life
Athletics, Touch Football
Football, Triathlon
Contribution to School Sport
Athletics
Contribution to School Life
Contribution to School Sport
Performing Arts Drama
Contribution to School Sport
Contribution to School Sport
Hockey, Summer Hockey
Contribution to School Sport
Contribution to School Sport
Contribution to School Sport



Lauren Frankas	Contribution to School Sport, Music Cheetham Singers, Performing Arts Musical, Social Justice
Erica Fridell	Hockey, Music Cheetham Singers, Music Senior Choir
Isaac Galea	Music Curro Strings, Music Symphony Orchestra
Lachlan Gan	Music Synthesizer Ensemble
Liana Gianiotis	Touch Football
Tessa Gibney	Athletics, Hockey, Triathlon
Emily Glazebrook	Contribution to School Sport
Salam Hamdan	Table Tennis
Kate Hankinson	Triathlon
Isabela Hartman	Contribution to School Life
Stephanie Hoang	Badminton
Genevieve Hoyle	Music Guitar Ensemble, Performing Arts Musical
Monique Iser-Smith	Music Cheetham Singers, Music Concert Band, Music Senior Choir, Music Stage Band, Performing Arts Musical
Vrinda Kapadia	Contribution to School Life
Zoe Katsalidis	Music Cello Ensemble
Marie Kelly	Triathlon
Emily Kline-Marantelli	Contribution to School Sport
Jagadeswara Koduru	Contribution to School Sport
Eleni Kolliou	Contribution to School Life
Nicholas Kostandinov	Contribution to School Sport
Daniel Kow	Music Senior Choir
Brenna Krajcer	Music Senior Choir
Flynn Lakey	Football
Alexandra Lakkis	Music Stage Band, Music Symphony Orchestra, Performing Arts Musical
Tony Lang	Public Speaking
Callaghan Lawlor-McNamara	Contribution to School Sport
Eric Lee	Music Concert Band
Matthew Lin	Contribution to School Sport
Oscar LoMoro	Music Senior Choir, Performing Arts Musical
Charlotte MacArthur	Contribution to School Life
Josef Mackenzie	Contribution to School Sport
Nicholas Mazzei	Contribution to School Life
Keona Mendis	Contribution to School Sport
Campbell Menzies	Swimming
Matthew Mercieca	Music Concert Band, Music Senior Choir
John Miao	Academic Excellence
Benjamin Morgan	Contribution to School Sport
Lachlan Neo	Athletics, Hockey
Carla Nesci	Triathlon
Jessica Nghiem	Music Senior Choir
Martin Nguyen	Athletics
Connor Nguyen	Contribution to School Life
Martin Nguyen	Swimming
Trent Nicholls	Contribution to School Sport
Bianca Nigro	Triathlon
Alanah Nuen	Tennis
Audrey Ogburn	Soccer
Harrison Palmer	Performing Arts Musical
Saskia Paxton	Academic, Excellence, Contribution to School Sport
Matthew Pesavento	Music Stage Band
Bailey Predgen	Soccer
Nicholas Price	Athletics
Jack Radovanovic	Music Symphony Orchestra
Ashlee Reaburn	Music Symphony Orchestra, Tennis

Ellyn Ryan	Performing Arts Dance
Jacqueline Saporito	Contribution to School Sport, Music Choir
Matthew Saxon	Contribution to School Sport
Darby Scott	Cricket, Football
Shanel Senanayake	Soccer, Swimming
Jaidyn Sessa	Contribution to School Life
Nikolas Sikavitsas	Soccer
Dedimuni Silva	Contribution to School Life
Georgie Simmons	Volleyball
Daishell Smith	Football
Verity Still	Netball, Triathlon
Izel Tahseen	Athletics, Soccer
Grayson Tailiki	Contribution to School Sport
Jake Talevski	Athletics, Soccer
Daniel Trenkovski	Contribution to School Life
Luke Vanderholt	Athletics
Nishkala Vishu	Academic Excellence, Social Justice
Bronte West	Athletics
Lucas Wright	Cricket, Football
Aj Xiang	Contribution to School Life
Madeline Yan	Music Senior Choir
Tessa Zappone	Contribution to School Sport

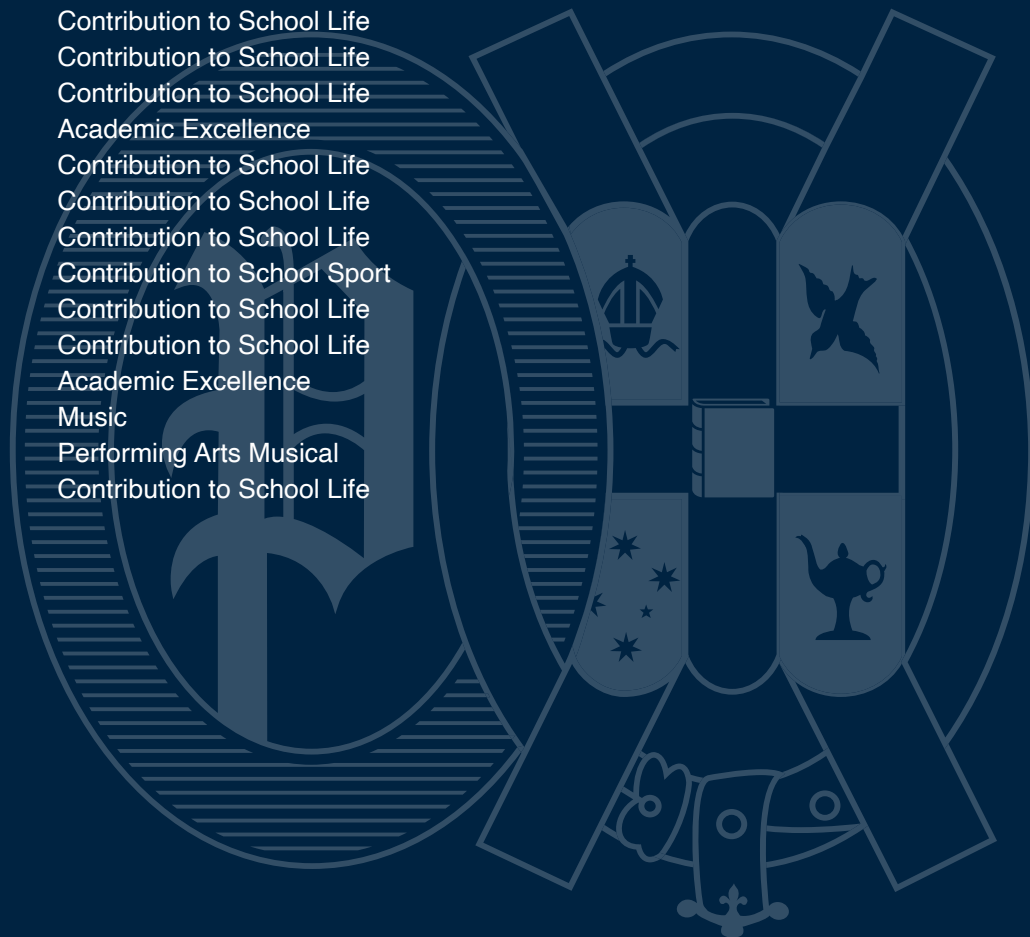
Year 11

Marcus Aiello	Contribution to School Sport
Cooper Aisen	Basketball
Lucas Alderman	Contribution to School Sport
Rhearne Allan	Contribution to School Sport
Rebecca Bain	Contribution to School Sport
Emily Birch	Contribution to School Sport
Innayat Brar	Contribution to School Life
Jack Brydon	Contribution to School Life
Tyler Cooper	Soccer
Samuel Corbino	Tennis
Matthew Daniel	Academic Excellence
Jack Drew	Performing Arts Musical
Andrew Evripidou	Music Stage Band
Romilly Ferraro	Contribution to School Life
Steven Gavriel	Contribution to School Life
Alexandria Georgianos	Music Guitar Ensemble
Nick Giarrizzo	Contribution to School Sport
Roma Heanly	Touch Football
Zara Height	Contribution to School Sport
Bevan Holder	Contribution to School Sport
Kaile Huang	Academic Excellence, Contribution to School Sport
Sachin Iyer	Music
Jamieson Jarvis	Cricket, Football
Andre Jaycock	Contribution to School Sport
Charlee Kemp	Contribution to School Sport
Angelique Konstantinou	Contribution to School Life
Benjamin La	Music Guitar Ensemble
Nicholas Markovski	Contribution to School Sport
Stephanie Mason	Contribution to School Life
Robert Massey	Contribution to School Sport

Year 10

Badminton
Public Speaking
Contribution to School Life
Performing Arts Musical
Contribution to School Life
Contribution to School Sport
Contribution to School Life
Music
Contribution to School Sport
Contribution to School Sport
Academic Excellence
Academic Excellence
Contribution to School Life
Music Chinese Orchestra

Contribution to School Life
Academic Excellence
Academic Excellence
Contribution to School Life
Contribution to School Life
Contribution to School Life
Contribution to School Life
Academic Excellence
Contribution to School Life
Badminton
Contribution to School Life
Academic Excellence
Contribution to School Life
Contribution to School Life
Contribution to School Life
Academic Excellence
Contribution to School Life
Contribution to School Life
Contribution to School Life
Contribution to School Sport
Contribution to School Life
Contribution to School Life
Academic Excellence
Music
Performing Arts Musical
Contribution to School Life



PEGSHUB

PEGSHUB is the new home of the PEGS Former Students and Business Community - the place to connect with businesses, former students, jobs and careers, sporting clubs and more. We have created a dedicated destination for commerce, careers, news and events in an easy to use platform that makes it easy to connect for any purpose. In addition to this, **PEGSHUB** provides the following:

- A platform for parents and former students involved in business to make their products and services available to the PEGS community to buy or enquire directly.
- The place to find and directly contact former students.
- A new "hub" for job and career opportunities to help job seekers and employers.
- Brings together our sporting club community of Football, Cricket, Soccer, Hockey and Tennis.

For further information on PEGSHUB, please contact Lisa Leask, PEGS FSA Business Network Coordinator - 03 9016 2000 or lisa.leask@pegs.vic.edu.au.

Jordan Leask
President, PEGS Former Student Association and Business Network



Alumni Spotlight Byron Scullin Class of 1992

Byron is a sound artist and designer. He is co-founder of the Melbourne Electronic Sound Studio. Byron has produced major works for festivals including Dark MOFO, Hobart. His planned work for festivals in Europe this year has been curtailed due to COVID-19.

What have you been doing since leaving PEGS in 1992?
Professionally pursuing my love of electronic sound and music as a practitioner and artist. I've been lucky enough to build a career at the many places where sound and electronics intersect, from touring internationally with various performers to working long hours in the studio on music, film and installations.

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

I think I was fortunate to be at the school at a time when the music department felt incredibly vibrant. I did as many extra-curricular music activities as I could, and spent many recesses, lunch breaks and spare classes in the music department. I just wanted to soak up as much experience of music and sound as I could, and I feel very lucky to have attended a school where the staff really supported me. Also, being able to perform on large concert hall stages for speech nights and special music events was a unique opportunity that gave me the foundation and confidence to pursue a career in something as risky and ephemeral as the arts.

Was there anyone who inspired you?

Many staff members left significant impressions on me. Grahame McCoy, specialist electronic music teacher, was incredibly important to me as a teacher and source of support. The head of music, Jill Francis, brought together an eclectic music staff. Greg Clarkson taught me a lot about discipline, practice and professionalism. Larry Walker introduced me to improvisation. Neville Shade was an amazing Big Band leader. Peter Chaplin introduced me to European Art Music, as well as avant-garde and experimental music.

Tell us about the Melbourne Electronic Sound Studio?

MESS is a not-for-profit organization that I started with my friend and colleague Robin Fox. It preserves, maintains and develops electronic sound and music culture. The heart of MESS is a world class multimillion-dollar collection of synthesizers and instruments that speaks to the entire history of electronic sound. Many of the instruments in the collection are extremely rare and some are unique. All of the instruments are in working condition and we have them available for people to use through a membership system. It is our "preservation through use" model that acts as a catalyst for bringing people from the local and international electronic music community together. Over the past five years it's gone from a concept to a federally funded arts organization.

What is your biggest professional accomplishment?

Siren Song is a large outdoor audio artwork that I devised and developed with two friends, Hannah Fox and Tom Supple, along with many other creative and technical collaborators. The heart of the idea was to create a unique,

beautiful and all-encompassing sonic experience by projecting audio on a scale that turns buildings and natural forms in the landscape into the walls of a city-sized concert hall. Singing female voices are the only materials used. They're projected into the air via a system of around 500 speakers located across rooftops, along with a helicopter equipped with a sound system used for emergency notification. The work is unannounced, occurring each day at dawn and dusk, forming a ritual for around 10 days of an arts festival. It first premiered in Hobart for Dark MOFO in 2017 and has since been shown in Perth and in Ipswich, UK. The next performance will be in Düsseldorf, Germany in July 2021 as part of the Theatre der Welt festival. I am also currently working on a new partner piece which we hope will happen here in Melbourne in early 2021.

What's your favourite memory of PEGS?

Without a doubt, all the music-making experiences are foremost in my memory. In particular, I remember when student Leigh Johnston composed an original piece featuring saxophone and piano for our school orchestra, which we then performed on the stage of Hamer Hall at the Arts Centre. Not only was the piece amazing due to Leigh's talent, but getting to play out the front of a large ensemble in a grand concert hall is an incredible experience for a performer at any stage of their career.

What advice would you give to young PEGS alumni?

Put as much of yourself into any endeavor you embark on as you can. It's no small irony that the words of one of my first PEGS music teachers, Mr. Hardman, comes to mind: "If you're going to make a mistake, make it a good one!" Regardless of success or failure, you will always get more out of any situation when you commit yourself fully to it. If you are fortunate enough to pursue a passion, you will find that the work will not feel like labor, which is its own kind of magic.



2021 Events

PEGS Business Network Functions

Event 1 – Mental Health, Wellbeing, Culture and Leadership

Date: TBC

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: Friday 7 May 2021

Time: 12.30pm – 3.00pm

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

Guest Presenters: Kate Dullard and Lisa Lawry

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

FSA Reunions

10 Year Reunion – Class of 2010 and 2011 - EXPRESSIONS OF INTEREST ON PEGSHUB

20 Year Reunion – Class of 2000 and 2001 - EXPRESSIONS OF INTEREST ON PEGSHUB

30 Year Reunion – Class of 1990 and 1991 - EXPRESSIONS OF INTEREST ON PEGSHUB

www.pegshub.com.au

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.

From the Archives

Brigid Cooper Archivist

Significant Anniversaries

1910 Mr Gresham Robinson appointed Principal of St Thomas' Grammar School upon amalgamation with Carlton College



1940 Mr Charles Woollacott appointed Principal of Essendon Grammar School upon the retirement of Mr Gresham Robinson



1950 Miss Mary Pearson appointed Principal of Penleigh Presbyterian Girls' School replacing Miss Isobel Taylor



1960 Miss Margaret Green appointed Principal of Penleigh Presbyterian Girls' School replacing Miss Mary Pearson



1960 Essendon Grammar School's Keilor East site was occupied by the Senior School from 3 February



Official Opening, 28 February 1960 (Donor: Shann Family [PH07593])

1960 Construction of the New Science Classroom (now the After Care Room) at Essendon Grammar School's Raleigh Street Campus



The new Science Classroom (PEGS Archives [PH04643])

1980 Official Opening of the PEGS Social Club at Keilor East



The new PEGS Social Club in 1979 (PEGS Archives [PH04273])

1970 Construction of the Senior School Library (later the Middle School Boys Library) at Essendon Grammar School's Keilor East Campus



The Senior School Library in 1973 (PEGS Archives [PH05947])

1990 Construction of the PEGS Drama and Gymnasium complex at Keilor East



1990EKGymDrama (PEGS Archives [PH08063])

2000 Construction of the New Music Centre (later named the HR Stevens Music Centre) at Keilor East commences



PEGS HR Stevens Music Centre / Gymnasium / Drama Complex in 2006 (PEGS Archives [PH08076])

2021 Dates for the Diary

Term Dates 2021

Term One

Monday 1 February - Thursday 1 April

Term Two

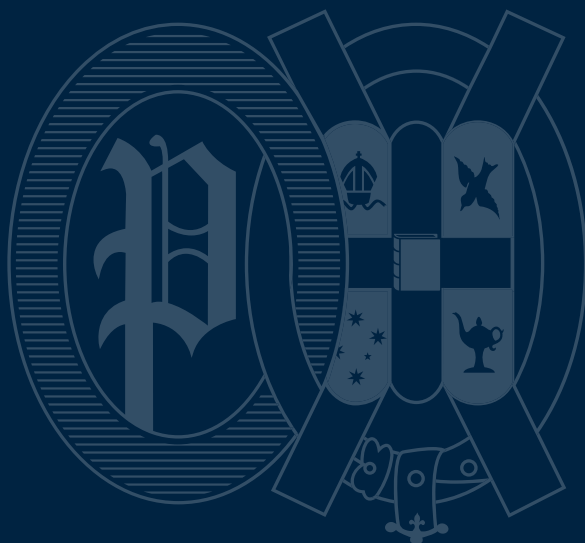
Tuesday 20 April - Friday 25 June

Term Three

Tuesday 13 July - Friday 10 September

Term Four

Monday 4 October - Wednesday 8 December



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

