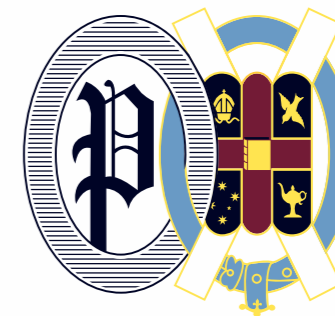


PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

April 2026



From the Principal

The start of a school year always carries a particular kind of energy. Classrooms fill again with conversation and curiosity, new friendships begin to form, and familiar routines return. Across our campuses this term, that sense of purpose has been unmistakable, whether in the first days of our youngest learners in Kindergarten, the leadership shown by our Year Twelve students, or the quiet daily work of teachers and staff supporting learning in every classroom.

This year, our school theme is REACH.

It is a word that suggests both aspiration and connection. To reach is to stretch ourselves towards knowledge, towards opportunity, towards becoming the best version of ourselves. But it is also about reaching outwards: to others, to community, and to the wider world beyond the school gates.

Already this term we have seen what that looks like in practice. Students reaching beyond their comfort zones in the classroom, on the stage and on the sports field. Staff reaching for new ideas in teaching and learning. And families reaching in, through the countless small acts of partnership that make a school community thrive.

At a time when families are making thoughtful decisions about education, it is worth pausing to acknowledge the trust that sits behind those choices. Recent data shows that enrolments in Australia's independent school sector have grown more strongly than in other sectors over the past five years, even during periods of economic pressure.

This reflects something important: families are increasingly weighing not only the cost of education, but the value of the opportunities and experiences a school provides.

We never take that trust for granted.

Schools exist because families place their confidence in them; confidence that their children will be known, challenged, supported and inspired. Every day at PEGS, our responsibility is to honour that trust through the quality of our teaching, the strength of our relationships, and the breadth of opportunities available to students.

The pages that follow give just a small glimpse of the first term of the year: the performances, competitions, learning experiences and moments of community that shape school life. Together they tell a larger story of young people discovering what they are capable of, and of a community that encourages them to reach further than they thought possible.

Thank you for being part of that journey.

Kate Dullard



Striving for Personal Bests: 2025 VCE Results

The 2025 VCE results are a testament not only to academic excellence but also to our commitment to supporting students to achieve their personal best. Demonstrating the depth of our programme, 259 students received a study score of 40 or above, and five perfect scores of 50 were recorded. It is important to remember though that, while three students earned an ATAR of 99.90 and 17 students (6% of the cohort) scored 99 or above, placing them in the top 1% statewide, success is measured by more than just top scores.

Some of the most meaningful stories often come from students who, regardless of their ATAR, have overcome challenges, set ambitious goals, and reached personal milestones. Their achievements - sometimes less visible in headline numbers - reflect resilience, growth, and determination.

Most Class of 2025 students are heading to the University of Melbourne (31%) and RMIT (28%), with Business, Commerce, and Health Science as the most popular fields. Eighty-nine percent received their first or second course preference.

These results reflect our ongoing commitment to academic excellence, personal achievement, and student support. We celebrate the unique path each student has taken, knowing that their growth will continue to shape their futures and inspire our community.

Lindy Grahn
Head of Section
Larkin Centre

A Fantastic Start

Our newest Prep students have had an exciting start to their primary school journey. Each morning, they arrive looking very smart in their brand-new uniforms, carrying backpacks that sometimes seem bigger than they are.

In the classroom, students have jumped straight into learning. They have been exploring phonics and discovering letters and sounds as they build on the foundations for reading and writing. A big milestone has also been the start of home reading, with students proudly taking books home to share with their families.

The fun doesn't stop there though! Our Preps have been enjoying their specialist classes, where they get to learn new skills, try different activities, and meet more teachers around their school.

One of the highlights for the students at the Essendon campus was attending their very first whole-Junior School (boys) assembly. With their Year Six buddies by their side, the Preps joined in the excitement and even had a little boogie together, making it a memorable moment for everyone!

At our Moonee Ponds campus, the students have become 'Prep Experts' and invited their parents into class to share their morning routines and show them how it's done!

It has been wonderful to see our youngest primary learners settling in so well. We are proud of the enthusiasm and confidence they are already showing as they begin their primary school adventure.

Ebony Paulka and Kylie Hammond
Junior School Prep Coordinators



The Role of the Atelier

At the Kindergarten, we hold a strong belief that children hold a hundred languages, (and, to paraphrase Loris Malaguzzi, a hundred, hundred, hundred more!), a hundred ways to think, do, listen, communicate, discover and dream.

As Early Childhood Educators, this is always at the forefront of our minds when creating rich and intentional contexts for learning. The introduction of ateliers into our educational programme has been a thoughtful and planned pedagogical decision to enhance children's engagement through the 'hundred languages', supporting them to express themselves through various mediums such as clay, mark-making and light. These environments have been specifically designed to promote relationship seeking, knowledge building, meaning making and the crossing borders of thinking.

During their encounters with our ateliers, the children have been developing understandings of relationships between ideas, materials and concepts. They have also been sharing and borrowing ideas from one another to build, not only upon their own understandings, but also the collective ideas of the group. We have also seen the children explore different concepts, discover properties of the materials, and transfer their ideas into other ateliers and spaces within the educational programme.

Through ateliers, children's thinking and theories become visible. They bring the non-tangible ideas to life, offering a deeper understanding of the children's curiosities, wonderings and questions. Ideas such as the 'identity of a line' and the 'personalities of rainbows' have become exciting threads of research where children not only immerse themselves in divergent thinking but also demonstrate and offer insights into their understandings of the world they experience and know, such as in this instance, inclusion and diversity.

In essence, our ateliers honour children as capable, curious thinkers who communicate their understandings in rich and varied ways. By offering intentional spaces that value process, collaboration and exploration, we create opportunities for children to make their thinking visible and meaningful. These experiences not only deepen learning but also affirm children's voices, identities and perspectives, reinforcing our commitment to inclusive, responsive and research-informed practice.

Lauren Olcorn
Director of Kindergarten



Achieving Excellence

At a recent assembly, Amelia, Year Four, played a movement from Vivaldi's *Four Seasons*. She played without accompaniment and her virtuosity was jaw-dropping! The audience burst into rapturous applause and then there was a second burst of appreciation in recognition of her outstanding musicianship. It was clear that the students recognised excellence and the many musicians in the audience understood the effort that it had taken Amelia to reach that level of playing.

Students were keen to share their ideas when I conducted an impromptu *vox pop* on the topic. Lucy and Scarlett, Year Six, stated that one had to strive for excellence, that it didn't just happen. Sumayah and Viva, Year Five, added that you had to focus on the task, persist and not give up even if it became difficult. Inara and Abigail, Year Six, said that it was being the best version of yourself and all agreed that you could apply excellence to all facets of life, including your personal relationships.

Applying excellence to primary-aged students begins with cultivating a culture where striving for one's personal best is nurtured, visible, and shared across the school. Excellence at this stage is about building strong learning habits - curiosity, persistence, reflection, and pride in one's work - rather than achieving perfection. Teachers support this by establishing clear expectations, modelling high standards, and creating environments where students feel safe to take risks and learn from mistakes.

Embedding excellence involves explicitly teaching skills such as goal-setting, self-assessment, and perseverance. When children understand success criteria and learn to monitor their progress, they begin to take ownership of their learning. Strengths-based feedback that highlights improvement and identifies realistic next steps further builds confidence and motivation.

Differentiation is key, as classrooms are rich with diverse learners. Offering a variety of learning experiences, such as collaborative problem-solving, hands-on inquiry, creative expression, and extension challenges, ensures all students experience success while being appropriately stretched.

By combining high expectations, supportive relationships, and purposeful learning routines, teachers cultivate excellence in every student, helping them flourish both academically and personally.

Christine Hallman
Head of Section
Junior School (girls)

R.E.S.P.E.C.T. – find out what it means . . .

Thanks to Aretha Franklin, most of us can spell ‘Respect’. More importantly, we know what it is, how to recognise it, and how to show it. But how did we learn it?

At PEGS, our students learn respect explicitly and implicitly.

Through our curriculum, we teach our students to “acknowledge the inherent dignity and intrinsic worth of individuals and our world”. This is the natural domain of the Arts, Humanities and Languages, but it is also supported in Commerce, HPE, Mathematics and Science. Each has its own way of teaching how to “show respect by demonstrating fairness, kindness, and an awareness of diverse perspectives, while recognising the impact of our actions on others”.

This continues in our Form programme, where we teach directly about Mutual Respect and the principles underpinning ‘Our Behaviour’, our Bystander Code of Conduct, and Digital Citizenship. We utilise external providers like *Project Rockit* (focusing on respect online), and *Elephant Ed* to teach about respectful relationships.

We also show students how to be respectful, starting with our individual interactions. It is evident in our classes and House activities (such as our swimming carnival) that support connections and shared experiences; student leadership groups like *PEGS Heart* that support those in need; and social justice events which raise and promote compassion, kindness and inclusion.

Respect is the first of our values, a cornerstone of our approach, and one of our most important hopes for our students. And our students learn about it every day.

Anthony Simmons
Head of Section
McNab House



Connection Across the Ages

As the school year commences, we encourage students to gradually get to know the classmates in their form group, and then across their year level; however, there are also various opportunities for students to meet students from other year levels and other sections. This builds connections of a different but equally valuable type.

Peer support activities involve students at Year Seven and Nine getting to know one another by meeting during form time. Younger students are paired with older students to chat about their interests and forge friendships that transcend the classroom. The programme also operates for students in Years Eight and Ten, meaning there are more familiar faces across the quadrangle, on the oval or during bus trips to Saturday sport.

The recent Gottlieb House Athletics Carnival was also a reminder of the positive influence of the vertical mentoring model. With the Year Ten House Leaders rallying and marshalling the younger participants in track and field events, the quest for glory ensured plenty of friendly rivalry and cross age house spirit, both during the events and in the awards presentation back on Campus in the gym. Having Year Twelve student Daniel, the Captain of Houses, present the trophy to the winning House was the cherry atop the cross-age connection pie.

The school's swim squad and triathlon team both consist of students from different year levels, as do choirs and other musical ensembles. These groups remind us that, just as there are reasons for connecting strongly with students of one's own age, there are equally important reasons to broaden the circle of acquaintance, sharing experiences, wisdom, advice and inspiration across the years.

Caroline Horton Andrews
Head of Section
Gottlieb House

Connecting to Something Bigger



This year we have been delighted to welcome Daniel Broadstock to PEGS as a School Chaplain. Based at the McNab House section, he is eager to immerse himself in the life of the whole school.

Daniel comes to PEGS with 12 years of teaching experience, having taught both Primary and Secondary students. Prior to his calling to chaplaincy, he taught English and History and says that the bridge between these subject areas is an easy one to cross, especially when you consider the way that unpacking stories and looking deeper into meaning is fundamental to them all.

Outside of school, Daniel is a self-confessed foodie and is currently on a mission to enjoy more spicy food! This will come in handy when he travels with his family to southern India later this year. He loves reading and music, playing board games and video games, and has a particular interest in the strategy and intricacy of Warhammer.

When asked how he views school chaplaincy and the role that he plays in the lives of our students, Daniel is clear. He says, "We live in a diverse context when it comes to religion and spirituality, but our need for connection, community, and the spiritual dimension of something that is bigger than ourselves, is just as strong as it ever was. The world can be a stressful, restless, anxious place, particularly for young people, and I get to be part of making this school a safe place - emotionally, socially, spiritually - and that's a pretty special, privileged thing to do for work. At its best, the focus of chaplaincy on social justice, care for others, respect, and spiritual and emotional openness aligns with the holistic goals of the school - and the vision of its Christian foundations - to form the whole person, body, mind, heart, and soul."

Welcome to PEGS, Daniel. We are so pleased to have you on board!



Strengthening Our Community

It is with great pleasure that we welcome Ross Corstorphin to the staff of Penleigh and Essendon Grammar school as he takes up the senior leadership role of Director of Business and Finance.

Ross brings significant experience in both business acumen and financial stewardship to this role having spent many years working at a senior level in both the corporate and education sectors.

A self-declared Hawthorn Football Club tragic, Ross grew up in Templestowe and attended Ivanhoe Grammar School. As he explains, it was an early aptitude for mathematics that soon led him to a career in accounting. While working in this field he developed a strong interest in applying his demonstrated problem-solving and strategic thinking skills to create the types of robust, sustainable financial conditions from which large organisations can grow and thrive.

Moving full time to the education sector was a meaningful choice for Ross. With a family history of educators (his mum and grandparents were teachers) he has always had enormous respect for the role schools play in shaping young people and strengthening communities. That respect has been lived out through his direct involvement in coaching school cricket and hockey, managing children's basketball teams and volunteering in surf lifesaving. Oh ... and did we mention he plays golf in his spare time? And cricket!

Describing his leadership style as calm, collaborative and empathetic, Ross sees his role as a supporter of people and community. His message to staff and families is simple and sincere: every financial decision must be transparent, must be guided by educational outcomes, must be led by curiosity about improvement, and must have a deep commitment to supporting the school's overall mission.

We look forward to the contribution Ross will make to PEGS in the years ahead.



A Day to Remember

Anticipation buzzed around the eager Year Seven students as everyone poured into their House groups on swimming carnival day. The sun was high and bright, already preparing us for the great day ahead. From the beginning, music blared and chants rang out as we competed in the pool, earning every point we could.

We were all soaking up every moment, not only for the awaited results and awards, but also because of the incredible energy coming from everyone. With all the costumes and supporter posters, it was amazing to see how dedicated even the teachers were to each House! It was also inspiring to see the House Captains organise, support, and keep up their energy throughout the entire day.

Soon enough, it was time to announce the winners. We all sat there hoping, waiting, fingers crossed, heads low. To our surprise, Limerock won the Spirit Award! We all burst with energy, jumping around with happiness. Then came the overall House Swimming Award, and Dorset won! They were so happy and proud, and we were for them.

The day ended with a lot of fun. Smiles surrounded all the pools, with people crowding on the waterslides, playing volleyball in the water, trying to cross the inflatable parkour course, or simply enjoying the amazing weather in the pool. By the end of the day, we were all exhausted, although I'm sure all the Year Sevens would agree that this was a great way to start the year, and a swimming carnival everyone will remember.

Zara

Year Seven student
McNab House





Ready to Launch

The sun shone down on the Aberfeldie running track as all Gottliebsen House students unloaded from the buses. We excitedly made our way down to the track with students ready to launch into the action.

First up was the 800-metre event which was a daunting event for some. It took courage to front up to the track and every student gave it their best shot, which was great to see as points tallied up.

There was great spirit involved with all Houses cheering their teammates on. It was fantastic to see costumes such as a jockey, inflatable dinosaurs, cheerleaders and more! This really set the tone for the day and made it very enjoyable.

After the events, Houses gathered to board the buses and left the track in good spirits to return to school. Before the winning House was announced, there were some individual awards given out. The House Spirit award was won by Elliott House, the Field Champion prize was awarded to Peter in Year Ten, the 100m Award was won by Thomas in Year Ten, and the 1500m Award was won by Cody in Year Eight.

The final announcement was for the overall winner, which was Rose!

Snithik and Edward
Year Seven students
Gottliebsen House

Family Time at School



Our recent Prep – Year Two Parent Lunch was one of the highlights of Term One.

Families arrived with picnic rugs and lunch boxes and were greeted by some very excited children. It was lovely to see the students proudly sharing their favourite playground spots while laughing and chatting away.

After a quick bite to eat, the fun continued with a variety of games and activities on the equipment. Parents and friends joined in with enthusiasm, kicking footballs, bouncing basketballs and simply enjoying time together at school.

Once the bell went the children happily ran back to class and parents headed off to work feeling a little more tired than when they first arrived!

Graeme Sharman
Head of Section
Junior School (boys)



Celebrating International Women's Day

International Women's Day at the Junior School (girls) is a meaningful and much-anticipated occasion on the school calendar. Each year, the entire staff and student body come together to recognise and celebrate the remarkable achievements of women throughout history and in our modern world. It is a day dedicated not only to celebration, but also to reflection, inspiration, and learning.

Observed globally since 1911, International Women's Day (IWD) has become an important opportunity for people around the world to honour the contributions women have made to society. From leaders in science, politics, and education, to artists, activists, and innovators, countless women have played a vital role in shaping the world as we know it today. Their courage, determination, and resilience continue to inspire new generations.

IWD provides students with a chance to explore the stories of these trailblazing women and to understand the challenges many of them overcame in pursuit of equality and opportunity. The celebration encourages students to reflect on their own potential. By seeing the impact that determined individuals can make, students are inspired to imagine what their own stories might look like in the years to come. They are reminded that their voices matter, their ambitions are valid, and their contributions can help shape the world for the better.

Through this annual celebration, the Junior School (girls) community continues to foster confidence, curiosity, and respect, thereby empowering students to dream boldly and to follow in the footsteps of the extraordinary women who came before them.

Carlee Yuill
Deputy Head of Section
Junior School (girls)



Lasting Connections in the PEGS Camp Journey

When people think about their own experience of school camp they are often drawn to memories of activities and the time spent with friends. We take pride in creating opportunities to facilitate these moments and memories as our students navigate through their unique PEGS Camp journey.

A portion of students first experience the camp in Year Three and return to the same place for eight consecutive years. The rest of the school cohort experiences camp for the first time in Year Seven, returning four times. Throughout these experiences, camp staff intentionally scaffold educational aims and goals by building on prior knowledge and helping students connect to the camp environment through activities with their peers.

In recent years the camp education team has shifted focus to include more moments that build lasting connections. In Year Three, students add their name to a class totem pole at the base of the camp driveway, a feature that represents the start of the camp journey and which acts as a visual reminder each time they return.

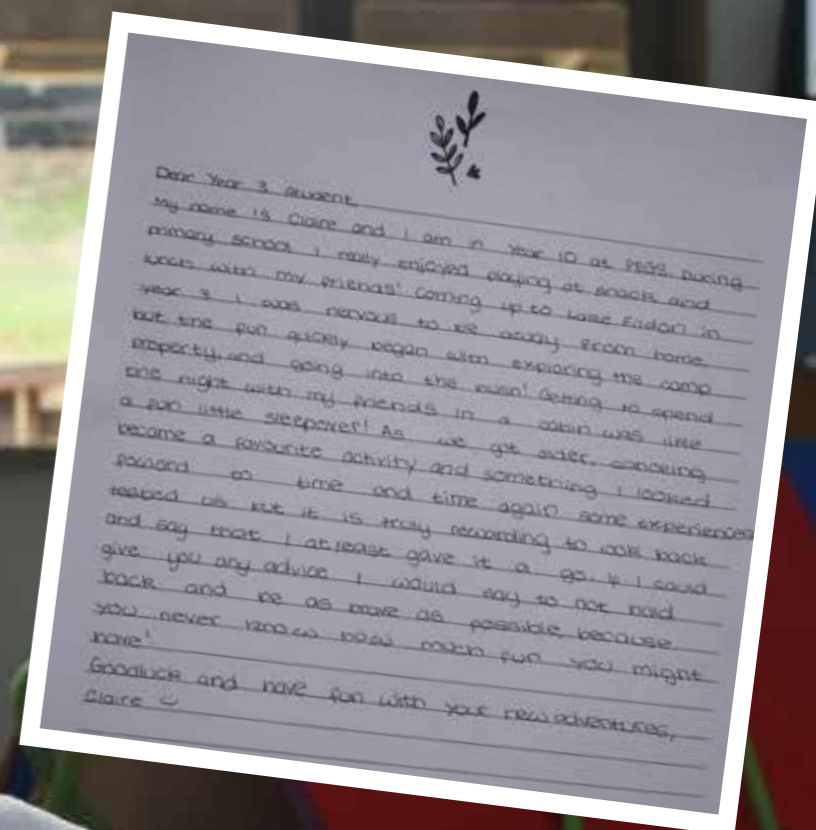
In Year Nine, along with first aid skills and communication learning, students apply place-specific knowledge to independently navigate the property in small groups to locate markers. The trust and autonomy afforded by this activity are a standout feature of the program for many students.

There are also lasting connections that students create and take home. Students design camp hats on their first night at camp and many commit to wearing these with pride each year that they return. Year Four students take home clapsticks made from tea-tree on the camp property, and Year Seven students create name tags collected from red box trees to be worn for the entire time they are at camp. These keepsakes remind our students of their connection to the camp even when they are away.

In 2026, our Year Ten students will write letters to the Year Three students who will open them when they come to camp for their first time in Term Four. These letters will demonstrate to our Year Three students just how special the PEGS Camp journey is to someone at the other end of the experience, while offering our Year Ten students a final moment to give back to this place that has offered them so much.

These connections are a small facet of the core experiences and memories of camp, and it is through these added connections that students build a unique bond with their camp. They learn to respect the place, the environment that they are learning in, and ultimately themselves and each other.

Steve Collins
Outdoor Education Teacher
Eildon Camp





Student Leaders and Community at PEGS



2026 is off to a great start with lots of activities being planned and hosted by the various committees led by the executive captains. From the sport captains hosting tennis, to SAC revision sessions organised by the learning committee and a house netball tournament with the Year Twelves dressed in beach day outfits, we've had it all. And there is more to come!

The executive, alongside our amazing committees, are working diligently to organise various events not just for the Larkin Centre students, but for the whole school. Our main aim for 2026 is to bring cohesion and focus on collaboration between the Larkin Centre students and the Middle School students. We believe that this kind of cooperation is vital to enhancing positive school life for everyone.

The next big event to come is the *Big Blue Bonanza* on May 15 which is run by the Community Service and Activism committee. Many other committees are also contributing to the event with the Music and Performing Arts committees performing throughout the night, the House committee running a cupcake stall and more! The aim of the night is to come together and raise money for *Beyond Blue*. It would be great to see you all there.

We are excited about what the year holds in store for our student body.

Olivia Russo
Year Twelve student and Performing Arts and Speaking Captain
Larkin Centre

An Arts Precinct Tour

Exploring the city's cultural landscape, Year Eight Drama students journeyed into the city for an Arts Precinct Tour.

They noted the proximity of the Melbourne Theatre Company HQ, Victorian College of the Arts, Malthouse Theatre, Melbourne Conservatorium of Music, Melbourne Recital Centre, Australian Ballet, National Gallery of Victoria, the Arts Centre, and Hamer Hall.

The students found the tour to be a powerful learning experience, explaining that there were elements of the precinct's architecture such as scale, tactile furnishings, lighting effects and colour tones, that they would not have understood without having been immersed in those features for themselves.

Of the excursion, a student, Lacey, said, "outside of the classroom, information is everywhere. I felt very engaged on the tour because everywhere I looked, I couldn't help but see something interesting which made me more curious, and I never knew what was coming next."

One highlight was studying the real-life costumes worn by historical and current celebrity entertainers. Another was a visit to the Australian Centre of the Moving Image to learn about the transition of drama from stage to screen.

Students reported that with a physical visit to the venues it was "easy to understand information quickly", and that they felt more empowered to access the city's significant public spaces in the future.

Jessica Gorlin
Director of Performing Arts





Project Rokit

During Term One, the Year Eight students of McNab House participated in a workshop called *Project Rokit 'Connect'*. This was an interactive workshop that focused on cyberbullying, online safety and building positive relationships on online platforms.

During the session, we explored the importance of staying safe online and understanding how our actions online affect others. One of the key messages from the workshop was the importance of consent. Just saying 'No' is a full sentence and we understood that you don't need to explain yourself if you feel uncomfortable.

In particular, the presenters helped teach us about image-based abuse, which is sharing or threatening to share photos of a particular person to others, without their consent. Just like in real life, it is important to respect people's boundaries and think carefully before sharing messages or photos.

The workshop was both engaging and thought-provoking. *Project Rokit 'Connect'* reminded us that even though the internet is a great tool, it is necessary to stay responsible and ensure others feel safe online. As a cohort, everyone had fun and learned something new about communicating online. We are very grateful to *Project Rokit* for visiting and sharing valuable advice with us and for making the experience memorable.

Ziana
Year Eight student
McNab House



Thinking About Shakespeare: John Bell, AO

Who are we? How should we live?

These were two fundamental questions raised by distinguished guest John Bell, AO at the first of our Thinking Seminars for 2026. Mr Bell, an acclaimed actor, director, producer and, of course, founder of the renowned Bell Shakespeare Company, spoke incisively about the continuing relevance and influence of Shakespeare's work in today's turbulent circumstances.

His message to students was that Shakespeare in particular, and the Arts in general, constantly challenge us to consider these two questions in our daily lives. That they alert us to the potential of humanity and that, by seeking to "turn pain into knowledge", they help to bind communities together. In parting, he highlighted the need for all of us to be aware and alive to every moment.

We extend our sincere thanks to Mr Bell for launching this year's Thinking Seminar programme with an engaging, inspiring and insightful presentation. His words served to remind us of the importance of the Arts to all communities by providing a lens through which to examine our humanity.

Peter Bohmer
Director of Operations and Engagement



PEGS Heart Supporting Share the Dignity



This year, the *PEGS Heart* group is supporting the important work of *Share the Dignity*, an Australian charity that assists women and girls experiencing period poverty, homelessness, or financial hardship. The organisation provides essential hygiene products such as pads, tampons, and personal care items to those who may not be able to afford them.

As part of this initiative, *PEGS Heart* is coordinating the collection of hygiene products across the school community to donate directly to *Share the Dignity*. These donations will help ensure that people in need have access to essential items that many of us take for granted.

Students are also using their creativity to support the cause by making a range of handmade arts and crafts. Items such as bracelets, crochet pieces, clay creations, and handmade decorations are being carefully designed and created by students. These crafts will be sold later in the year at the Friends of *PEGS* Fair, with proceeds going towards supporting the work of *Share the Dignity*.

This initiative reflects the school's REACH values. It demonstrates Respect by recognising the dignity and needs of others, Excellence through the attention and commitment students bring to their work, and Accountability as students take responsibility for supporting a meaningful cause. It also encourages Curiosity as students explore creative ways to contribute, and most importantly shows Heart, with students demonstrating compassion and generosity towards those in need.

Through this project, *PEGS Heart* highlights how creativity, teamwork, and kindness can make a meaningful difference in the wider community.

Ishitha and Annalise
Year Ten students
McNab House



Why PEGS?

Many people ask, "Why PEGS?"

The answer to that question starts with me sitting in a room with my family and our Principal, Ms Dullard. She patiently heard my aspirations, spoke to me at length about my hopes for the future and then responded with passion about what PEGS offers its students.

As I thought about the choices ahead of me, Ms Horton Andrews helped me firm up the choice. She walked me through this massive environment and answered with in-depth knowledge on subject selections. I was convinced that the team at PEGS would help me achieve my dreams whilst balancing my academic and cocurricular interests. To this day, this school has only echoed what this team so passionately spoke about.

On the very first day, I felt welcomed. As a new student, I thought it would take days, or even weeks, to adjust. But immediately, the community warmly accepted me. The teachers treated me the same as any other student, as if they had known me for years. The student coordinators and sport coaches, who are always available, helped me organise my subjects and sport, making my integration as smooth as possible. All of them were warm and welcoming. To this day, I always feel that I can approach them about anything, at any time.

Each day as I enter the school, I feel accepted. Every day, I feel happy to be a part of this community. I feel that the school supports everyone with equity, teachers and students alike. It is amazing to see how interconnected everyone is. It is inspiring to experience a community where people support one another and lift each other up so wholeheartedly.

Of course, that is why students and teachers can learn so much from one another. Every day, my year level is ready to learn new things and advance in their education. I have seen people grow in both academic and cocurricular activities in a matter of weeks. This spirit is why students can progress so well, and why teachers are able to support them so effectively.

I feel a real sense of pride being a part of PEGS. My class has accepted me and placed their faith in me. My peers have helped and guided me through my start here, and I continue to be amazed every single day.

So when people ask, "Why PEGS?", I tell them, it is because it is the best decision I could have made.

John
Year Nine student
Gottliebsen House





An Excellent Day of Swimming



The Junior School (girls) House Swimming Carnival was a fantastic celebration of teamwork, determination and school spirit for our Year Three to Year Six students. With a sea of House colours filling the pool deck, students proudly represented Chaucer, Dorset, Limerock and Park, giving their very best in every event.

The focus for the carnival was our school value of Excellence. Excellence doesn't necessarily mean finishing first. Rather, it is striving to achieve your personal best, encouraging others and showing resilience.

Throughout the day, students demonstrated their own version of excellence in many ways. Some showed excellence by competing in a race out of their comfort zone, others achieved personal best times, improved their technique, or bravely entered an event for the very first time.

Many students displayed excellence through their positive attitude, loud cheers for their teammates and by showing outstanding sportsmanship. The chanting from Chaucer, Dorset, Limerock and Park could probably be heard well beyond the pool and may have startled a few unsuspecting visitors at Raleigh Street!

It was particularly pleasing to see students supporting one another across all Houses. Whether it was congratulating a competitor at the end of a race, helping someone adjust their goggles (for the fifth time!), or celebrating a close finish, our students showed that excellence is also about character.

Well done to all the Year Three to Year Six students for representing your House with pride. You proved that excellence comes in many forms - speed, courage, teamwork and plenty of House spirit!

Brett McQueen
Sport and Physical Education Coordinator
Junior School (girls)

Save the Date! *Big Blue Bonanza 2026* is Coming

The *Big Blue Bonanza*, on Friday 15 May at 6.30pm, is a student-led event celebrating PEGS creativity and supporting Beyond Blue. Enjoy music and dance performances, face painting, and bake stalls, all organised by students.

Designed for the whole community, the event creates an opportunity for everyone to come together, connect, and contribute to a meaningful cause that supports mental health awareness.

With a wide range of activities on offer, the night invites all members of the PEGS community to get involved, whether it be by performing, participating, or simply enjoying the atmosphere. Expect an evening filled with energy, laughter, and shared moments that bring people together.

The *Big Blue Bonanza* is much more than just another event. It is a celebration of community spirit, creativity, and connection, all while making a positive impact.

Alexander
Year Twelve student and Big Blue Bonanza Leader
Larkin Centre



Prep – Year Two New Parent Workshops

At the beginning of each school year, we have the pleasure of hosting a Literacy workshop for new Prep to Year Two parents. The focus is on providing valuable insights into our Phonics program and the different Literacy lessons here at school, as well as offering practical tips to support literacy development at home.

During our recent workshops, parents explored the letter-sound relationships from Prep, investigated the different stages of the writing process that they will experience with their son, and even spent some time perfecting the formation of some of the trickier letters using Victorian Modern Cursive and our whiteboard routine. We discussed the key elements of lessons as well as our assessment guidelines, and parents exercised their reading skills within interactive mini lessons. These involved echoed, choral and repeated reading, with some fun thrown in along the way!

One of the main reference points for all workshop attendees was the importance of communication with their class teacher and coordinator, and that their son's progress was very much a shared journey. Further, whilst highlighting the fragility of Literacy confidence within our students, we underlined the importance of regular and consistent positive reinforcement and the benefits of a daily reading routine.

These workshops are an integral part of our start to the year and help parents to understand the significance of a strong literacy foundation that will serve their son well throughout his educational journey at PEGS.

Ebony Paulka and Hayden Wardrop
Year Level Coordinators
Juniors School (boys)



Leadership at Junior School

Our Year Six leaders understand that leadership is not defined by badges or titles, but by service, character and the positive influence they have on those around them. They recognise that true leadership begins with living our REACH values each and every day, demonstrating respect, striving for excellence, showing accountability embracing curiosity and leading with heart.

Our leaders care deeply about their peers and actively seek opportunities to make a meaningful difference within our school and community. Whether supporting their peers, welcoming visitors and guests, facilitating assemblies or contributing through RAP, Sustainability and other student-led groups, they understand that leadership is about service to others.

The leadership journey begins with a rigorous application process, where students articulate their vision for the role and reflect on the values they bring to it. Their peers are given the opportunity to listen carefully and consider each candidate before participating in a democratic voting process, reinforcing the importance of voice and choice within our community.

We proudly congratulate our elected Year Six leaders of 2026. May you continue to lift others up, serve with humility and lead our school community with integrity and purpose.

Amelia Turner and David Graham
Year Five and Six Coordinators





Top Class Arts

Emi Wong (Class of 2025) has been accepted into this year's VCE Season of Excellence as part of the Top Arts exhibition. Top Arts is an annual exhibition at the Ian Potter Centre: NGV Australia that provides a platform for emerging artists from across the state to showcase their skills, enthusiasm, and creativity. This is the first time in many years that PEGS has had a successful applicant into this very prestigious exhibition. It is not only the actual artwork that needs to be of the highest standard, but also the students folio that demonstrates all the developmental supporting work as well.

Top Arts 2026 is free and will take place from Friday 13 March to Sunday 19 July 2026 at the Ian Potter Centre: NGV Australia.

Congratulations, Emi!



Top Class Music



Looking back to 2024 when we were in Year Eleven, we remember sitting in the audience of the VCE Top Class concert during a music excursion, completely captivated by the talent on stage. Back then, we never imagined that one day we would be the ones stepping into the spotlight!

Being selected to perform at the 2026 VCE Top Class Music concert is both an incredible honour and a memorable milestone in our musical journey. Presented at the world-renowned Melbourne Recital Centre, Top Class showcases some of the top VCE performance works from across the state. To be included among such dedicated students was both humbling and inspiring. In addition to being invited to perform at the Melbourne Recital Centre, we have also been offered a chance to perform in the regional Top Class concert in Traralgon.

We performed Kapustin's *Sinfonietta for Four Hands*. We spent many rehearsals creating a shared musical vision, but also constantly listening and responding to each other to foster a cohesive performance. Yet such an opportunity also presented us with a chance to think more deeply about our own musicianship. For us, true performance isn't necessarily about achieving perfection; it was more about embracing vulnerability as we aimed to create an exciting and soulful story.

Our journey would not have been possible without the support and guidance of our teachers. Coming up to the final examination last year, the mock performances we regularly did in front of a panel of teachers and our classmates were especially valuable. These opportunities to perform and receive detailed feedback assisted us to capitalize on our strengths and to work on our weaknesses, thereby helping us to grow, not only as individual players, but also as a unified ensemble.

Alan and Sophia
Class of 2025 students





A Real Responsibility



Starting my final year at Gottliebsen House felt like a strange mix of excitement and apprehension. Moving from Year Nine into Year Ten wasn't just another step, it was the moment we became the leaders of Middle School. At the time, that idea felt a bit daunting, but now, looking at the opportunities that are apparent, I realise how important this year really is. It isn't just about stepping up; it is about growing into the kind of person others can look up to.

Being the oldest students at Gotty House means we have a real responsibility to set the tone for younger students. Whether we realise it or not, people are watching how we act, how we treat others, and how seriously we take our opportunities. We are not just students, we are leaders who can guide others and make a positive impact. Year Ten feels like a turning point, a bridge into the Larkin Centre and into a more independent stage of learning and life.

I feel like I have real choice in the subjects and pathways I want to explore. Choosing to accelerate in VCE Physical Education is one of the biggest decisions I made. I am nervous about the workload and expectations, but at the same time, I am excited to challenge myself and get a head start on VCE. This learning curve, pushes me to develop better discipline and confidence in my abilities.

More than anything, the three years in Middle School so far have been some of the most enjoyable and memorable I've had. The friendships I've built and the experiences I have had are things I still carry with me. Year Ten isn't just the end of Middle School, it is the foundation for everything that comes after.

Harrison
Year Ten student
Gottliebsen House

A Taste for What's to Come

The 2026 Year Seven camp was a blast, with lots of entertaining and exciting activities. The most memorable was a steep hike, for 8.75km, amongst the stunning hills surrounding Lake Eildon.

When we arrived at the camp site our first major activity was to write our name on a carved piece of redwood and to draw a picture of what our passion or hobbies are. We wore these for the duration of the camp and kept them as mementos of our time there.

All the meals were great and it was especially fun to be sharing them with friends.

Our favourite activity in the Year Seven group was called 'honouring' because everyone enjoyed learning about their good traits and how others thought of them in a positive way.

The campsite was full of positive energy, along with lots of determination to continue through the journey. This year's camp theme was *The Rite of Passage*, focusing on navigation, exploring, and locating markers around the camp site.

It was a fantastic experience, both for first timers and students coming up from the Junior School. It was also a great taste of what is to come in our Year Eight camp.

Vyom and Samuel
Year Seven students
Gottliebsen House



Music Excellence

I started learning piano when I was four years old, and cello when I was eight, through the school's Year Two String Programme. This past year has been very busy, and I have been really excited to achieve a number of successes in music.

I completed my AMEB Grade Five Theory examination with a high distinction, and I also received A+ results for both my piano and cello examinations. I am now studying for my Associate Diploma on both instruments.

Because of these achievements, I have been invited to perform at an AMEB masterclass in April at the Melbourne Recital Centre, where I will play the Saint-Saëns Cello Concerto in A minor.

I was also selected for the Melbourne Conservatorium Chamber Music Academy, and I performed with my string quartet at Government House. In addition, I have been accepted into the Percy Grainger Orchestra of the Melbourne Youth Orchestra, joining its senior ensemble as one of the youngest members.

Angelina
Year Six student
Junior School (girls)



Last July, I had the extraordinary honour of performing at Carnegie Hall in New York after being awarded First Prize in the New York Golden Classical Music Awards.

The competition brought together outstanding young musicians from across the world, and the level of artistry was both inspiring and humbling. Stepping onto the historic stage of Carnegie Hall, one of the most iconic concert venues in the world, was an unforgettable experience. Performing in a hall that has hosted so many legendary musicians was both exhilarating and motivating. The experience strengthened my commitment to pursue music at the highest standard.

Following this performance, I continued working towards my Licentiate Diploma for violin, which I was proud to have achieved later in the year. The opportunity to perform internationally inspired me to push my musicianship further and to embrace new challenges.

I am sincerely grateful to the school and my family for their ongoing encouragement and support throughout my journey.

Elizabeth
Year Nine student
McNab House

Last year I was honoured to become a double winner in the Brooklyn Music Teachers' Guild Intercontinental Music Competition. As part of the prize, I was invited to perform in November at the world-renowned Carnegie Hall in New York, an experience I will never forget.

Being in the 'Big Apple' for the first time is an overwhelming experience in itself. On top of this, I spent a full week there immersed in music, taking part in daily rehearsals, sound checks and meetings with conductors and musicians from around the world.

The highlight of the trip was my performance in three recitals over a weekend; Friday at the National Opera Centre, then Saturday with a solo piano performance and Sunday as a soloist in a piano concerto with orchestra, the last two performances being at Carnegie Hall. For me, this was a dream come true, albeit a lot sooner than I expected!

Standing on such an iconic stage, rehearsing and performing with dozens of world-class musicians was both exciting and inspiring. It reminded me that big opportunities can grow from small beginnings and that hard work and perseverance really do make a difference.

I'm incredibly grateful for the opportunity and thankful for the support of my family and teachers along the way. I also hope that my experience will encourage younger students to pursue their dreams whilst not neglecting practice and also to believe in themselves. You never know where your journey might take you!

Stefania
Year Nine student
McNab House



Learning to Lead

Reflecting on her role as the newly appointed 2026 Leader of Drama, VCE student Rhea Karafotias highlights the importance of student leadership at the school.

“At rehearsals, there is a face that is familiar to everyone. Sometimes students are too shy to voice their questions or concerns with a teacher, and a student leader can be a more comfortable choice for them.”

Rhea explains that her job is “to advocate for the Performing Arts, and to make sure its associated activities are getting the attention and recognition they deserve”. She also works to “generate interest among students and to let them know about opportunities by speaking positively about Dance, Drama and the Musical Production, and helping with advertising”.

Taking advantage of the opportunity to develop her own skills, Rhea has already organised a weekly TheatreSports activity involving students from Years Seven to Twelve. She has planned entertainment for the cast of the Musical Production, and has appeared on-stage to introduce John Bell, AO of the Bell Shakespeare Company at the Thinking Seminar.

Rhea says that while challenging, “holding a whole group together and talking in front of people” advertises her passion and benefits her resumé “because it tells other people that I have those skills”.

Jessica Gorlin
Director of Performing Arts



Starting the Year at the Larkin Centre

A somewhat demanding start to the school year has pushed everyone to adapt quickly to new routines.

For the Year Elevens, it's getting their heads around the Larkin Centre as their VCE journey begins to unfold. For the Year Twelves, some thoughts are beginning to turn towards SACs and preparation for the final examinations. Compared to last year, the pace feels faster and the workload more intense, pushing us to make the best use of our time.

One of the main challenges has been balancing academic pursuits with cocurricular commitments. This, however, has also encouraged more flexible thinking, new ways to study, and, most importantly, collaboration for the benefit of all.

Despite the busy and, at times, overwhelming start, we are looking forward to the year ahead.

Hanna
Year Twelve student
Larkin Centre



Towards the Green!



The inaugural PEGS Golf Squad teed off for the first time this year, with eight students linking up with Northern Golf Club's Elite NexGen Junior Academy run by Certified PGA Professional Greg McConnell.

The programme runs each Monday afternoon throughout the year, with students learning everything about the game of golf, from how to swing a club, to repairing pitch marks on the green. While skill development and learning the game is a core part of the programme, teaching the etiquette of golf is also a component. This is especially important for our students as the experience levels vary throughout the group.

With 80% of the game being played from within 75m of the green, skill-based sessions focus mainly on chipping, putting and other areas of the short game. These sessions allow the students to focus on developing their skills at a level that meets them at their current ability. These skills are then tested on-course, over 9 holes, from varied distances.

While we are in the early stages of the programme, the participating students have picked up the game quickly and are enjoying furthering and developing their skills across various levels.

Gavin Tippett
Year Nine Coordinator
Gottliebsen House



Making Grand Final History

This season two of our summer Firsts teams featured in grand final matches for the first time in history!

Our boys Volleyball team hit the court with the high-octane positivity and enthusiasm they are famous for. After their epic five-set win in the semi-final, the team made history as the first PEGS boys volleyball team to play off in an AGSV grand final. The team played extremely well as their athleticism and talent was put to the test. Diving saves, dynamite digs, blistering blocks, solid sets and sensational spikes were all on display. Unfortunately, despite their best efforts, the team were narrowly beaten in three tight sets. They are to be congratulated though on an outstanding season.

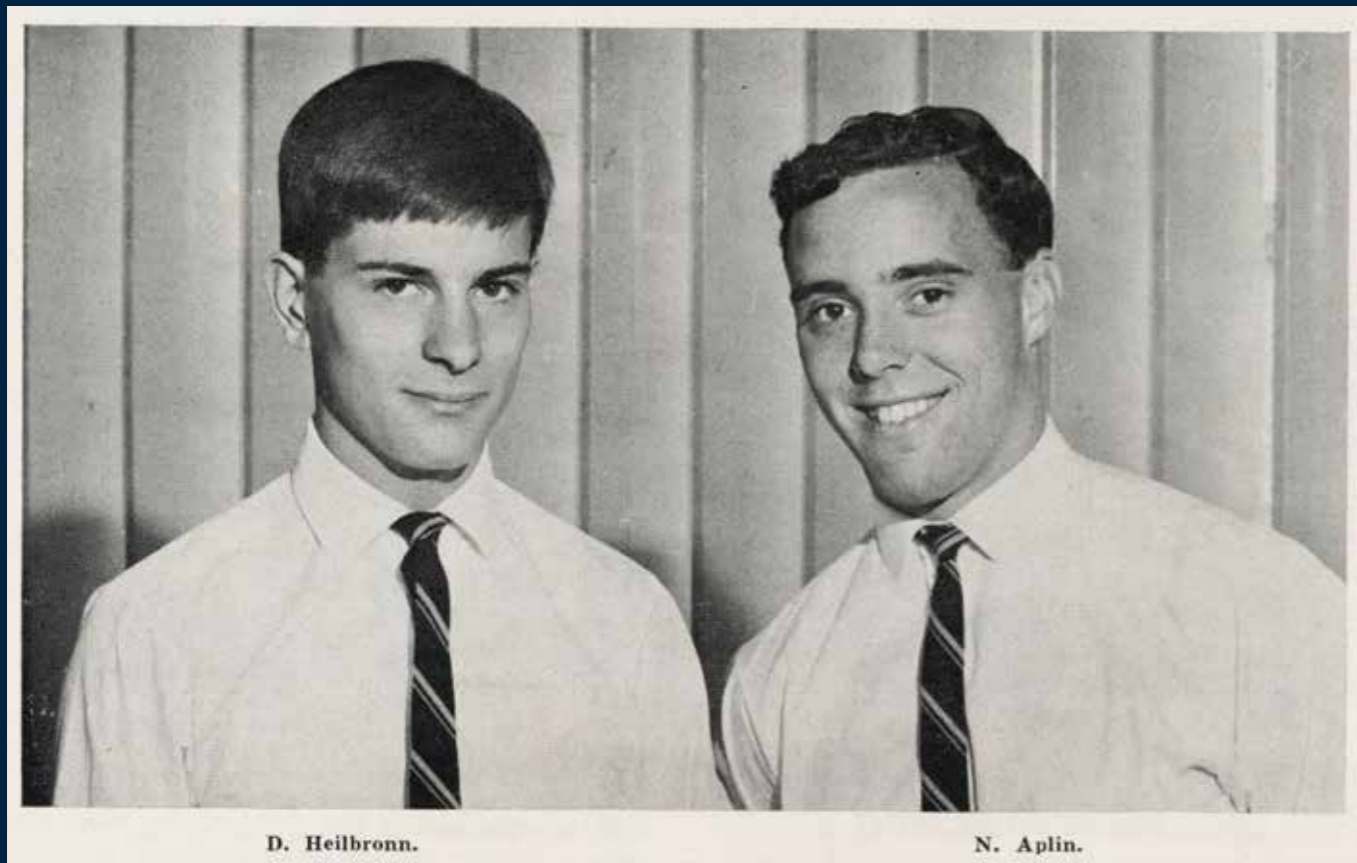
The following weekend, our girls Tennis team hosted the inaugural AGSV/APS tennis grand final. The formidable team, who did not lose a match all season, secured the home grand final with an imposing 14/116 – 2/47 semi-final victory.

As the highest placed semi-final winners, PEGS were set to host Caulfield Grammar School, who they beat by just 4 games (8/101 – 8/97) in the first match of the season in October 2025. The players were extremely excited to play the highly anticipated match! Disappointingly, there was significant rain the night before the match, and persistent precipitation throughout the morning, so after an hour and a half of delay, the match referee deemed the match a wash-out. As the only undefeated team, PEGS were declared the 2026 AGSV/APS tennis premiers.

Congratulations to all our summer sport teams. On to the winter season!

Ben Bailey
Director of Sport





D. Heilbronn.

N. Aplin.



Dr David Heilbronn, OAM

When we first contacted PEGS alumnus, Dr David Heilbronn, to offer our congratulations on being awarded an Order of Australia medal, he answered his phone from a depot in South Australia where he and his Rotary colleagues had transported 170 boxes of supplies destined for Africa. As our conversation continued, it became apparent that tasks like this were very much part of David's normal daily life.

David attended Essendon Grammar School in the late 1950's and 1960's. He matriculated in 1965 aged 17, having completed Year Twelve twice. This was due to the fact that he was unable to attend university when he completed his schooling in 1964 because he was only 16 years of age. In 1965 he was Dux of the School, a Prefect and Vice Captain of Northern House. He recalls not being particularly talented in the sporting arena, but that his strengths lay in rallying his peers as he was "good with people".

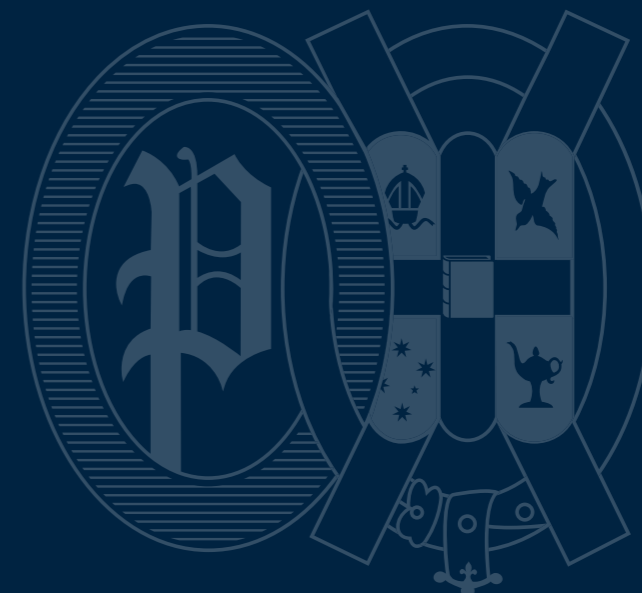
In 1966, David attended The University of Melbourne where he completed a Bachelor of Science and was awarded a Department of Defence scholarship. He completed his PhD in Ionospheric Physics and subsequently moved to Adelaide to work with the Australian Defence Force. He was head of the Electronic Warfare Division and subsequently the Maritime Operations Division and was critical in the development of the *Over the Horizon* radar system.

David recalls, with great fondness, his Science teacher, Dr Plumber. He credits Dr Plumber with igniting his love of Science and is grateful that his teacher turned a blind eye when he and his friends would "borrow" things from the Science lab to conduct experiments of their own. As one of the first cohorts to learn at the Keilor East campus, David remembers that the grounds were divided by a large gully that ran through the campus. He suspects that, surrounded by the many frogs and insects, this was the locations of many of his experiments!

Since his retirement, David, with the support of his wife, Rhonda, and family of three daughters and eight grandchildren, has worked tirelessly with Rotary and his church on projects which improve the lives of communities in Australia, and in Africa and Cambodia. One of the projects which is a particular point of pride is a partnership with *AllKids*. Through sponsorship and support, school attendance of children in the Ream province of Cambodia has risen from 40% to an extraordinary 90%.

Dr David Heilbronn, OAM, was awarded his medal for service to the community. It is clear that education has played a significant role in his own life and that it continues to be something that he places great value on. The Australian community is indeed richer for his significant contribution to it, both throughout his career and in ongoing service.

Congratulations, Dr Heilbronn. The PEGS community is very proud of all you continue to achieve.



Renton Millar, OAM

In January, PEGS was happy to learn that Class of 1993 alumnus, Renton Millar, had been awarded an OAM for his contribution to the skateboarding community.

We chatted to Renton and he told us about his experience of growing up to become one of Australia's most renowned professional skateboarders.

He grew up in Melbourne and picked up a skateboard at age 11, inspired by the film *Back to the Future* and encouraged by his family. He took to it immediately and spent every spare moment skating. Balancing school with his passion wasn't always easy, but he made it work, hitting the skate park after school and using weekends and holidays to compete, all while keeping up with his studies.

By his teens he was competing regularly, but at 16 he broke his leg and couldn't skate for 18 months. It was a tough time, but one silver lining was that it gave him the chance to focus fully on school.

When he recovered, he threw himself back into skating, and watching his fellow skaters succeed during his time off only pushed him harder. That determination paid off. Renton went on to have a successful professional career, winning the Copenhagen Pro in 2008 and competing at the highest levels around the world. He even entered a competition at age 48 and beat a field full of much younger skaters.

Known for his technical ability, his proudest trick was a 360 flip 50-50 grind on a vert ramp, something very few skaters have ever attempted. He also briefly considered going professional in snowboarding, doing a full season on the snow, but in the end his love of skating won out.

These days, Renton stays deeply involved in skateboarding as an international judge and coach. He judged the qualifying events for the Paris Olympics and now works with World Skate, travelling to countries like Brazil, China, and Italy to help prepare the judging team for the upcoming Los Angeles Olympics.

He loves coaching younger skaters, and enjoys using mental tricks on them like convincing them they can land a trick and nine times out of ten they will.

Renton attended PEGS from Prep through to Year Twelve, graduating with the class of 1993 alongside names like Dustin Fletcher and Curtis Stone. He has always felt a strong connection to PEGS and is proud to count it as a big part of where his journey began.

Congratulations on all you have achieved Renton, and on being awarded your OAM.

Harrison and Jake
Year Ten students
Gottliebsen House



Lunch with the Governor

In January, an invitation was extended to Aaron Goyal (Class of 2025) to attend the Australia Day Reception at Government House. Each year, the Governor of Victoria invites a wide range of individuals and groups from across the state in recognition of their contributions to the community. This invitation recognised Aaron's academic performance and community service efforts during his VCE years.

The formal programme of the day included an address by the Governor of Victoria, the Honourable Margaret Gardner AC, who spoke about the importance of unity, particularly during challenging times. This was followed by a speech from the Deputy Premier of Victoria, the Honourable Ben Carroll MP, who reflected on the strength and resilience of Victorians and highlighted how the state's diversity continues to enhance its character and calibre.

Following the speeches, there was an opportunity to meet both the Governor and the Deputy Premier. Aaron described the experience as truly humbling and a meaningful opportunity to be part of an event celebrating service, achievement and community in Victoria.

Congratulations, Aaron!

From the Archives Brigid Cooper Archivist

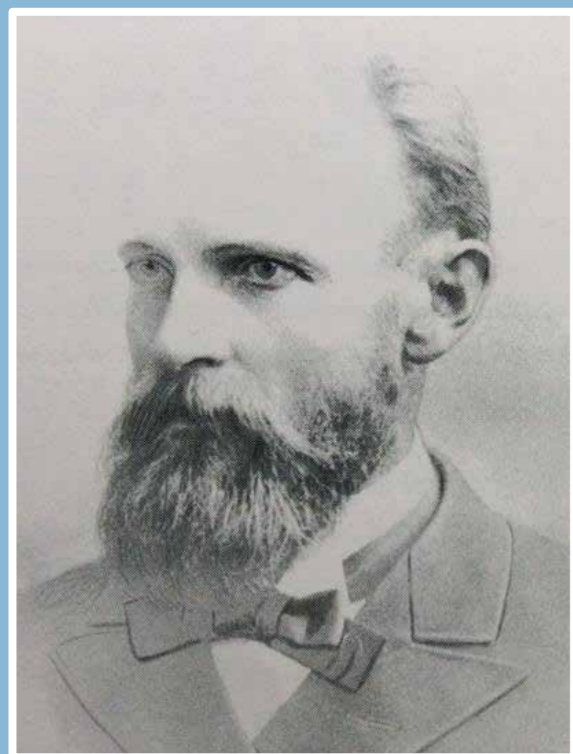
Essendon Campus – Music House / Reception – “Kinneil”



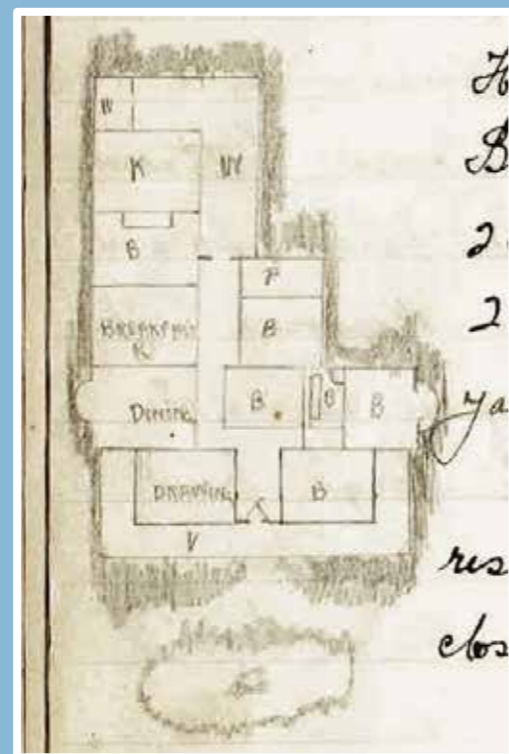
“Kinneil” today - JSb Reception and Music House

Did you know that the Music House in Nicholson Street on the Essendon Campus is the oldest building owned by PEGS?

The house was built for James Taylor and known as Kinneil. It was built by 1888, just a little earlier than Wahgunyah, at Park Street, Moonee Ponds and Gresham Robinson House, at Raleigh Street, Essendon.



The original owner of Kinneil, James Taylor (Image from Dear Annie by Elizabeth Elson)



A floor plan sketch of the Kinneil property from Percy Rudd Real Estate book from around the time of its sale in 1905 (Essendon Historical Society)

Thanks to some wonderful resources and research from Essendon Historical Society, we know quite a lot about James Taylor. He was born in Scotland and came to Melbourne in 1857. He worked for McCracken Breweries, later the Carlton United Breweries (CUB), starting in a basic job and eventually becoming the Secretary - equivalent to the General Manager. The McCracken family were a well-known local family with properties such as North Park in Strathmore and Earlsbrae Hall - now known as the Mansion at Lowther Hall Anglican Grammar School, Essendon. Unfortunately, the McCracken Breweries were caught up in the 1890s Depression and lost most of their wealth.

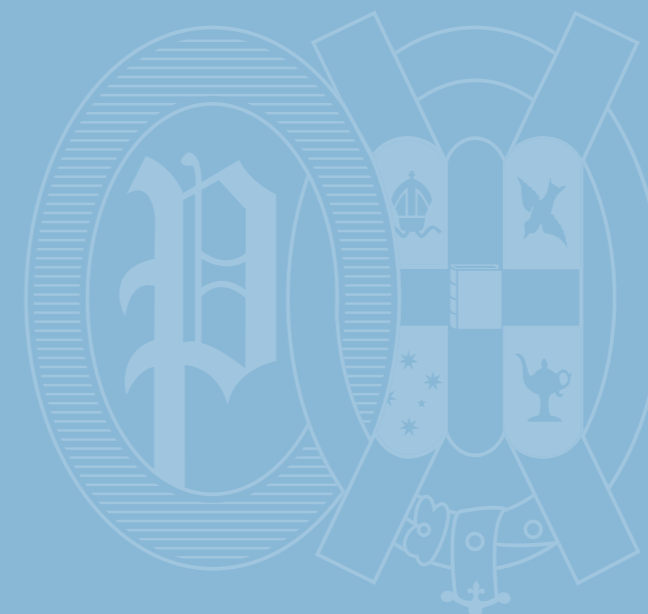
Local historian, Marilyn Kenny, describes James Taylor as, “Direct of purpose, he never feared to proclaim his views or stick to his point. He was regarded as a genial and large-hearted man who took an intelligent part in every public movement and was seldom absent from any community function.” He was a long-time member of the Essendon Council serving three times as mayor. He was involved in the Essendon Ladies Benevolent Society, the Essendon School Board of Advice, the Essendon Cricket, Bowling and Tennis Club, and the Vigilance Committee. He was also a Freemason and founder member and Elder of the Ascot Vale Presbyterian Church

James and Mary’s first six children were born in Grandison Cottage, Nicholson Street, Essendon. Three later children were born at Kinneil, which helps us work out when the house was built. Houses across the other side of the street were also built a few years later for James Taylor - numbers 34, 36, 38 and 40 (the little shop on the corner). The numbers of the houses in Nicholson Street have changed over the years, though, so Kinneil started life as number 45 Nicholson Street, later becoming number 33.

James died in 1902 and the house was sold in 1905. Here is the description of the property from **Percy Judd Real Estate’s Book** (courtesy Essendon Historical Society):

*A Charmingly situated and Most Substantially built Brick Villa Residence upon a Massive blue stone Foundations under slate roof with a wide return Verandah tiled, 2 bay windows, 9 rooms all handsomely decorated beautifully papered well fitted gas fittings of brass.
Well filled bathroom close to bedrooms with enamel bath, wash basin, etc. First class pantry large airy and well fitted, one fire stone, dresser, cup-boards, etc.
Large glass enclosed back verandah, suitable for pot plants
Washhouse with copper troughs sink etc, there at back Fernery Summer house garden etc
Horse Yard 2 story, Weatherboard Stabling, large Buggy shed, large loft and Chaff house, loose box, 2 stall stable
Wood shed harness room, mans room
2 Fowl houses runs, Pigeon house etc, nice yard
The whole forming a real good Gentleman’s residence with every comfort and conveniences*

Certainly James and Mary Taylor would be pleased to see their house so beautifully restored and full of activity and music!



PEGS Alumni Association

2026 Reunions

Reunion Program

The School reunion program offers PEGS former students the chance to catch up with their fellow alumni and reminisce about those wonderful school years.

Upcoming Reunions

· Class of 1986 Forty Year Reunion – 24 April, 7pm, Penny Young, Young St. Moonee Ponds

In order to hear about upcoming reunions please make sure we have your recent contact details by emailing us at alumni@pegs.vic.edu.au. You are also encouraged to join your 'PEGS - Class of' Facebook group for event information, booking details and photos of your reunion afterwards. Even if you don't have a milestone event coming up please join us on Facebook at <https://www.facebook.com/PEGSAA> to see what the School and your fellow alumni are up to.

DEATHS

Brian Todd (PEGS Staff 1980 – 1995, Head of Preparatory School Boys) in January 2026 in the UK.

Recent Reunion

Most recently the classes of 1981 and 2006 have been brought together to celebrate their special milestones.



Calling all Music Alumni

Were you part of the band, choir, orchestra, or ensemble during your time at PEGS? Are you someone who discovered music afterwards and would just like to jam? Whether you played at school or simply love being part of the sound, we'd love to provide an outlet for your musical passion.

The Alumni Association is seeking expressions of interest from former students who would like to be involved in a music-based network, with an eye to creating opportunities to perform, collaborate, mentor, and support the next generation of PEGS musicians.

If music was part of your story at PEGS, or is now, help us keep the rhythm going. Contact us via alumni@pegs.vic.edu.au to register your interest today and be part of the next movement.



Friends of PEGS

Movie Night

Due to the current construction works at the Essendon campus, a new venue was needed for this year's annual FoPEGS Movie Night. Windy Hill was the perfect choice, and on a beautiful autumn evening, families and friends huddled together under stary skies with picnic rugs and cushions as *Zootopia 2* filled the screen and delighted the young and young at heart. Fabulous food trucks kept the hungry happy and popcorn flowed for all to enjoy.

FoPEGS embraced the gathering of family and friends in a shared entertainment experience and we look forward to many more family events in 2026.

Year Seven Meet and Greet

The introduction to, and transition into Year Seven is one of many milestones for both students and parents at PEGS.

The FoPEGS annual Year Seven Meet and Greet provides a wonderful opportunity to create and build a welcoming community for parents negotiating this important time in their children's lives. This year's event, held at the Dousta Galla Hotel in Flemington, was eagerly attended. Parents new to PEGS, along with many familiar faces, enjoyed the opportunity to initiate new connections and reconnect with parents sharing the same schooling experience.

Enriching the life of the school

A vibrantly active and welcoming committee, Friends of PEGS is the school's parent association, which contributes to strengthening and enlivening the school community with a calendar of celebratory events for parents and students.

We thankfully acknowledge the dedicated voluntary commitment of FoPEGS Committee members. If you are interested in joining or contributing to our committee in 2026, we would love to hear from you. For more information, please contact Lyn Rogers on 9016 2183 or lyn.rogers@pegs.vic.edu.au

Upcoming 2026 FoPEGS Events

Thursday 7 May	Mother's Day Stall at Junior School (girls)
Friday 8 May	Mother's Day Stall at Junior School (boys)
Saturday 18 July	Trivia Night
Thursday 3 September	Father's Day Stall at Junior School (girls)
Friday 4 September	Father's Day Stall at Junior School (boys)
Sunday 11 October	Annual Fair
Friday 21 November	End-of-Year Event





2026 Dates for the Diary

2026 Term Dates

Term Two

Tuesday 21 April to Friday 26 June

Term Three

Tuesday 14 July to Friday 11 September

Term Four

Monday 5 October to Wednesday 9 December

Thinking Seminar with

Professor Veena Sahajwalla

- Tuesday 5 May

Big Blue Bonanza

- Friday 15 May

PEGS in Concert at Melbourne Recital Centre

- Tuesday 26 May

Middle School Drama Production, *Obstruction*

- 18, 19 and 20 June

Major Concert Two

- Monday 22 June

