

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

April 2019





From the Principal

Each year the school uses a theme as a focus for various school events. In recent years the themes have been *The Acrobat*, *Plus* and, in 2018, *Peace*, to mark the centenary of the end of World War I. This year the theme is *2019: What will be your legacy?* It has prompted exceptional interest. Repeatedly, speakers, including staff, students and visitors, have referred to legacy and the opportunities that exist for students to make a difference to their lives and the lives of other students. They have spoken about more than the ideals that they have but also about ways to realise their dreams.

It would not surprise you to know that I have been asked about my probable legacy at the school. My stock example comes from 1999, during the second year of my principalship. PEGS was central to the establishment of the combined AGSV/APS sports competition. What existed prior to this time is unimaginable today. Our boys played in the AGSV, in a regular weekly competition, in ways similar to today and our girls competed in a number of carnivals and the occasional round-robin day – there was no regular competition for girls in most schools. Compare this situation to today. On every Saturday morning, at least five hundred girls are actively involved in a range of fourteen different sports through the AGSV along with swimming, athletics, triathlon and fencing at other times. Saturday morning at the school, either at Keilor East or Keilor Park, is a spectacle. It is student participation in the life of the school at its fullest.

Earlier this term a Board member was telling me his version of my legacy. He suggested that the move of the Middle School (girls) from Moonee Ponds to Keilor East in 2015 was extraordinary. Supportive of the relocation, although he had some reservations at the time, he noted the reinvigoration of both Middle Schools and the increased singularity of the school. While not specifically mentioned, the introduction of a brother-sister House competition, the sharing of library and canteen facilities and, perhaps most importantly, the creation of a new social culture have greatly influenced the elan of the school.

A constant through these years has been a commitment to academic excellence. While VCE results are only one measure, they do easily provide longitudinal information. A summary of the 2018 results is provided elsewhere in the newsletter. In the year prior to commencing as Principal, the school had multiple students “topping” the state for the first time, equivalent now to an ATAR of 99.95. This outcome has occurred during fourteen of the last twenty-one years. In six other years, a single student from PEGS has “topped” the state. More generally, the overall results for the cohort have remained during these years in a narrow band near the upper end of the performance for Victorian schools. The school has never forgotten that its purpose is to assist students to think broadly and deeply and to be the best that they can be with their education.

The film *Iris* tells the sad journey of the English writer, Iris Murdoch, from good health, through dementia, to death. The opening scene has Murdoch, played by Judi Dench, speaking at a school reunion dinner. She explains:

Education doesn't make you happy, nor does freedom. We don't become happy just because we're free, if we are, or if we've been educated, if we have, but because education may be the means by which we realise we are happy. It opens our eyes, our ears. It tells us where delights are lurking, convinces us there is only one freedom of any importance whatsoever – that of the mind, and gives us the assurance, the confidence to walk the path our mind – our educated mind – offers.

Penleigh and Essendon Grammar cannot guarantee its students happiness. However, it can assist them to know happiness and give them confidence in their thoughts and in themselves. This is at the heart of the legacy that the school wishes for its students. It sits in parallel with the school's longstanding reputation for compassion and commitment to wellbeing. I hope 2019 is another great year for our students.

Tony Larkin

Once again we have been so impressed with the efforts of our Year Twelve cohort with the results of the Class of 2018 providing much to celebrate. The dux for girls, Isabella Nolan, achieved a perfect ATAR score of 99.95. The dux for boys, James Macaulay, achieved an ATAR score of 99.90. Both of these students were awarded scholarships to The University of Melbourne. Jack Gibney was also offered a scholarship to The University of Melbourne as the recipient of the Exceptional Talent Scholarship from the School of Mathematics and Statistics.

In addition to these scholarships, five students were offered scholarships by Monash University. Stella Le was awarded the Monash Scholarship for Excellence and Alecia Gianiotis was awarded a Vice-Chancellor's Scholarship for excellence. Isabella Fenech, Manisha Peramuna-Arachchi and Mark Ziegelaar were each awarded a Monash Community Leaders Scholarship.

The dux for girls, Isabella Nolan, was a keen debater who represented the school in both the DAV competitions as well as the VCAA Plain English Speaking Awards. She was also the Captain of the First Badminton team and played in the Concert Band. The dux for boys, James Macaulay, impressed audiences in *The Addams Family* last year, displaying his dramatic and musical talents as Gomez. He was also a member of the Year Twelve Debating team.

Isabella and James modelled generous commitment to our co-curricular programme, demonstrating that a PEGS education can offer students the chance to excel academically while enjoying a broad range of experiences. Both students were holders of School Colours.

Other statistics of note were:

- Nineteen students achieved an ATAR score of 99.00 or above
- 25% of PEGS students achieved an ATAR score of 95.00 or above
- The median study score was 35 and 24% of study scores were 40 or higher

Perfect study scores of 50 were obtained on fifteen occasions in the following subjects:

English: Isabella Nolan

Further Mathematics: Lachlan Casey, Rhiannon Dougherty, Liam Ward

Biology: Lachlan Gollant, Nisal Malagalage

Chemistry: James Macaulay, James Tang

Mathematical Methods: Jack Gibney, James Tang

Physical Education: Connor Aisen, George Iatrou

Accounting: William Bucknall

Economics: Ruth Choo

French: James Macaulay

Twenty-three Infinity Centre teachers across eighteen different subjects assessed VCAA examinations in 2018, and this contributes to the consistently strong examination performance of our students.

When tertiary offers were released in January of this year, a remarkable seventy-three percent of students were offered their first preference and fifteen percent of students were offered their second preference. Ninety-seven percent of our students were offered their first, second or third preference. The University of Melbourne again was the most popular destination for our students (30%), followed by RMIT (26%), with Monash decreasing slightly (16%). Commerce/Business, Health Science, Science and Arts courses were the most popular for our students at 18%, 16% and 16% and 15% respectively.

The VCE results of the class of 2018 provide us with a chance to celebrate the academic achievements of this cohort; however, their contribution to the academic life of the school is one of many ways this impressive group of young people revealed their capability. We watched them strive and excel in so many areas of school life and we hope to see them continue to be as engaged, motivated and determined as they embark on the next chapter of their education.

Kate Dullard

Head of Infinity Centre



Isabella Nolan



James Macaulay

VCE Results 2018



Two of the three R's

At a time when much importance is being placed on the relevance of life skills and on future-proofing students for as yet unimagined jobs, it may be surprising to see a deliberate and sustained emphasis also being placed on the development of key skills relating to reading and writing. In the Middle Schools, students are being guided to identify the purpose of their writing and to unpick and analyse the elements of an effective piece of text. During the year, teachers from both the English faculty and other subject areas are collaborating with Terri Campbell, a passionate educator and facilitator with expertise in literacy. The result of this renewed focus can already be seen in rich discussion about how to enhance writing and deepen reading as all teachers engage our students in the deliberate practice of valuing and expanding their literacy. Terri Campbell provides many insights and one that caught my attention was a study that found that high-achieving students read on average three times as much as other students.

Caroline Horton Andrews
Head of Gottliebsen House





Talking and thinking about learning

Language has a powerful way of shaping beliefs, and how we talk about things influences how we think about them. Athletes 'sprint' but cowards 'flee'; flowers have a 'scent', but rubbish 'stinks'; a 'victory' is more noble than a 'massacre'; and 'capitulating' is worse than 'suffering a loss'.

The same applies to descriptions – and conceptions – of learning. Using the word 'struggling' implies not only that learning is difficult, but also that this difficulty is undesirable. Language like this leads us to think that struggling is to be avoided; that struggling means something is wrong with the learning experience.

Educationalist James Nottingham suggests that students who are not struggling – or to use the more positively-charged term 'challenged' – are not in fact learning at all: they are just 'doing'. By definition, learning means acquiring a skill or developing an understanding that is new, and this means the learners must step outside the comfort zone of what they already know and can already do. In short, learning *requires* struggling.

We pay our students the great compliment of believing in their ability to learn, providing them with opportunities to tackle difficult tasks through a rigorous academic programme, a broad cocurricular programme and extension activities like debating and the da Vinci Club. Our curriculum is designed to be deliberately challenging as, when combined with the right kinds of support, this stimulates learning.

How we talk about learning influences our thinking about it, and maybe there is more virtue in 'wrestling with a problem' than 'struggling', but maybe we should also encourage students to engage bravely with the 'heroic struggles' of their learning at PEGS.

Anthony Simmons
Head of McNab House



VCE Art success

The talent of our 2018 VCE Art, Media and Visual Communication Design students has been on display in recent weeks.

This year we had a record number of shortlisted students invited to exhibit their work at Fireworks, the art and design exhibition for VCE students in the Moonee Valley area held annually at the Incinerator Gallery. This exhibition is held in high regard by teachers and students alike and is an exhibition that the creative arts students at the school certainly look forward to. The ten students selected to exhibit were Olga Alexandrou, Gabriel Atienza, Sarah Barrett, Michael Chow, Liefke Davey, Alexander LoMoro, Alicia Papadopoulos, Jerval Sassine, Jennifer Tran and Benjamin Roberts.

The exhibition was judged by Independent Art Educator, Gina Panebianco, President of Art Education Victoria, Steve Marks and Mayor of Moonee Valley, Cr Narelle Sharpe, and Opening Night proved to be an extremely successful evening for our students, with Olga Alexandrou winning the Fireworks Art Award, Jennifer Tran winning the Fireworks Design Award and Alexander LoMoro winning the Mayoral Excellence in Design Award. In addition to this, Mitchell Gust's Media work has been selected for Top Designs 2019, an exhibition that celebrates the innovation and creative problem solving of Victoria's top VCE and VET design students. This exhibition will run until 14 July at Melbourne Museum.

It is wonderful to be able to publicly showcase the talents of our creative arts students and we offer our congratulations to all students exhibiting, and to their teachers at all levels for nurturing their creativity.

Andy Brown
Art Teacher, Infinity Centre

MAX

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taking care with the placemen

TOM

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alien, cartesian, at the Gold

ZAC

SCIGURATURA IMMEDIATA,
ER STAMPANTI CHE UTILIZZANO
ACQUA INVECE DEI TONER
AI PROMIENI
Acquisizione immediata
Ottimo qualità e riproducibilità
dell'immagine fotografica
Capacità e consistenza di tutto di una vera foto
di buona qualità che utilizza stampanti
o base di coloranti o di pigmenti, i colori
specie con i modelli che offrono
prestazioni di livello fotografico.
in versioni invecchiati, vedere il foglio

Melbourne is at the forefront of Australian street culture, and one of the most diverse places in the world. Follow us as we traverse the streets of our great city and visit our haunts, places we find escape and inspiration.

TEENAGERS IN MELBOURNE 074 Aug 2018

Above: Mitchell Gust's Media work

Opposite page: Artwork by Olga Alexandrou





The French and German Exchange Programmes

Waiting at the Berlin airport, I chatted with some of the students who had just finished their six-week exchange programme and were on their way back to Australia. I was told by one of the students that he had never faced anything as challenging as living with a German family, attending a German school and having to make new German friends. If that were the case, then why had he decided to participate in the exchange trip, I asked. He explained that he hadn't visualised what life would be really like. Rather than over-thinking and fearing the unknown, he embraced what was to come. He took a leap of faith.

This leap of faith translated into daily action. On a day-to-day basis each student had to rely on his or her own resources. Whether it was when they went to school, participated in family activities, including holidays, or attended student gatherings and parties, they had to think on their feet. As their linguistic talents grew, so too did their resilience, adaptability and comfort in new surroundings. As they settled into their new lives, they made new, lasting friendships and had unique experiences that they will remember for a lifetime.

As we were about to board the plane, I asked my final question, 'Were you happy that you went?' And he replied, 'Never did anything better, Miss. I wouldn't have missed it.'

Nina Bilewicz
Vice Principal



A Diamond School

The school has a highly unusual structure. We know that there is only a handful of schools in Australia that have our structure of coeducational early learning, followed by a single gender experience in the Junior and Middle Schools, followed by a coeducational VCE.

I was greatly surprised when I found out that there is a cluster of schools in the United Kingdom that have similar structures and are known there as Diamond Schools. While each of these schools is slightly different from each other, they have a 'diamond shape' in common, in which girls and boys are together, separate and then together again.

The school adopted a 'diamond model' as a result of historical circumstances. Several years prior to amalgamation in the 1970s, a VCE centre for both girls and boys was built at the Keilor East campus and shared by both antecedent schools so they could share high quality resources and learn from each other.

With amalgamation, the other two campuses were retained and separate boys and girls' education continued at these levels so students could develop confidently in separate environments. While girls and boys work from the same curriculum, and in the Middle Schools have the same examinations, the teaching is tailored to accommodate different learning styles. The kindergartens have been coeducational since their inception.

The school has reviewed this approach periodically and repeatedly finds that it provides many important benefits for students as they develop. When the Middle School campuses were designed in recent years, a review of the model was again undertaken and the decision to maintain single gender middle schools was made.

We continue to embrace the Diamond model as we know that within it, students thrive.

Nina Bilewicz
Vice Principal





Relationships

The value of relationships and their impact on us is hugely significant in the way we are shaped as people. We seek to understand the meaning of relationships within the early childhood context in order to give children a deeper and more meaningful understanding of what it means to be a successful and harmoniously functioning human within our society.

Term One in our kindergartens is a time when relationships are formed and nurtured. Making new friends, developing trust in their educators, being connected to their environment and coming together as a new community are central to the children's sense of belonging.

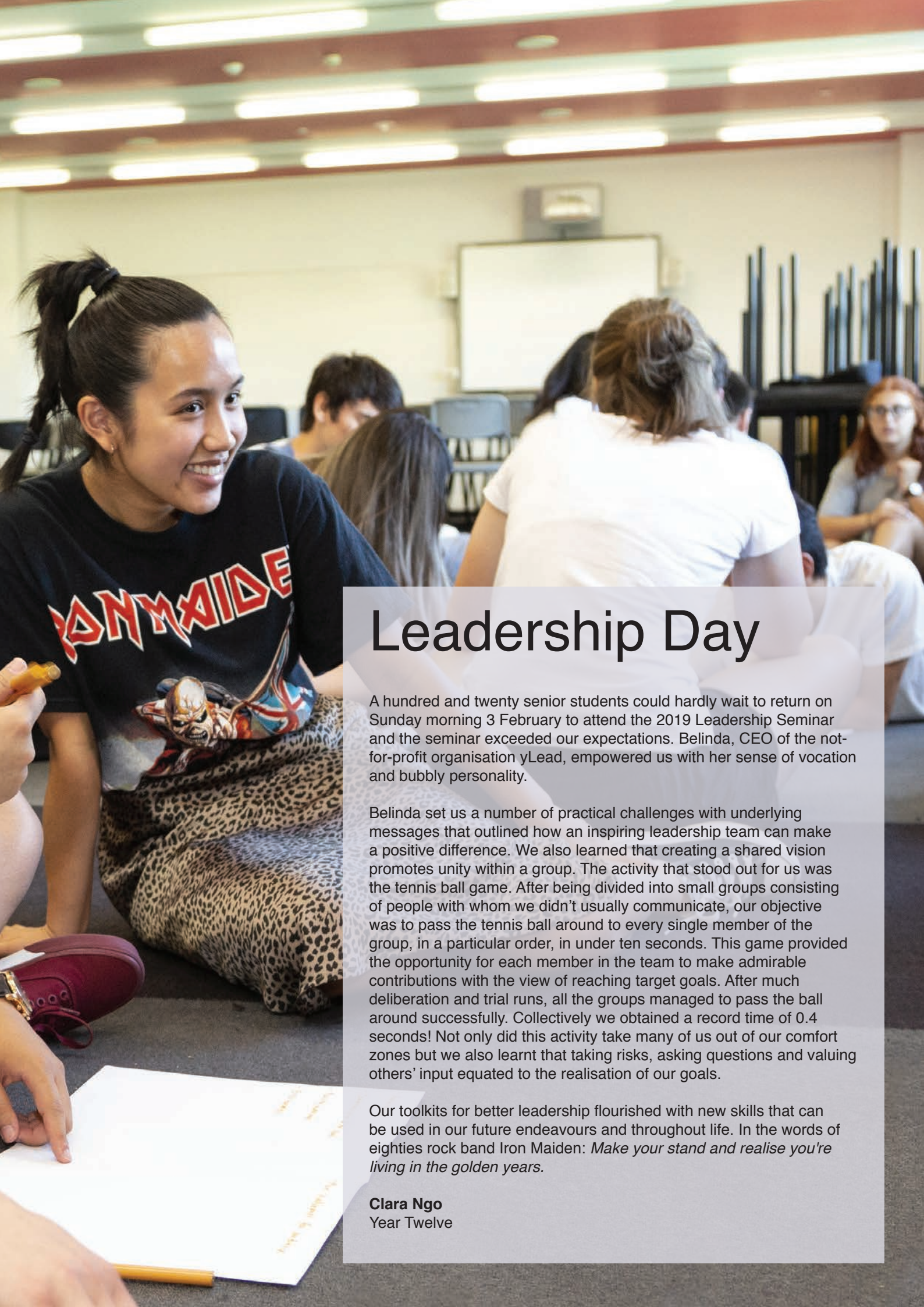
From the beginning of the year, a system of relationships is cultivated in the kindergartens, building a secure and trusting environment so that children are supported to be confident individuals in the learning community. Through these relationships, children's thinking is challenged as they strengthen their skills in problem solving, negotiation, cooperation and conflict resolution. Strong, respectful relationships nurture the culture of collaboration and their ability to listen to each other's perspectives enhances sharing and construction of children's knowledge.

Relationships are at the core of learning. As the children continue on their journeys, it is the relationships that they build with one another, their communities and their environments that will support them as they continue striving for success.

Lauren Olcorn
Director of Kindergartens







Leadership Day

A hundred and twenty senior students could hardly wait to return on Sunday morning 3 February to attend the 2019 Leadership Seminar and the seminar exceeded our expectations. Belinda, CEO of the not-for-profit organisation yLead, empowered us with her sense of vocation and bubbly personality.

Belinda set us a number of practical challenges with underlying messages that outlined how an inspiring leadership team can make a positive difference. We also learned that creating a shared vision promotes unity within a group. The activity that stood out for us was the tennis ball game. After being divided into small groups consisting of people with whom we didn't usually communicate, our objective was to pass the tennis ball around to every single member of the group, in a particular order, in under ten seconds. This game provided the opportunity for each member in the team to make admirable contributions with the view of reaching target goals. After much deliberation and trial runs, all the groups managed to pass the ball around successfully. Collectively we obtained a record time of 0.4 seconds! Not only did this activity take many of us out of our comfort zones but we also learnt that taking risks, asking questions and valuing others' input equated to the realisation of our goals.

Our toolkits for better leadership flourished with new skills that can be used in our future endeavours and throughout life. In the words of eighties rock band Iron Maiden: *Make your stand and realise you're living in the golden years.*

Clara Ngo
Year Twelve

What will be your Legacy?

Each year we have the pleasure of inviting one of our past students from the Junior School (girls) who has distinguished herself in both the academic and co-curricular arenas to speak at the very first assembly of the year. Some make their mark from their earliest days at the Junior School. Others develop their skills and interests in a gradual “burn” and then astound us with the breadth of their skills and the potency of their voice.

When asked to speak on the theme “What will be your legacy?”, Emma D’Aprano from the Prep Class of 2006 (and VCE Class of 2018) reflected on her personal growth. A shy student at the Junior School, Emma gradually built on her confidence and performed in major roles in many school musicals. She was able to be an advocate for this activity and campaigned widely to have Drama as a VCE subject at the school. Despite being, by her own admission, a willing but diffident sportsperson, she was Captain of the First softball team and enjoyed playing her part in the team’s success.

Of all of her achievements, Emma recounted sharing her personal experiences at the Big Blue Bonanza as being one of which she was most proud. For Emma the most important legacy was her work with other students and the positive impact on others. The message she left with the Junior School’s girls was to follow a passion, to strive for excellence and to never discount the value of a kind word.

Christine Hallman

Head of Junior School (girls)





Thinking seminar

School families and friends were delighted to welcome actor and author William McInnes, a larger than life identity in Melbourne's west, as guest speaker at the first of our Thinking Seminars for the year.

William presented a nostalgic picture of growing up in the suburbs of Brisbane in the seventies and celebrated the strong bonds of family, mateship and community values he had learned from his immigrant parents. Appointed chair of the Advisory Council of the Museum of Australian Democracy at Old Parliament House in 2009, William expressed his regard for the enduring qualities of the Australian identity, urging his audience to celebrate our strong democratic values and avoid the distraction of cynicism.

William also shared experiences from his work in much admired films and television series including *Blue Heelers*, *Seachange* and, more recently, *Rake* and offered advice to aspiring actors in the audience in a lively question and answer session.

Thinking Seminars offer opportunities for our community to share the ideas of thinkers who are courageous, creative, curious, ethical, persistent, reflective and strategic. The series will continue on 29 May when Paralympian and media personality Dylan Alcott OAM will be our guest and we will welcome journalist and author Leigh Sales as our final thinker on 5 September.

Helen Dapiran
Coordinator of Publications



Leadership in action

As Year Ten students, many of us take seriously the responsibility of being role models for the younger students at McNab House. Our form group activities this year include a Leadership in Action Programme. This is an opportunity for House leaders and students interested in Social Justice, Peer Support and the MEMOir Project to meet and plan their activities.

Through this programme students have been able to propose and initiate various groups: PEGS Heart is a group that gives back and provides assistance to the community, PEGS Work provides support for students at McNab House who need assistance with their studies and PEGS Green strives to create a clean environment by supporting recycling and environmental sustainability.

These groups have different aims for this year but they all share one thing in common: they all assist students to be leaders and to acquire the necessary skills and characteristics that a leader must have. These will be important next year when we will commence VCE and will empower us to be responsible and independent, setting an example for the entire school.

The school's theme is *2019: What will be your legacy?* These leadership groups provide us with a chance to leave our legacy for the future, and we hope that the year levels that follow add to and expand on the work of these groups.

Rebecca Bain
Year Ten, McNab House

Da Vinci Decathlon

Joining the da Vinci Decathlon is a way to expand your horizons and make new friends. The competition covers a range of topics including mathematics, science and general knowledge. I joined the da Vinci Decathlon after my sister told me that she had an amazing time doing it. It has only been a few weeks but I know more people in my House than I did at the start of the year and I have become close friends with many of them.

da Vinci helps you understand that the world is not just black and white, but it has many colours and many layers. It helps you think more deeply. Every week we are given a task to think about and discuss. I have enjoyed many heated debates about the tasks. Another positive about being in the da Vinci Decathlon is that we get to interact with students from Year Eight to Ten who mentor us. It makes us more comfortable to ask for help or guidance.

Overall, I believe that the da Vinci Club is one of the most important clubs in the school. We interact with girls and boys from across year levels and make new friends. We learn more about the world and become more aware of our surroundings. And most importantly, we have a whole lot of fun!

Adviti Siwach
Year Seven, McNab House





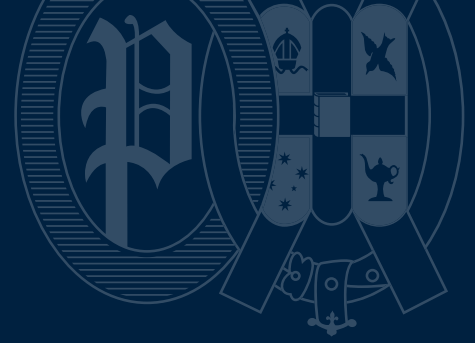




A Year Seven Reflection

Before Year Seven began I felt very nervous about things such as homework, friends and other similar matters. I made some good friends on the first day and have easily overcome my concerns. I discovered that what everyone had said about the homework being much, much higher than primary school was only partly true. We do get a bit more homework than primary school but not too much. Some of my favourite subjects have to be Science, Maths and PE. I like doing practical things in Science, such as using the Bunsen burner to heat water. We get a lot of different opportunities like the House table tennis competition, where I have played a few times, the Conservation Club and the Vinci Decathlon. There are also a lot of things that you can do outside of school time such as swimming, chess, musical ensembles and drama productions. Overall, I have really enjoyed making new friends and starting at PEGS this year.

Krish Sachdeva
Year Seven, Gottlieb House



How much sleep do students need?

The health of students is always important. Year Nine students have been reminded of a number of health risks this term. During Week Two, some boys made presentations informing us of the health risks related to exposure to the sun. Finn Reilly and Luke Talone spoke to us about the effects of the sun on our skin. We were warned that boys our age have an increased chance of skin cancer in the future if we get severely sunburnt.

During Week Five, Ms Hatley, one of the school's psychologists, visited us at form assembly and explained why we need to sleep well. While most students in our form regularly get about seven hours of sleep, she explained that teenagers need eight to ten hours of sleep nightly. Sleep deprivation can be due to overuse of phones and technology or just staying up late. When we are sleep deprived, we have lower concentration and energy levels.

Some students have also had the opportunity to develop their wellbeing and to understand what keeps them healthy in Health and Physical Education classes. We have learned about the dimensions of health - physical, mental and social - and how to keep them balanced.

These presentations and classes have encouraged Year Nines to work towards keeping themselves healthy and to understand the consequences of being unhealthy.

Dylan Pleban

Year Nine, Gottliebsen House

Raising young men

During Term One, parents of Year Ten students were invited to attend a Parent Forum Evening. The evening, borrowing heavily from ABC TV's 'Q&A', followed a panel format, with questions posed to the panel consisting of Alex Stephenson (Senior School Psychologist), Hannah Nikkerud (School Psychologist), Nicholas Colla (actor, writer, director and co founder of Latenite Films) and the Head of Gottliebsen House, Caroline Horton Andrews. Topics discussed included the challenges adolescent boys are facing, the power of language, and the notion of what it is to 'be a man' in 2019.

At the heart of this evening was a desire to engage with our PEGS community openly and transparently. Parents, many of whom brought their sons along, were invited to ask questions and provide comments to the panel members. Feedback on the evening was sought and provided. The evening elicited much comment during and after the session, and it quickly became apparent that there is an appetite for ongoing discussions of this nature. What was not up for debate was the motivation shared by staff and parents present of supporting, nurturing and developing our young men to be leaders by not just following, but setting, community standards of behaviour.

For the young men navigating the challenges the world is throwing at them, it is important to remind ourselves of the human resources our students have at their disposal. Whether it be programmes run during form assemblies, year level assemblies, special events, or the often unseen conversations between students and counsellors or coordinators, our boys should be reminded they have expert support every step of the way.

Rodney Clarke

Year Ten Coordinator, Gottliebsen House



Low vision challenge

As part of the promotion of the importance of community, 8X has spent time exploring the concept of walking in someone else's shoes. Early discussion revolved around the diversity found in our school community as well as the wider community. Importance was placed on the need to support and include all members of the community, and to celebrate the contributions of everyone.

Yiannis Attilakos talked about his experience of retinitis pigmentosa, a condition which affects his vision.

A follow up form assembly was spent with students experiencing for themselves some of the challenges of limited vision. Wearing glasses that simulated glaucoma, macular degeneration, cataracts, diabetic retinopathy and retinitis pigmentosa, students had to negotiate the classroom in order to complete a series of tasks. Questions were asked about the posters and charts in the room, with part of the challenge being to actually write the answers. The atmosphere in the classroom was fantastic. Students approached the task with good humour, and varying degrees of success. Some students found it almost impossible to see, and there was a lot of cooperation and sharing of answers.

In the debrief session, Mr Sinn, 8X Form Teacher, prompted discussion around how the boys felt in a situation of restricted vision. Had it heightened their other senses? How had they negotiated the room? What were the hazards in the classroom? How much did they rely on the assistance of others?

The final message was the importance of greater awareness of the needs of others. A strong community looks after all of its members.

Clare Langford
Year Eight Coordinator, Gottliebse House





House spirit

House spirit provides encouragement for competitors in House events. It facilitates camaraderie across year levels and brings out the best in competitors. It also allows those who are not participating to get involved and win House points.

I volunteered to be Cheer Captain for Park House because I believe that competing is not the only way to contribute to House sport. I had admired previous Cheer Captains and saw it as a great opportunity to show leadership and get younger students involved. Everyone cheering for their House creates a fantastic atmosphere and helps build a friendly rivalry between the Houses.

From a competitor's perspective, the last twenty metres of a race or the last two minutes of a Round Robin basketball game can be really tough, but once you hear your House spurring you on, your determination lifts and pushes you to perform to the best of your ability.

At PEGS we take pride in helping students embrace team building and cooperation, to show a sense of togetherness and unity. If we all participate with the same mindset, these goals will be achieved and we can establish a wonderful power among students at all levels.

Casee Gazelle

Year Ten, McNab House

Parents' Forum

Following an initiative commenced at Gottlieb House, we began the year with a lively and informative forum for Year Eight parents at McNab House. Led by the school's psychologists, Hannah Nikkerud and Alex Stephenson, the forum considered adolescent brain development and strategies for parents to help children to develop capability and responsibility.

Ms Nikkerud described the developing pre-frontal cortex, explaining that its functionality in controlling impulsivity, decision making, risk-taking and conflict resolution is "under construction" at Year Eight. Add to that an ongoing search for identity and a decent helping of hormones, and some of the more baffling behaviours shown in adolescence become clearer.

Mr Stephenson suggested that one of the keys to supporting the owners of these undeveloped brains lay in providing students with opportunities to develop and demonstrate their capabilities within the household. From doing their own washing to assembling flat-pack furniture, we may be surprised at the challenges our teenagers may rise to and the invisible impacts these achievements can have on self-esteem and motivation. He also emphasized the importance of family connectedness, noting that the family dinner provides a perfect opportunity for teenagers to show capability via preparation and clean-up and engagement in discussion during the meal.

During the Q&A and afterwards over coffee, parents were able to gain specific insight into issues they were facing and share their own strategies with like-minded parents. The importance of a partnership between home and school that fosters care and wellbeing was a feature of the morning.

Emily Atkins

Year Eight Coordinator, McNab House

National Youth Science Forum



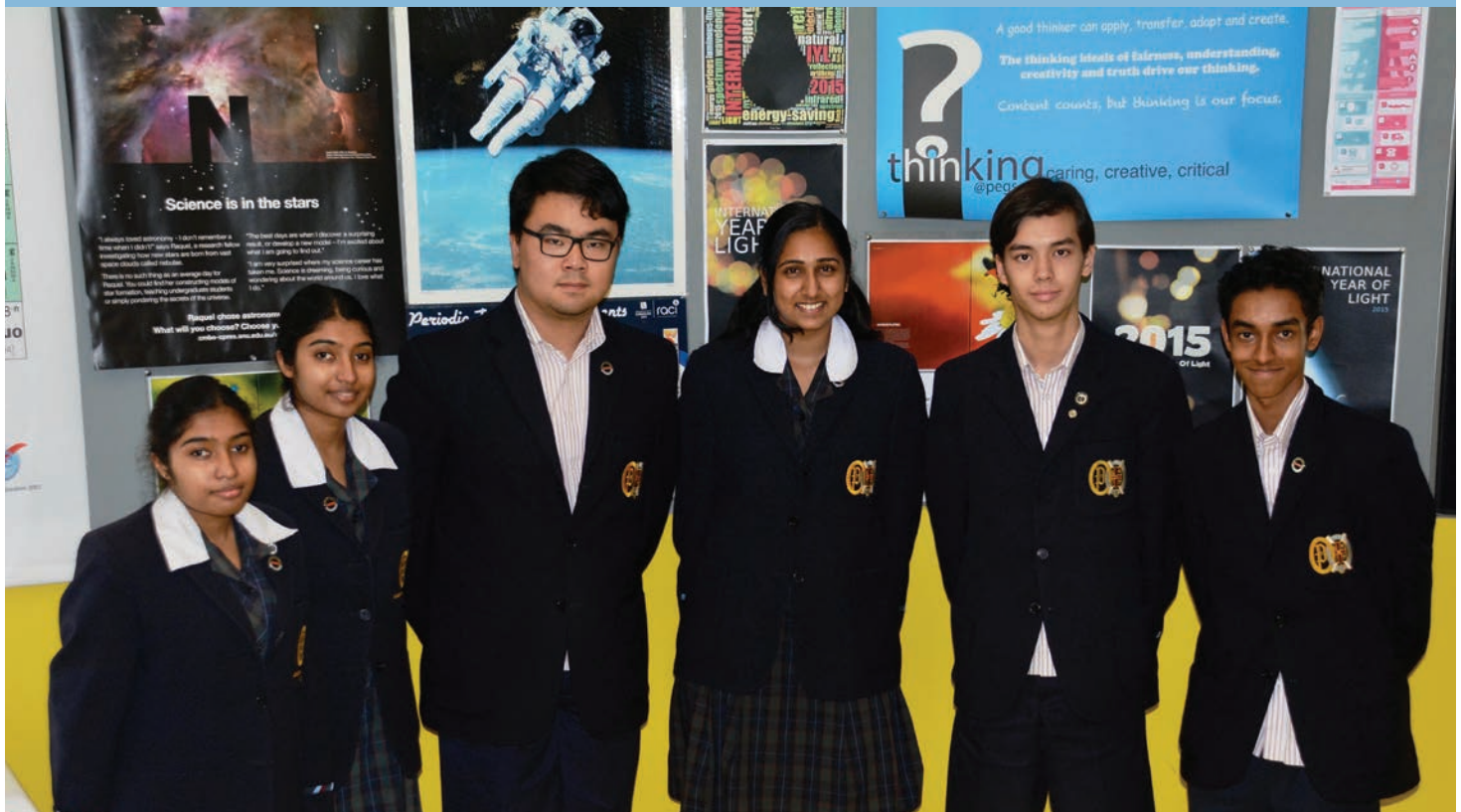
I was one of six students from PEGS to attend the National Youth Science Forum in Canberra in January and it was an amazing experience. We resided in Burgmann College at ANU and my interest group was Curie, a chemistry group.

Conversations and debates with other students, impromptu speeches to our floor groups, laboratory visits, lectures, quizzes or dinners, science and friendships were integral parts of the programme. The main methods of science exposure were laboratory visits and lectures. Some of these were in interest groups and others were electives. I appreciated the freedom of choice and exposure to different areas of science. Through my interest group, I was able to take part in interactive experiments and lectures and even took part in a videoconference with scientists at CERN, the home of the Large Hadron Collider, in Geneva.

At the Partner's Day and also the Science Dinner, we had the unique opportunity to hear from and speak directly to leaders in Australian science and industry. We gained invaluable insights into career options from leading scientists working for companies such as CSL and Cochlear as well as representatives of the new Australian Space Agency and Lockheed Martin.

The people I met at the Forum have influenced my life in a profound and positive way. All of the participants from PEGS are very grateful to the school and to our Rotary clubs for their support and encouragement.

William Bucknall
Year Twelve



Isha Tipirneni, Shraddha Tipirneni, Alan Wu, Shambhavi Srivastava, William Bucknall and Gopal Singh

Back to school



During Term One, the Junior School coordinators conducted workshops for the parents of Prep to Year Two and Year Three to Six boys. The sessions were well attended and parents enjoyed having a morning 'back at school'.

In the Prep to Year Two workshop, Mrs Sandi Whillas discussed the stages of development in a child's literacy journey. She highlighted the key stages of beginning writing, where a student moves from scribbling to letter formation and eventually to early sentence structure. Mr Andrew Schulz, showed videos of classroom literature groups in action, featuring green screen presentations of the boys performing *The Three Billy Goats Gruff* and *The Three Little Pigs*. Under the guidance of Mr Peter Maher, the parents informally measured length, perimeter and area with teddy bears and tessellated pattern blocks to create mosaic tiles and animal representations.

In the Year Three to Six workshops, Ms Meredith Adams put parents through their paces with a challenging spelling test with words such as Mediterranean, misspell and chihuahua. Mr David Graham discussed the importance of developing a love of literacy and had parents giggling as he read the classic picture story book *Dreadful David*, proving that we're never too old to hear a good story. In the Mathematics sessions the parents used trundle wheels, scales, vessels and the angle gun to build the concepts of metre, gram, millilitre and degree and saw how creativity can be applied to the four operations.

The workshops were highly engaging and provided parents with the opportunity to participate in activities similar to those their children experience in the classroom.

Graeme Sharman

Acting Head of Junior School (boys)





A new season

With an enthusiastic cast of senior students preparing for the lunchtime premiere of the new serial drama *Maplewood Grove* the school's Performing Arts programme for 2019 was off and running. Episode One introduced a curious crime investigation, centred around a gripping mystery. It left members of the audience hanging from the edges of their seats.

The Year Eleven and Twelve students involved in the production delivered powerful and emotional performances. They were comfortable and confident in their roles, having been involved in the school's Drama programme for a number of years.

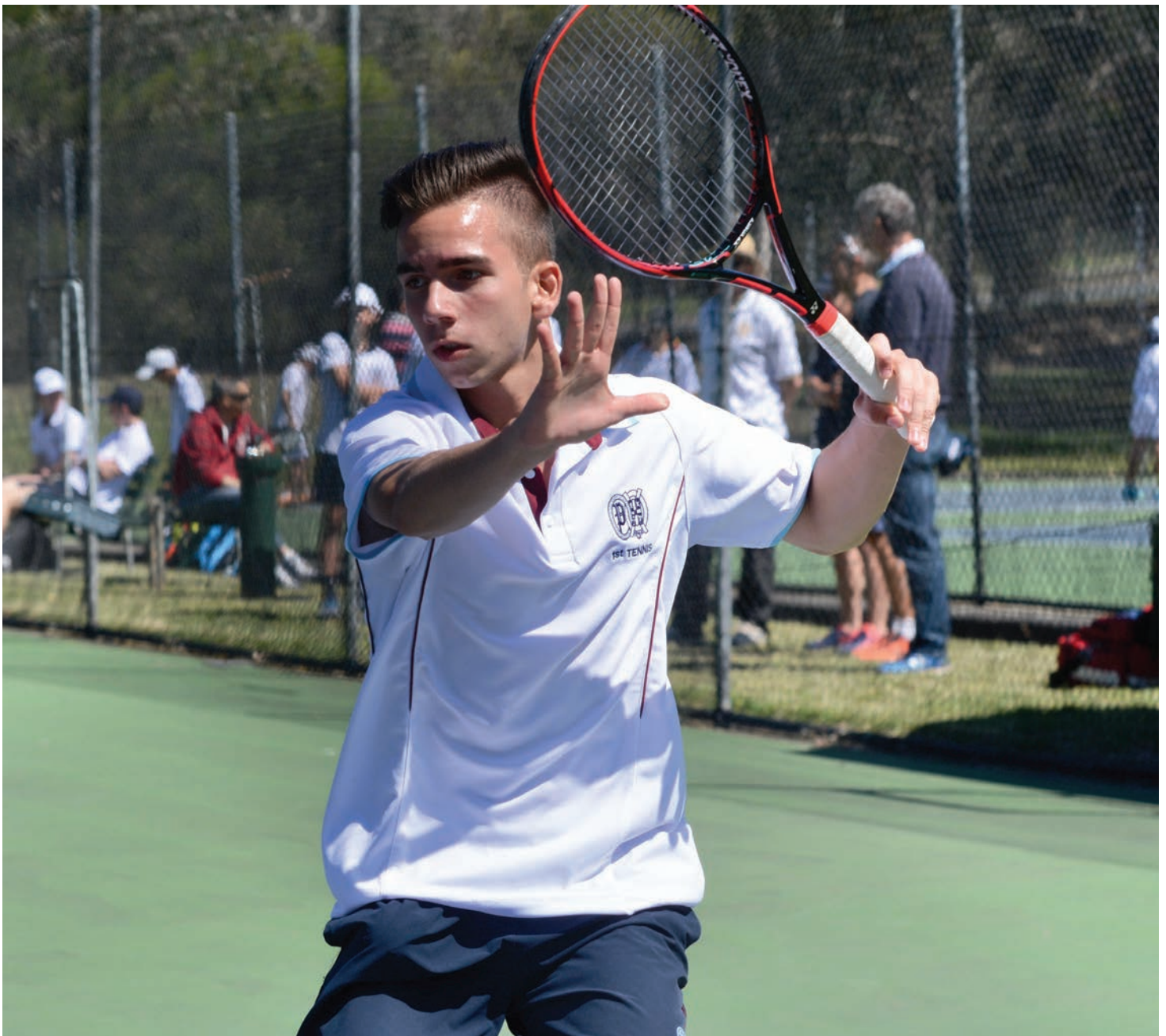
We have also welcomed a fresh, new troupe of students to the Keilor East stage. Auditions for the 2019 Junior Musical production, *Spamalot Young @ Part*, took place over three days. This was an energetic event, with many fearless and hopeful Year Six to Eight students putting themselves forward to the audition panel. Their commitment to the process and careful preparation of selected vocal pieces was pleasing to witness.

Students had even more options when *15 Reasons Not to Be in a Play* was announced as the school's 2019 drama production and, despite its ironic title, a great number of students did register to take part.

The Dance Company has increased numbers this year. Many of the participants are graduates of the Junior School (girls) ballet programme and have impressed us with their discipline and refinement of technique.

Jessica Gorlin
Director of Performing Arts





Tennis superstar

Marcus Stathos, Captain of the boys' Firsts tennis team, four-time PEGS premiership player and four-time AGSV representative player has experienced an incredible summer.

Marcus won major Australian Money Tournaments at Hobart, Ballarat and Royal Park. He was also invited to be a hitting partner for over twenty players at the Australian Open. These included Belinda Bencic (Hopman Cup winner with Roger Federer) and semi-finalists Danielle Collins and Lucas Pouille and most notably, Marcus was invited to hit up with the eventual Women's champion, Naomi Osaka, in preparation for her final against Petra Kovicova. Being a left-handed player, Marcus was specifically sought to help Osaka with her returns of serve.

It was an unbelievable experience for Marcus to assist so many notable players and in front of lots of people. He was also interviewed by the media.

We wish Marcus all the best for a very bright tennis future.

Natalie Still
Manager,
Boys' First Tennis Team



Tennis Premiers



Nobody goes undefeated all of the time. If you can pick up after a crushing defeat and go on to win again, you are going to be a champion someday.

These words were written by African - American sprinter Wilma Rudolph nearly 60 years ago and still ring true of the boys of the First tennis team who were undefeated and sitting on top of the ladder for nearly two seasons until they met Ivanhoe Grammar in Round 5 of this season. The team experienced a crushing defeat that pushed them down to third spot on the ladder. It hit the boys really hard. But displaying exceptional levels of resilience and a determination to meet their goal of a 3-peat, the boys picked themselves up again and went on the defeat Ivanhoe in the grand final 9 sets to 7.

Winning was the outcome but really, winning was the result of dedication, commitment, courage and effective preparation. The boys were a supportive group and worked together as a team rather than as individuals. Coach Danni and I are so proud of what they have achieved.

As Freddie Mercury once sang *We are the Champions*.

Natalie Still
Manager,
Boys' First Tennis Team







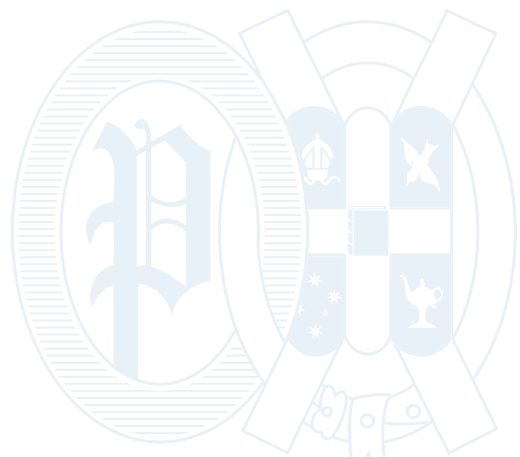
Softball Premiers

In this, the sixteenth season that PEGS has competed at the Firsts level in the AGSV/APS Softball competition, a premiership has been won.

The team won eleven of the twelve games to finish clearly on top of the ladder. Captain Katelyn Woodyatt was the outstanding pitcher in the competition and she had tremendous support from catcher Emily Kline-Marantelli. The fielding was the best in the competition with Tahlia Gillard (short stop), Mackenzie Hume (first base) and Emily Stone (centerfield) consistently making great outs. The consistent hitting from all batters resulted in our highest ever number of runs scored and the highest total of any team in the competition this season.

The performance this season is the result of many years of determined effort from this group of girls and the added drive from assistant coach Emily Fry. The enthusiasm and dedication of all the girls is to be admired.

Alan Shipp
Coach, First Softball Team



From the Archives

Brigid Cooper Archivist

Wahgunyah connection

Amidst a December downpour we were delighted to welcome Mrs Val Blackman and her family to the Wahgunyah House at Park Street, Moonee Ponds.

The house holds much significance for the family as Val's father, George Sutherland Smith, grew up there with his parents and sister Maie. George's father, Joseph Sutherland Smith, was in charge of the marketing arm of the family business, All Saints Vineyard, and the family lived in the house from 1897 until well after Joseph's death in 1913. In 1922 the house was sold to the Limerock Sisters who subsequently moved their school, Penleigh Presbyterian Girls' School, from Chaucer Street to Park Street. It is thought that some of the furniture currently in the entrance hall may have been purchased at the clearing sale held on 2 March 1922.

For Val's daughter-in-law, Carolyn Blackman (née Tucker) [Class of 1989], the visit was a trip down memory lane, as she recalled her time as a Penleigh girl, never dreaming she would marry into a family with even deeper connections to the campus.



Mrs Val Blackman in the doorway of her father's old home with her son, Joby, daughter-in-law, Carolyn, and grandson, Coen



The Wahgunyah house and gardens as it looked during the Sutherland Smith era (Donor: Sutherland Smith Family [PH05402])

Jean McNab Turns 100!

In 1924 a little girl named Dorothy Jean Bruce Stewart walked into her Kindergarten Class at Penleigh Presbyterian Girls' School. This was the start of a long association with the school which would last the rest of her life.

Jean attended Penleigh until the end of 1933. In her final year at the school she was a Probationer and active in school life, including the Christian Union and sport, such as the school Basketball Team.

She remembers those years fondly, but the friendships made once her sons, Stewart [Class of 1963], Alastair [Class of 1966] and Ian [Class of 1970], reached Essendon Grammar School were very strong. In a rapidly growing and changing school there were new facilities and equipment to fund and the role of the parents' groups, such as the School Ladies' Social Club, was vital to meeting the on-going running costs of the school.

Her husband, Finlay McNab, a former student of Northern Grammar School and Scotch College, served for 40 years on Essendon Grammar School and PEGS Boards of Management, including Chairman from 1977 to 1988.

Jean is a proud member of the group affectionately known as the Essendon Grammar Old Mums, which has continued to meet socially and to raise money for the school until recent times.

We congratulate Jean on reaching 100 years and thank her for the contribution she and her family have made to our school community.



Jean Stewart (back right) with Penleigh Presbyterian Girls' School Prefects and Probationers in 1933. (PEGS Archives [PH06514])



Mrs Jean McNab reads her message from the Queen

Former Students' Association News

Alumni Spotlight Dimitria Papafotiou, Class of 1999

Dimitria Papafotiou is the founder and creative director of the fashion label DIIDA.

What have you been doing since leaving PEGS in 1999?

Over the past 15 years I have worked in the fashion industry: senior management; design; production; buying; textiles; quality assurance; and strategic planning. I have been heavily involved in marketing, public relations, visual merchandising and company end-to-end operations. In 2016, I made my long-time dream a reality - I created and built my own business from the ground up – DIIDA the label; high end apparel for woman. In 2019, we celebrate three years of trade, many successes in brand awareness, growth, investment and much more.

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

What I liked most was the strong and inspirational relationships, so easily created, between the students and teachers. There was always respect for individual or different ideas, time given for further assistance or just a 'chat', and for me personally, I felt that the teachers gave support and help with the challenges of being a teenager.

Was there anyone who inspired you?

I found my Greek language teacher extremely inspirational, because he had a 'never give up' attitude. He was a 'glass half full' individual who always made us believe that we could do or be anything we wanted in life.

Tell us about DIIDA?

DIIDA, the name, has been with me since childhood. It's an affectionate name that represents family, strong relationships and above all, love. DIIDA the label was established in 2016, with our first store opening in South Yarra. The affection and love attached to the name DIIDA from childhood has translated over to the way I run my business and design for each range. DIIDA the label represents my perspective on the modern woman; in all her forms and on all occasions. She is strong, chic, romantic, flirtatious and subtly seductive. DIIDA apparel is 100% Melbourne made and we support sustainability and local fashion industry technicians. This year marks our three-year anniversary in business, and we are excited to be showcasing our range on the main runway at the 2019 Virgin Australia Melbourne Fashion Festival (VAMFF).

What's your favourite memory of PEGS?

I loved my PEGS high school years very much, therefore, it may sound strange to say that my favourite

memory is when our final exams were over, and we celebrated the end of Year Twelve. It was a bitter-sweet occasion, but one that I remember fondly and with pride. We recalled wonderful memories of our time at PEGS, and took a moment to celebrate everything we had achieved and the relationships we had built.

What advice would you give to young PEGS alumni?

Don't underestimate the influence of a great school and education on the success of your chosen career. The things you will learn and the relationships you will build at PEGS, will come to fruition when you need it most. The approach and attitude to challenges as well as relationship building capabilities instilled in me have proven to be instrumental in my career: building networks; developing business ideas; leadership skills; personal confidence in taking calculated risks and being my best self. Take advantage of the opportunity you have been given as it will impact on the great paths you choose to take in your future.

What do you do in your spare time?

When I am lucky enough to have some spare time, since running your own business is certainly a 24/7 occupation, I love to re-connect with family over a dinner with great wine. One of my favourite de-stressing activities is Yin Yoga and going to the beach. I feel recharged afterwards and it helps with rejuvenating a very exhausted body and mind.



2018 Golf Day

The Penleigh and Essendon Grammar School Former Students' Association Golf Day was held on Monday, 17 December 2018 at the Northern Golf Course in Glenroy.

Eighty participants including school suppliers, staff, current and former students enjoyed a great day. The overall winner of the Ambrose competition was the Bear Projects team consisting of Andrew Wright, Rob Williams and Nicolas Bufe.

Runners up were teachers from the Junior School (boys) Clare Kydd, Andrew Schulz, Scott O'Keefe and Paul Medveczky. Third place went to former students Mark Stephens and Sam Thompson and teachers David Graham and Gavin Tippett.

Thank you for the support of school suppliers who made the event possible as major sponsors for the day. These included Bear Projects, Champion Education, Grant Thorton, National Australia Bank, NGS Super, Premier Office National, Relex Technology Group, Trident and Premier Waste.

We would also like to thank the businesses that supplied prizes on the day including A Grade Cleaning, Ambassador Air Conditioning, Anthony Banadinovich, ARG Planning, Bunnings, Calder Park Property Services, Consolidated Property Services, Hewlett Packard/Aruba, Konica Minolta Photocopiers, McBride Charles Ryan, Pink Noise Audio, Rob Lamendola Catering, Ryan Bus Services and Toyota Fleet Management.

Special thanks for organising the event go to Lisa Leask and, for helping on the day, Harry Fisher and Lauren Philpot.

Mina Pitliangas



Second Place – Clare Kydd, Andrew Schulz, Scott O'Keefe and Paul Medveczky.



Third Place – Mark Stephens, Sam Thompson, David Graham and Gavin Tippett.



Winning Team: Bear Projects Andrew Wright, Rob Williams and Nicolas Bufe

FSA Functions 2019

10 Year Reunion – Saturday 27 July 2019

20 Year Reunion – Saturday 24 August 2019

30 Year Reunion – Saturday 7 September 2019

40 Year Reunion – Saturday 19 October 2019

Golf Day – Monday 16 December 2019

For more information on these events or to assist with your upcoming reunion, please email fsa@pegs.vic.edu.au

Private Functions

Golden Girls' Luncheons -

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

2019 Dates – 10 July and 13 November

Class of 1969 – 50 Year Reunion

Saturday 4 May 2019

Contact Ian McLeod (EGS) on 0419 593 303 or ian051@optusnet.com.au or Christine Angus (Penleigh) on chrisangusmail@gmail.com for more information.

PEGS Business Network Functions

Stay tuned for upcoming PEGS Business Network event details.

For further information please contact the PEGS Business Network Coordinator, Lisa Leask, on 03 9016 2181 or lisa.leask@pegs.vic.edu.au.

LinkedIn:

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

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

Facebook

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

Announcements

Births

Anthony Simpson (Class of 1996) and **Colleen Simpson** nee O'Loughlin (**Class of 2004**) and Harper welcomed Fletcher Heath Simpson on January 6 2019.

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



Friends of PEGS News



Ladies Lunch

We are pleased to report that the 2018 Ladies Lunch held at the Australian Events Centre, Essendon Fields on 30 November was a roaring success. The weather was perfect and the pre-drinks on the gazebo proved to be a great way to start off the afternoon. A huge selection of donated items were purchased as Silent Auctions and the four public auctions during the afternoon resulted in some fiery competition and excitement.

All 244 guests who attended the event had a wonderful time catching up, and the lunch served by the venue was simply delicious. It was a sensational way for us to finish up the end of a busy school year! The committee would like to acknowledge the wonderful items donated throughout the year and the assistance received on the days leading up to the event. These efforts and donations were greatly appreciated and we look forward to offering another fabulous ladies lunch event in 2019.

Cherie Fox

Ladies Lunch 2018 Coordinator

Movie Night

On Friday 15 March, the Friends of PEGS held Movie Under the Stars at the Junior School (boys) campus. The night was attended by over 60 families who enjoyed the balmy March evening watching *The Greatest Showman* on the big screen. The sausage sizzle, popcorn and fairy floss were a hit with children and parents during the evening. A big thank you to all the families who supported this event and to the hard-working committee members who made it happen.

John Antonopoulos

President

Mother's Day Stall

Our Junior School students will have the opportunity to purchase a special gift for Mum at the annual Mother's Day stalls conducted by our enthusiastic volunteers at the Moonee Ponds campus on Thursday 9 May and Essendon campus on Friday 10 May. At a cost of \$10, children are able to select from a variety of useful and attractive small gifts. Choosing and paying for the gift themselves makes the purchase a special experience for the children and we hope that each article will be something that prompts special memories for Mum too. A similar shopping opportunity will be offered to the children prior to Father's Day.



2019 Dates for the Diary

April

29 April – Term Two begins

May

2 May – Guitar and Synthesizer Concert

6 May – Suzuki Concert Two

8 May – String Concert One

9 - 11 May – Dance and Drama Performances One

14 - 15 May – VCE Recitals

21 May – Major Concert One (Secondary)

23 May – Brass Concert

24 - 25 May – Drama Performance Two

22 May Percussion Concert

29 May – Thinking Seminar Two

30 May – Major Concert Two (Secondary)

June

12 June – Major Concert Three (Primary)

17 June - PEGSfest commences

18 June – Vocal Concert

25 June – Major Concert Four (Secondary)

28 June – Term Two ends

July

16 July – Term Three begins

18 July – Woodwind Concert

24 July – Chamber Concert

29 July – Suzuki Concert Three

August

1-3 August – Junior Musical Production

7 August – Piano and String Concert

15-17 August – Sketch Show/Snapshots Performance

26 August – One School Day

30-31 August – Dance Performance Two

September

2 September – Suzuki Concert Four

4 September – Soloist Special Concert

5 September – Thinking Seminar Three

9-10 September – VCE Music Recitals

13 September – Term Three ends

October

7 October – Term Four begins

10 October – Piano Concert Three

12 October – Annual Craft Market

15 October – VCE Music Recitals (Units 1 and 2)

17 October – String Concert Three

22 October – Valedictory Dinner

28 October – Suzuki Concert Five

November

7 November - Suzuki Kindergarten and Graduation Concert

18 November – Suzuki Concert Six and Break-up

December

2 December – Junior Christmas Concert

9 December – Carol Service

11 December – Term Four ends

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

