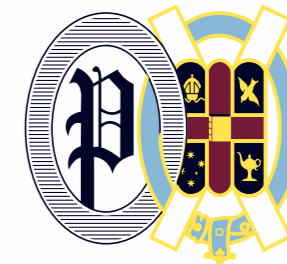


PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

March 2024



From the Principal

Our school theme this year is 2024: *What do you stand for?* Already, around the school, it is understood that the theme is a call to action in terms of taking a stand about what matters – individually and collectively. Conversations have also taken place around how we take a stand, and in addressing different Sections in assemblies at the beginning of the year, our School Captains, Ben and Ella, reminded students, that even though individual views and values won't always align, an important facet of community is being respectful and listening to, and learning from and with, those whose views and values may differ from our own.

Our strategic plan is built around four pillars. These pillars are a good starting point for us when we are considering the question of what we stand for as a school. The pillars outline our objectives in each of these areas, and in the final edition of *Altior et Sapientior* for 2023, we published an update on initiatives we took in the last twelve months to work towards achieving these objectives. Beyond this, our strategic plan states that "Our school is respectful, inclusive and safe ...". At all times, these values – respect, inclusivity and safety – are at the core of what we stand for.

One of the key ways in which we support safety, inclusivity and respect is through promoting student voice. In this edition of *Altior et Sapientior*, we are delighted to introduce our Junior School leaders for 2024. Our House Captains and Form Captains in our Middle Schools have already taken to their roles with great enthusiasm, and have been integral in supporting our newest PEGS students to feel safe and connected to school. At the Larkin Centre, our new student leadership structure is in place, and I have been delighted to see the impact already of the Student Executive along with other committees like the Student Learning Committee and the Student Wellbeing Committee. These committees provide an important voice for students on areas that directly impact their day-to-day experience of school.

While in 2024, our school theme leads us to reflect very intentionally on the notion of standing up for what matters, promoting student voice is part of our ongoing responsibility. Research findings indicate that student voice, agency and leadership have a positive impact on self-worth, engagement, purpose and academic motivation. Through opportunities for empowerment, students are also learning important interpersonal, organisational and advocacy skills that will serve them well in the future.

Kate Dullard



Success for Class of 2023

Once again, Penleigh and Essendon Grammar School achieved some outstanding VCE results. 2023 saw four students achieve a perfect Australian Tertiary Admissions Ranking (ATAR) of 99.95, placing them in the top 39 students in the state. We congratulate Kevin Nguyen, Chloe Petranis, Trixie Quach and Louis Zhao on this fantastic achievement.

Last year also saw 15 students achieve perfect scores across five different subjects, with eight of these being achieved in Biology. Overall, the Class of 2023 achieved the highest number of study scores above 40 since 2020.

The median ATAR of the cohort was 86.14 and we had five percent of the cohort achieve in the top one percent of the state and nearly forty percent in the top ten percent of the state.

The figure that we are most proud of is the percentage of students that received their first or second preference when tertiary offers were released, which was a staggering 94 per cent.

We want to congratulate all of the students from the Class of 2023 and wish them all the best for the future.

Tim Watson
Head of Larkin Centre



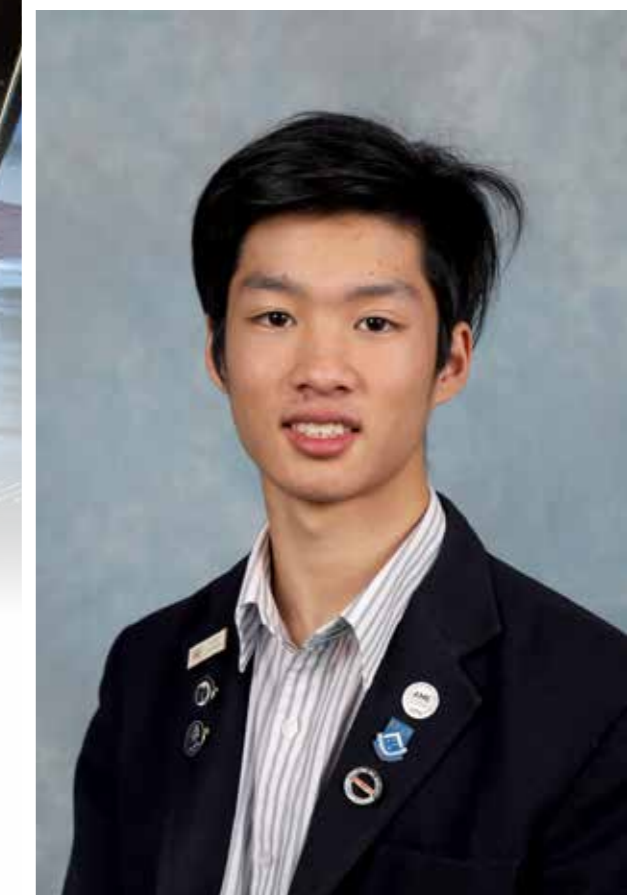
Kevin Nguyen



Chloe Petranis



Trixie Quach



Louis Zhao

In Year Ten

Year Ten marks the start of a new chapter full of challenges and chances for personal development. In addition to providing us with a well-rounded education outside of the classroom and textbooks, co-curricular activities like sports training add to the thrill of new interests and environments.

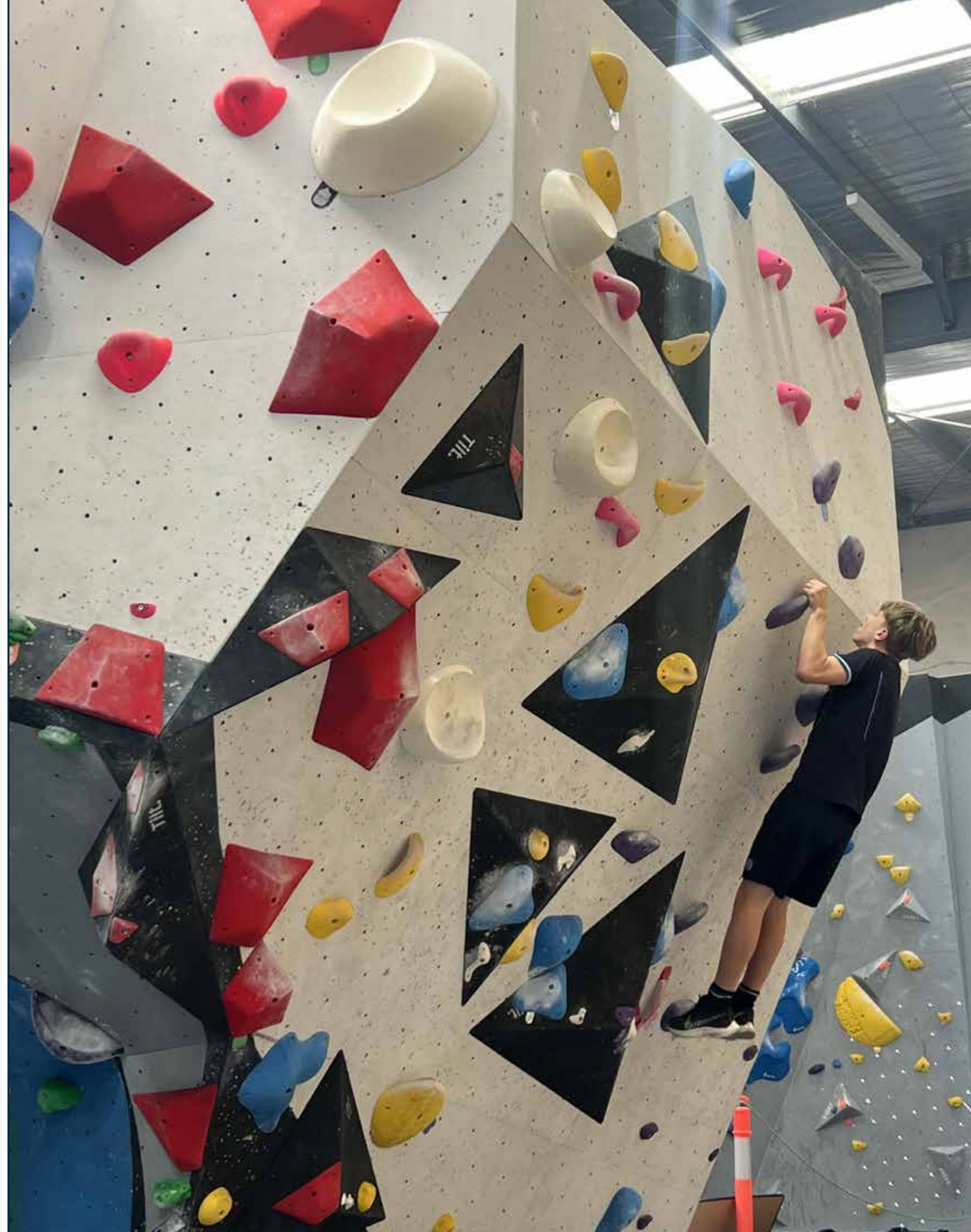
The biggest change in the PEGS experience is the beginning of co-ed classes. Navigating the maze of McNab House and taking part in conversations with different points of view has truly been a fresh new take on what being at PEGS is about.

Participating in a range of co-curricular activities fosters a comprehensive attitude to education. Through activities like DaVinci Decathlon, Student Voice, Social Justice and House Captain meetings, we gather a new perspective on how to fully engage with the opportunities we are offered. These activities develop well-rounded people by encouraging the critical thinking, creativity, and leadership qualities necessary for success in both academic and practical contexts.

Additionally, co-curricular activities give us a chance to explore our identities and interests, which promotes self-discovery and a sense of belonging. Through involvement in activities such as school plays, debates, and community service projects, we gain self-assurance and adaptability in handling a variety of situations and obstacles.

In summary, as we start Year Ten, participation in co-curricular activities improves the learning process by promoting holistic growth and vital life skills. These activities help develop well-rounded people who have values outside of the classroom, such as empathy, leadership, and teamwork.

Raj Singh
Year Ten



9ers

The 9ers program is a staple of the PEGS experience and provides an opportunity for students to extend their knowledge and understanding of the wider world. This year-long program gives students real world experiences which can help improve their chances of a successful adulthood. New activities such as the barista and hospitality elective could even potentially lead to part time jobs.

Some of the exciting electives that are available to the students are Ninja Warrior, First Aid, Iron Man, and Community Coaching.

Like many of the electives, Ninja Warrior is an amazing activity that not only challenges students physically, but also mentally, requiring strength and strategy to overcome certain obstacles. An obstacle that will definitely challenge is the enormous four metre warped wall!

Students involved in Community Coaching run activities for children with disabilities at Hume Valley School. This program enables us to develop an understanding of the needs of students at Hume Valley and to cater our program to help ensure a rewarding afternoon for all.

While these are only a few of the electives available, taking part in the 9ers' program encourages us to develop leadership and planning skills and takes us out of our comfort zones to work and play in different environments. For many of us, success in these unfamiliar environments is the most rewarding and inspiring aspect.

Eli Ravech and Aidan Plant
Year Nine



Camp reflections

What does it mean to be a big person? This question is evaluated by students in Year Seven at the end of the day spent hiking across undulating terrain at the Eildon Camp.

As the campfire dances in the centre of the circle, students share experiences of big people in their world. Characteristics of emotional maturity, compassion, sharing of knowledge and experiences, as well as accepting mistakes and listening to others are common attributes noted by students. Students acknowledge that age doesn't determine a big person, with many having had the experience of teaching and supporting older family members and friends in dealing with the latest technology. Students are encouraged to find opportunities to be a big person during their remaining stay at Camp but, more importantly, when they return home and are back at school.

In the context of this year's theme, *What do you stand for?*, these conversations are considered significant aspects of the program supporting Year Seven students as they enter a new community, building positive connections with all that surrounds them.

We celebrate the experiences of students at the Eildon Camp during Term 1, and look forward to welcoming Years Four, Five and Eight during Term 2.

Bonnie Morris
Outdoor Education Teacher



Eildon Camp delivered new and exciting experiences for our Year Seven students. They share some reflections.

After a long drive, we set foot on the beautiful land of Lake Eildon, completed an Acknowledgement of Country with Uncle Shane then explored the area before lunch...

The next morning, one knock on the door woke us up. We gathered together to pack our belongings into the oversized hiking bags for the hike ahead. We navigated through the vast forest, mapping our way to our campsite as we showed our leadership skills...

After a long, tiring day, we snuggled into our tents, resting our bodies ready for another day of activities...

Alvin Guo and Dhrish Bahrunani
Middle School (boys)

I was most excited for...canoeing!

We got to participate in races and games before being given the opportunity to capsize our canoes at the end! On our fourth and final day we built shelters using A-frames and scavenged sticks. Our group made a sturdy shelter although it did not pass the waterproof test!

Camp taught us so much, from communication to leadership skills. It helped us open-up to new friendships and provided us a space to relax and get to know each other. I am grateful for this amazing experience.

Sarina Belling
Middle School (girls)



Working with SARS-CoV-2

This January, I was afforded the incredible opportunity to brave the cold of an English winter, and experience working in the Virology Department, at Imperial College London (ICL). Faced with a biosafe containment hood, pipette in hand and over 500 tiny wells of human lung cells that I somehow had to keep alive, I was daunted to say the least. You can imagine my amazement when I was then handed a tiny glass vial of SARS-CoV-2.

Luckily, for the majority of us, COVID is yesterday's news; however, there are important questions to ask, and to find answers to, so that we may continue to learn from its impacts and prepare ourselves for the future.

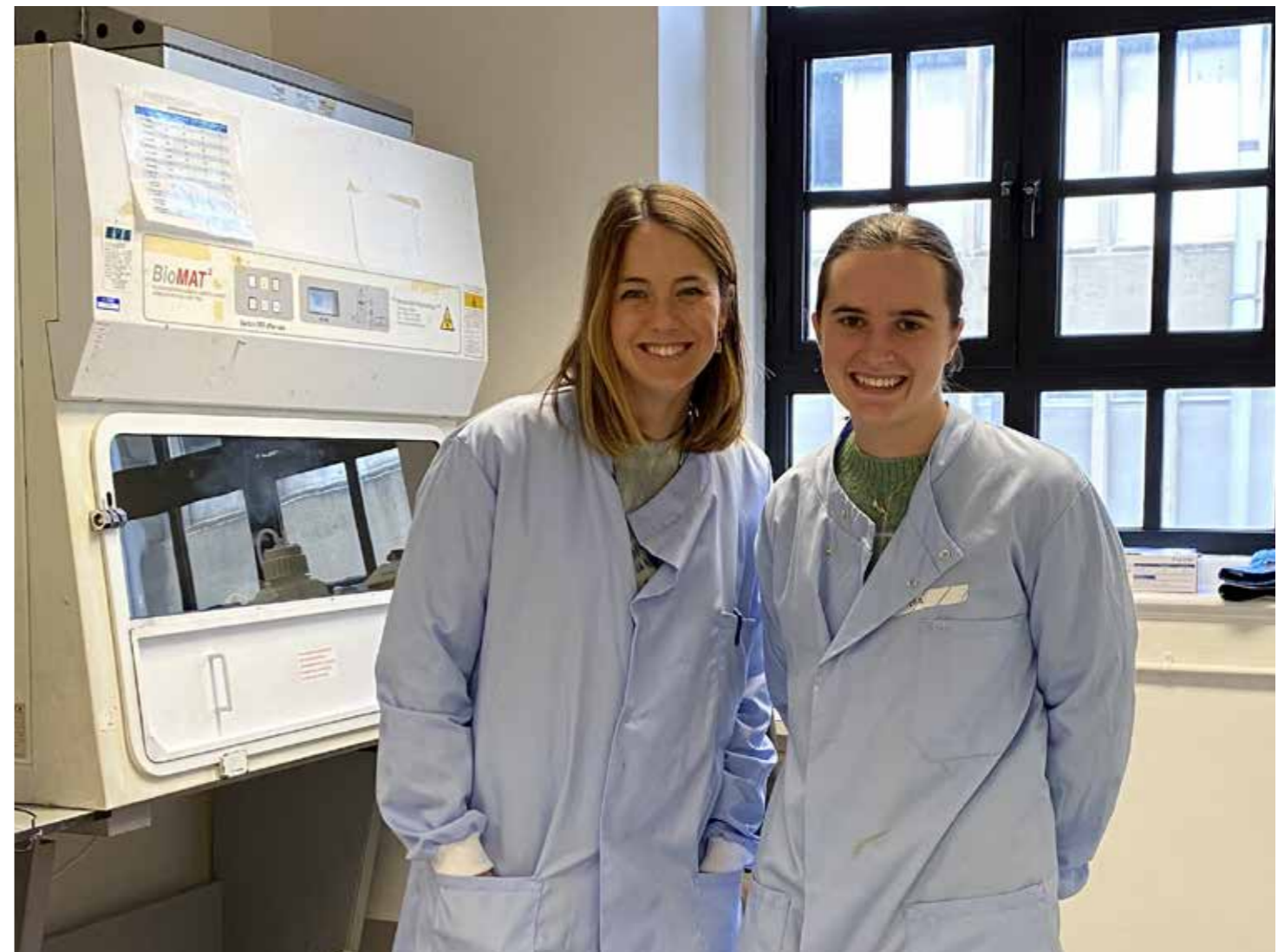
What was it that gave the virus, SARS-CoV-2, pandemic potential, and made it so devastatingly successful?

This is the question which guides research in the Thorne lab at ICL. The lab explores the genetic variation between different viral strains, correlating this to their infectivity in the hopes of uncovering the virus' secret.

The answer may, in part, lie in a small viral protein. Two separate experiments, which I conducted under the guidance of Dr Lucy Thorne, involved infecting lung cells with SARS-CoV-2 under a range of different conditions. This protein was shown to suppress the human immune response. This gave SARS-CoV-2 free reign to invade, without facing the full regiment of human cell signalling molecules that normally combat infection.

Whilst further study is needed, it is exciting and reassuring to know that this work is being done, and these viral secrets are being uncovered in labs all over the world. I feel very fortunate to have played a small part in this cutting-edge scientific research, and am excited for what the future may hold.

Ella Nunan
Year Twelve



The passing of the baton

On the first school day of the year, we welcomed Lachlan Montebello to speak at our Gottliebsen House Assembly. Lachlan, who completed Year Twelve at PEGS last year, knew what it was like to sit on similar gymnasium bleachers as a wide-eyed Year Seven student in the equivalent assembly six years ago. The theme of his speech was advice for current Middle School students.

Lachlan understands the student perspective. Of the 2024 school theme, 'What do you stand for?' he said: "I encourage you all today that when you're thinking about what you stand for, take it a step further and try your best to act in a way that reflects the values you stand for, because only then are you truly able to have an impact." It was a prescient reminder that beliefs need to be accompanied by action.

Lachlan also showed vulnerability and courage by sharing his fear of making mistakes, in school debating. He went on to explain how his Year Twelve personal motto "No regrets" eventually allowed him to shed his fear and give the final year of school his best shot.

Advice from a graduate of the previous year is now an annual tradition. Akin to a relay, the baton is passed to the fresh runner, who is urged to grasp it firmly and stride forward with determination. School is enhanced by moments of genuine and heartfelt communication like this. We wish Lachlan well, knowing his legacy will reassure and encourage our students in 2024.

Caroline Horton Andrews
Head of Gottliebsen House



How to train your brain

It was a full house at the Music Auditorium on the evening of 20 March when adventurer Todd Sampson addressed the topic of training your brain at the first of the Thinking Seminars for the year.

Well known for television productions including *Redesign my Brain*, and *Body Hack*, his decade long role on the ABC series *Gruen*, as co-creator of Earth Hour and in corporate life, Todd captivated his audience as he shared his experiences of training for and then completing a series of challenges to illustrate the ability of the brain to learn new pathways and deal with fear. The challenges were a mountain climb blindfolded, an underwater Houdini escape at a depth of four metre and a tight rope walk 21 stories above ground. Advocating the importance of creativity and the significance of seeking new and challenging tasks, such as learning a language or a musical instrument, Todd's message was for us to be innovative, active and lifelong learners.

Our Thinking Series will continue in Term Two with guest 2023 Australian of the Year and documentary director Taryn Brumfitt who leads the Body Image Movement (1 May) and in Term Three with Joe Brumm, creator of the ABC's *Bluey* series (23 July). Online bookings will open in the weeks prior to these events.

Helen Dapiran
Coordinator of Publications



Clean Up Australia Day

In 2021, a small group of girls joined the inaugural meeting of the Junior School Girls' Sustainability Action Group. Fast forward to 2024, and the group has continued to garner strong student support with over 50 students currently listed as members.

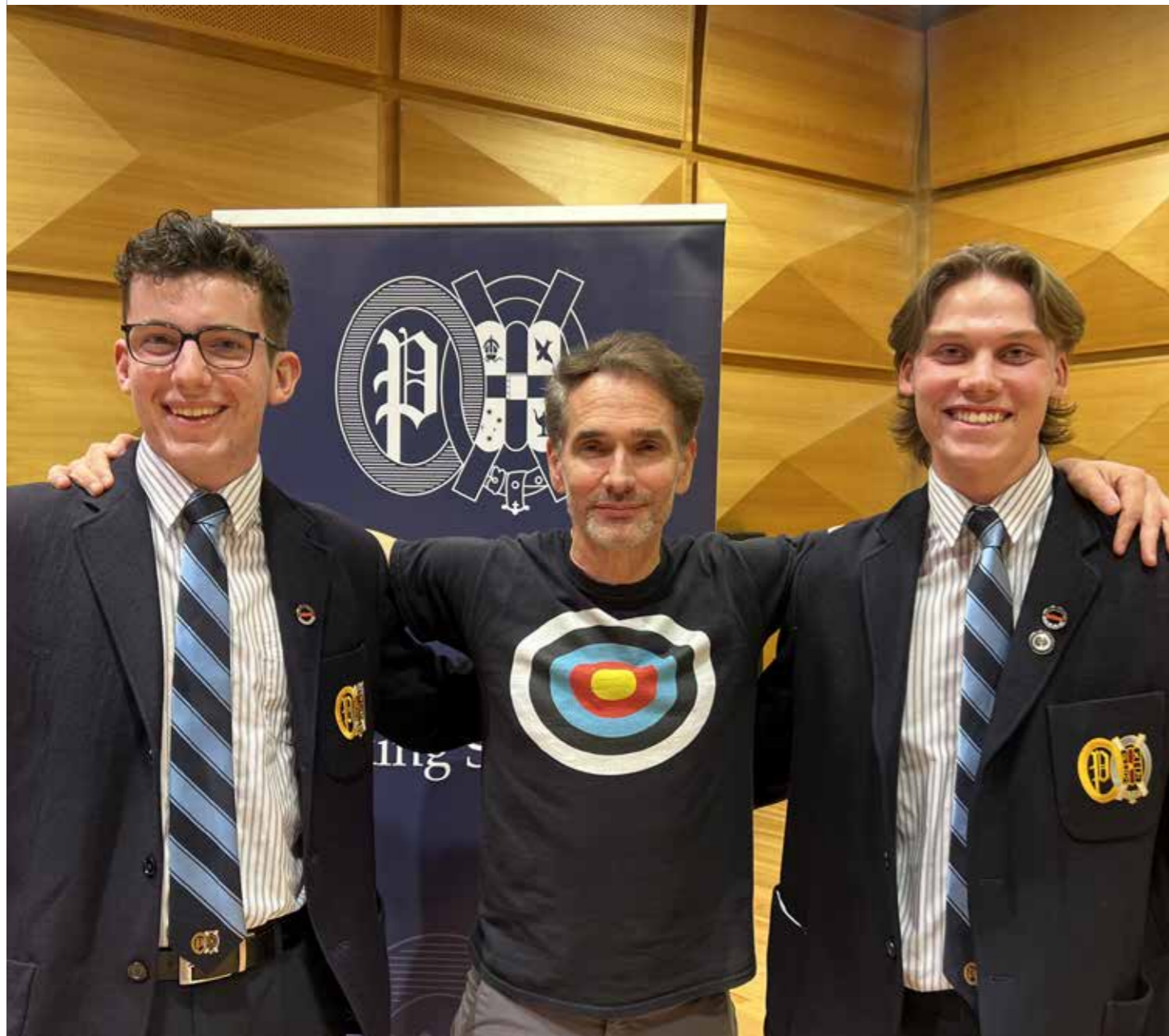
The group, with support from teachers, hit the ground running this year with their first ever participation in the Clean Up Australia Schools' Day on Friday 1 March. With parental permission, and a good dose of enthusiasm, 43 students donned their sunhats and gloves, picked up a rubbish bag, and ventured out into the playground, looking for rubbish. The students were divided up into teams of four or five and each team had a designated section of the yard that they were responsible for.

After 45 minutes, many of the bags were overflowing, and students were full of stories about finding 'a fork and a spoon' and 'a full pizza box'. The final step was to conduct a survey of the rubbish by sorting it into landfill and recyclables, as well as identifying the main types of rubbish found, and which sections of the yard contained the most rubbish.

This data will inform the future steps of the group in educating the Junior Girls student population about how they dispose of their rubbish, and how they can reduce the amount of waste they generate.

I am confident that the future of the Junior Girls campus is not only looking more sustainable with these girls on the job, but also much cleaner!

Lois Newberry-McLeod
Year 5/6 Coordinator, Junior School (girls)



Hockey for Juniors

Early in Term One, coaches from PEGS Hockey Club introduced students to the fundamentals of hockey and showcased the excitement of the sport. The sessions aimed to inspire the students to consider taking up hockey, with the hope that they may discover a passion for the game and continue playing in the future.

Students explored different movements, techniques and strategies, and had the opportunity to experience the satisfaction gained from challenging themselves with equipment they may not have been exposed to previously. Encouraging young students to explore different sports not only promotes a healthy and active lifestyle but also equips them with valuable skills that will benefit them on and off the field.

In speaking with some of the Year Three students, it was obvious that they had enjoyed developing a variety of skills, particularly mastering how to hold the hockey stick correctly and keep it below waist height as they struck the ball. There was great excitement during a game of Rob the Nest, and they are all looking forward to participating in hockey matches during House Sport in Term Two. This will be another opportunity for them to develop their skills further and perhaps encourage them to consider taking up the sport in the future.

Julie Neylon
Deputy Head of Junior School (girls)



Student leadership

Student leadership is visible in our Middle schools on a daily basis.

Our most senior leaders are our House leaders, who set the tone and direction for all students in their House, run House meetings, and lead their teams at House events. They are also responsible for leading activities to support various charities, and organising and hosting assemblies, like our annual assembly held (jointly this year by Chaucer and Reynolds Houses) to celebrate International Women's Day. To provide for even greater student voice and extend leadership opportunities, one of our House leaders, Ellie Cheong (from Limerock), was this year elected as the representative for McNab House on the school's inaugural Student Executive.

Whereas formal House leadership is exercised by Year Ten students, Form Captains at every year level exercise leadership in their Form group. The twelve Form Captains per year level (two per Form group) meet regularly with their Student Coordinators and Year level Coordinator as their year level's 'Captains' Council', to provide feedback and share ideas about students' experiences at McNab House. This year, each Captains' Council has also chosen two of its members to represent their year level on our newly formed Student Representative Council.

These roles provide formal opportunities for leadership experience and development, but we also see our students exercise their skills in many other, less formal ways. Through programs like Peer Support, student-driven initiatives like our Feminist Collective, and especially the examples our students set in class, we see student leadership in action every day.

Anthony Simmons
Head of McNab House





A good beginning

It's mid-term and the Prep students have settled into their day-to-day life at school. Early teething issues of separation from parents have dissipated and girls have found a niche of the playground that works best for them and their friends.

“Being curious and open to new friendships is an important first step to building connections with other girls”, stated Amelia Turner, Coordinator of Prep. This aspect and the ability to approach an adult and express their needs in clear language, independence in basic self-management, and self-regulation, gives them confidence, particularly in the initial stages of the Prep year.

In class, the demands of a broad and inclusive curriculum will be met by students who can attend for periods of time without a loss of focus, and whose strong background knowledge and experience is supported by a good vocabulary that will help them make connections to new learning. Vanessa Dicianni, school speech therapist, suggests that having good oral language skills, including the ability to express ideas clearly in sentences, listen and follow two step instructions and take turns in longer conversations will help students with their learning both in the classroom and outside in the playground.

Both Amelia and Vanessa agree that eagerness to explore and learn new things, including the willingness to try new tasks is vital to happy and engaged students at Prep.

Christine Hallman
Head of Junior School (girls)



Parent lunch days

This term we have been excited to welcome Prep, Year One and Year Two families to our parent lunch days. These lunches are highly anticipated events on our school calendar for students, families and staff alike.

Upon opening the gates, the excitement and joy in the air is plain to see for all. The yard is adorned with several picnic rugs and tables, waiting in anticipation for special guests to arrive. Students eagerly wait by the classroom door, ready to welcome their visitors and the scrumptious lunch they anticipate.

Not only do the students share a meal with loved ones, but they also get to share a special part of their school day, lunchtime. Lunchtime is generally reserved for playing with friends on the playground, kicking a football or soccer ball, or simply digging in the sand pit for lost treasure but on these parent lunch days, lunchtime activities are even more exciting as a shared experience. The students love being able to showcase their favourite things to do and introduce new friends. Families can also connect with each other as a shared community experience.

Our staff also see this as a wonderful opportunity to further solidify strong home-school partnerships by sitting with students and families and getting to know them on a different, more personal level.

We look forward to welcoming parents again later in the year for further parent lunch days.

Meredith Adams
Deputy Head of Junior School (boys)

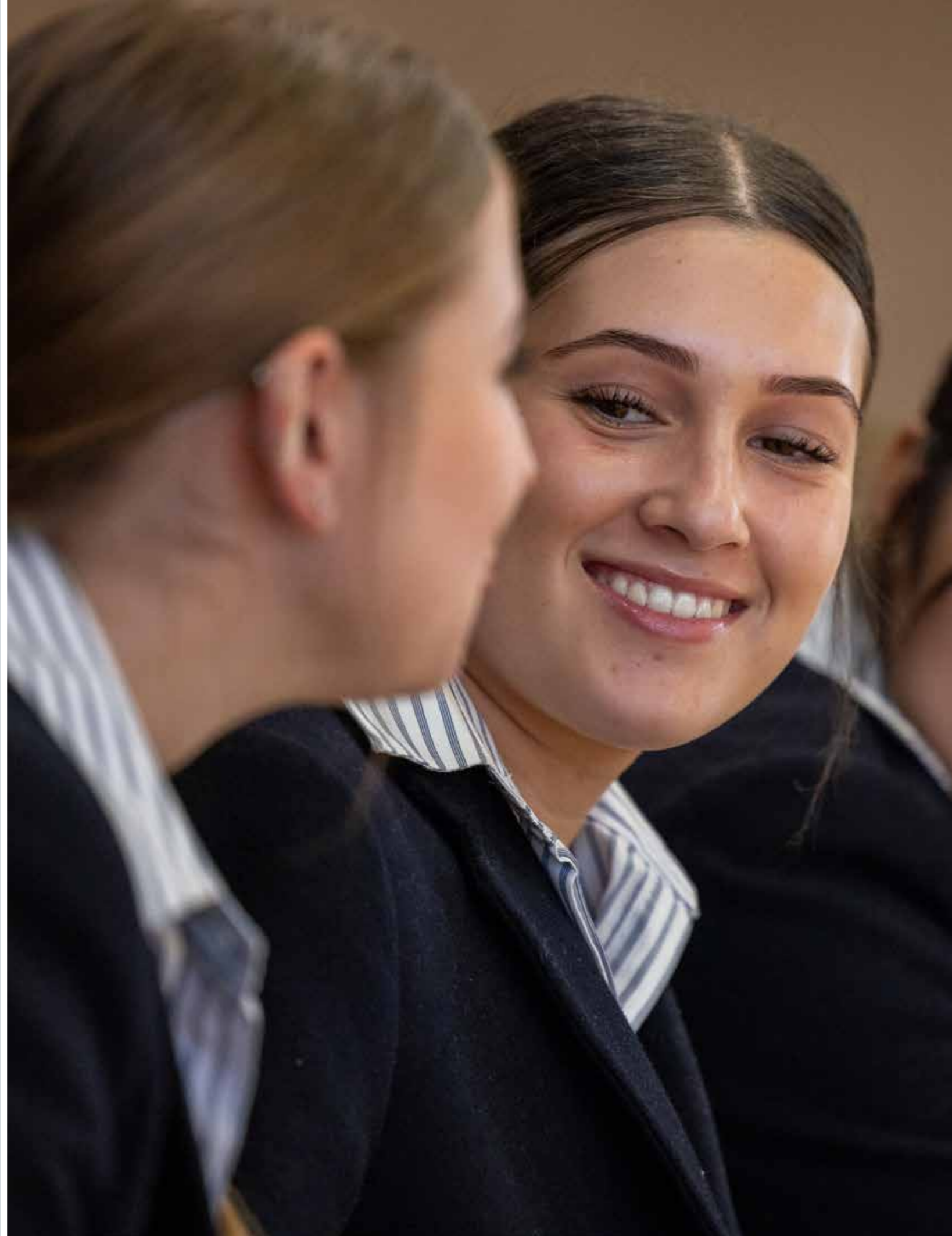
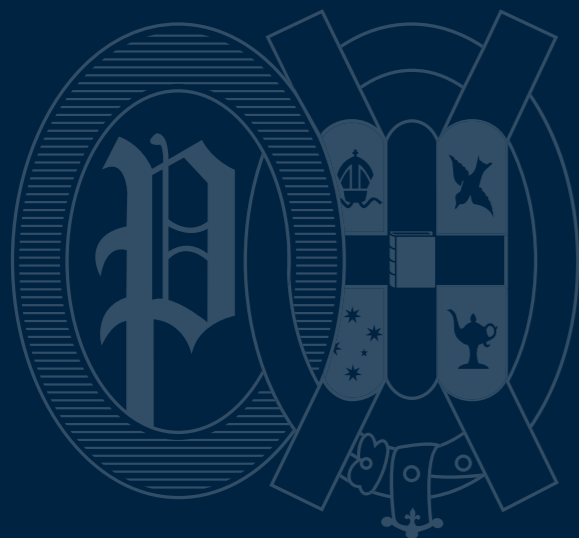
International Women's Day

International Women's Day acknowledges, honours and appreciates all of the wonderful women that make up our community. Whether this has been through leadership in their field of expertise, or quite simply being kind and helpful to the people around them, they deserve to be celebrated.

As we reflect on IWD, we are reminded of the injustices that women continue to face. As a school, we have the power to help eradicate these inequalities and strive for a better future for all by changing our attitude and our treatment of others. As we look to our future we see the women paving the way, such as Ash Barty, Malala and of course Taylor Swift. The determination, grit and strong morals that they have enable them to create change. As PEGS students we are encouraged to develop these attributes so that we too, can truly change our world to become a more accepting, supportive and equal society.

The recognition of women in our community must not be a one day occurrence. It's important that we are aware of everyone around us and that we show respect and kindness to all regardless of gender or any other differences. Our joint assembly and day of recognition, led by the leaders from Chaucer (McNab House) and Reynolds (Gottlieb House), was key in raising this awareness. It reminded all of us that we make up our PEGS community, and it's up to us to make it a supportive, welcoming and united environment for everyone. Happy International Women's Day.

Neriah Asirwatham, Year Ten
Chaucer House Leader



Project Rockit

Year Eight students have attended an incursion with Project Rockit, an organisation dedicated to educating youth on handling bullying, both online and in person.

The Project Rockit presenters made this experience very engaging by gathering volunteers and giving us scenarios that directly related to certain issues that we face every day. This kept all the students very attentive, as they found it personally relevant, and it assisted students in providing creative solutions to problems.

We heard about students who initially intended their online actions as a joke, but ended up being disrespectful and hurtful. This underscored the importance of empathy and understanding in our interactions.

The Project Rockit staff also taught us how to seek assistance from adults and how to approach other people, as well as how not to expose or invade other people's privacy. In addition, they recommended four different websites to visit if you're being bullied or nervous. An example of these websites is Kids Help Line.

These sessions not only equipped us with strategies to tackle bullying, but also instilled in us the qualities of leadership and the significance of displaying acts of kindness in our daily lives. The experience left a lasting impression, motivating us to be advocates for positive change in our school community and beyond.

Oliv Palamara and Shea Khillan
Middle School (girls)

Mark Hanna
Middle School (boys)



Developing a sense of community

When entering a new year at Kindergarten, our main focus is supporting children to develop respectful reciprocal relationships, share their identities and develop a strong sense of community. With the school theme in mind, *What do you stand for?* building this sense of community plays a vital role in supporting children to develop their values, opinions and a strong belief in what they stand for.

When children feel connected to their peers, teachers and the broader school community, they are more likely to feel supported and encouraged to express their beliefs and values. Through collaborative experiences, discussions on rights, responsibilities, kindness and respect, as well as opportunities to contribute to the classroom community, children learn the importance of standing up for what they believe.

Within our kindergarten programs, this could look like, but is not limited to, children closely examining their self-portraits and sharing what they know and notice about themselves and others. It could also look like the construction of a collaborative classroom essential agreement, or discussions around the meaning of community.

By fostering a supportive and inclusive environment, kindergarten teachers help children understand the significance of their beliefs and empower them to advocate for themselves and others. This sense of community instils a strong foundation of values, empathy, and confidence that can guide children as they grow and navigate the world around them.

Lauren Olcorn
Director of Kindergarten



Captains at Moonee Ponds Campus

Students at the Moonee Ponds Campus know that Year Six comes with certain duties and privileges and they know that being a Year 6 Buddy and the Year Six Captaincies are both a privilege and a duty. In Year Five, students consider whom amongst their cohort have demonstrated their ability to be a school leader and give their votes accordingly. There is a lot of excitement that accompanies the announcement at the start of the year. This year the school theme, What do you stand for?, asks them to reflect on how they align with the school values and think on the ways they will acquit themselves of their responsibilities.

The captains are as follows:

6A Class Captain: Amelia Hateley

6B Class Captain: Mietta Ganci

6C Class Captain: Angela Liu

Limerock: Maya Champion and Victoria Manning

Dorset: Zara Gentner and Layla Shah

Chaucer: Matilda McDonald and Savanna Yacoub

Park: Lucy Leong and Amelie Velichkovski

Dance: Scarlett Hawkins and Alessia Gangemi

Swimming: Mackenzie Kemp

Junior String Orchestra: Vihara Jinadasa and Nikki Gionis

Choir: Sophia Purcell

Concert Band: Eva Thavixay



Back Row: N Gionis, V Manning, S Yacoub, S Purcell, A Liu, M Ganci, V Jinadasa, L Leong

Middle Row: A Hateley, M Kemp, M McDonald, Z Gentner, L Shah, A Velichkovski

Front Row: M Champion, E Thavixay, A Gangemi, S Hawkins



Morrisby Profiling

The Morrisby Profile is a career tool used to give students guidance to different career, course and subject opportunities available across Australia. It involves various timed aptitude tests as well as multiple personality, interest and work-style questionnaires, but the end result is worth it. The level of detail in the profile is incredible, outlining what your personal work environment might be, what your best skills and aptitudes are, and how this can all steer you towards certain career paths, subjects and courses.

I came to the Morrisby Profile a bit sceptical: every other career-based test I'd done had focused on what I was good at, rather than what I enjoyed, and I was confident that this one would be just like every other. But it wasn't. It wasn't at all. When I went through my profile with one of the Careers Advisors, I was surprised to find that, for the most part, the profile gave me a remarkably comprehensive outline of ideas and options available to me. Though, like every test, it had brief moments of "That's not me" or "Why would I ever want to do that?", for the most part I was astounded. It gave me a long list of careers, subjects and university courses I could do, but also allowed me to customise what was presented: would I rather have it focus on my interests? Or on what I was good at? Or even my personality? This measure of choice, along with the exhaustively detailed profile was what, for me, set the Morrisby Profile apart from other careers aptitude tests I've done in the past, making the whole experience incredibly worthwhile.

Lucy Howard
Year Ten

Art Education Victoria
presents



Inspiration

and

insights

to help you get ahead



Sharing the Art experience

I recently had the pleasure of attending the Kickstart conference at the National Gallery of Victoria. It is an Art Education Victoria initiative in partnership with the NGV that invites current VCE Art students and teachers to listen to presentations from high achieving students in the subject from the previous school year.

Onaya Peiris from the class of 2023 was selected to present at the conference this year. She was one of three students across the state chosen to represent the subject; Art Creative Practice, which we offer here at PEGS. She gave her insights about how to best navigate a folio subject at VCE whilst balancing her time across other subjects, and offered a range of tips about what to do and what to avoid. Onaya spoke with such enthusiasm, that she couldn't help but inspire the students and teachers in the audience. After the presentations there was a Q&A and a folio viewing, which further showcased Onaya's VCE artwork. Students and teachers were able to ask more specific questions which Onaya fielded with aplomb.

The Kickstart conference is a great initiative by AEV and the NGV. It gives students a voice to share their experiences from the year previous, and allows the current VCE cohort to gain valuable insight from those who have completed VCE Art already.

Onaya is studying Architecture at RMIT in 2024.

Andy Brown
Art teacher, Larkin Centre



Junior Leaders

At Penleigh and Essendon Grammar School, we believe in nurturing not only academic excellence but also fostering leadership qualities in our students. The process of appointing student leaders, across all areas of endeavour, reflects our commitment to developing well-rounded individuals.

These young leaders, who endured a rigorous selection process, will play a vital role in fostering a positive school culture, encouraging teamwork, and inspiring their peers to achieve their best. We are confident the following student leaders, for 2024, will exemplify these values, and contribute to the continued growth and success of our school community.

Congratulations to the 2024 Junior Boys House Captains:

Bradman: Lennox Redmond and Maxwell Scicluna

Elliott: Rafiq Downey and Ronan Choy

Reynolds: Alexander Li and Sam Aoun

Rose: Zachary Tam and David Mahwendepi

Congratulations to our newly appointed sport and music captains whose passion and commitment to their respective fields has been acknowledged. May their enthusiasm inspire others to reach new heights in musical and sporting ventures.

Swimming: Lucas Nguyen and Cruz D'Alesio

Junior String Orchestra: Ethan Nguyen and Wesley Nguyen

Junior Concert Band: Quayde Ritchie

Junior Choir: Gianni Capozzi

Congratulations to all our captains as they embark on this journey, to lead and inspire fellow students, and positively impact our school community. May their tenure be filled with growth, meaningful experiences, and enduring memories.

David Graham
Year 5/6 Coordinator, Junior School (boys)

Wacky Races at Junior Girls

During Term One, students in Year Four explored the properties of materials and their uses in the wider world. Through engaging in a range of experiments, they developed awareness and understanding of physics principles such as force, motion, and power. This learning culminated in students participating in Junior School Girls' annual 'Wacky Races' competition.

Students were provided a design brief that required them to use their knowledge of materials and their creativity and ingenuity to create a vehicle that was made almost entirely from recycled materials. A simple machine consisting of wheels and axles was used as a starting point, with ideas evolving for how to reduce friction and perfect the level of push force required to create the perfect prototype. Although each student created their own vehicle with which to compete, resources, ideas and discoveries were shared freely among competitors. As they worked through each stage of construction, students re-evaluated their design and developed an understanding of the processes undertaken when designing products for a particular purpose. An exciting part of the design process involved the use of Tinkercad, a program used by the students to create 3D elements for their vehicles. Numberplates were designed using Tinkercad for each car and were then manufactured using a 3D printer.

Year Four students celebrated their learning by inviting their parents and caregivers to attend the official 'Wacky Races' afternoon, where students presented their design process and, on the testing track, vehicles were put through their paces.

Carlee Yuill
Year 3/4 Coordinator, Junior School (girls)

Space to play

During the September holidays last year, two of the school's buildings on Fletcher Street were demolished. The buildings housed the Former Students' Association, Friends of PEGS materials and the school archives. The smaller red brick building had been recently used as a temporary music facility during construction of the new music house.

The demolition of these two buildings has created a significant parcel of land for additional play space at the Essendon campus. A large adventure playground has been installed complete with multiple climbing ropes, slides, monkey bars, sandpits and a ninja warrior course. This additional play space has transformed the playground at lunchtime and recess giving students increased play options and more space for ballgames and running.

Graeme Sharman
Head of Junior School (boys)



Meet Nell

Middle School students have welcomed Vision Australia Seeing Eye Dog, Nell, to classes this term. Nell accompanies her carer, Learning Assistant Fiona Marshall, to the Keilor East Campus two days a week. Her classroom manners are impeccable and students know the routine; harness on signifies work time for Nell, harness off, time for a break and maybe an opportunity for a pat from her many admirers.

Nell spent her first year with a volunteer puppy carer before moving on to the Seeing Eye dog breeding program. Selected for her ideal temperament, two year old Nell has already produced one litter of 11 potential guide dog puppies. She will remain with Fiona and her family at present, either continuing in the breeding program a little longer, or transferring to an intensive training program in final preparation for a role as a working guide dog.

Staff and former students with very long memories may recall that Nell is not the first Labrador to spend her days on campus. Sadie was a regular at McNab House early in the 1990s accompanying her owner and Physical Education teacher Louise McCorkell to school.

Helen Dapiran
Publications Coordinator



Small actions with big impacts

On Thursday 7 March, I had the privilege to speak at the Women in Tech Event, hosted by Cube Networks, and sponsored by Gallant Collective, Palo Alto Networks and Westcon Comstor.

I was honoured to speak alongside some amazing and inspiring individuals, including Daisey Stampfer (Group Executive at Superloop Ltd) and Indris Shamsi (CIO at RACV).

It was an unforgettable opportunity, where I was able to share my insights about the work experience program that I completed at Cube Networks last year and the issues girls face when considering a career in STEM. I shared how my work experience allowed me to understand the variety of career pathways in IT, and gave me the confidence to pursue a career in this area.

The event not only provided me with a platform to share experiences; but was also an enriching networking opportunity. It gave me the opportunity to engage with other high level business executives in the room, and hear diverse perspectives about various sectors within the tech industry.

This event focused on how 'Small Actions,' when it comes to empowering women in tech, can have 'Big Impacts.' On the panel I advocated for more opportunities for girls like me to have meaningful work experiences in tech so that we can see what we can be. I wish to thank Mrs Hammond from the careers area and Mr Simmons for their encouragement and support in arranging the work experience and attending the Women in Tech event.

Katie Avram
Year Twelve



STAFF - McNAB HOUSE

Row 4: Anne Watson, Barbara Deery, Alan Shipp, Yannick Jarnet, Brenton Harty, Graham Hickman, Sab Italia, Helen Dennett.
Row 3: Annette Scott, Helen Dapiran, Chris Lenz, Chris Papachristos, Tom Murphy, Gary Rees, Alon Kaiser, Denise Jackel, Christine Baldwin.
Row 2: Rosalind Seaton, Wendy Dalton, Russell Carr, Gary O'Meara, Mark O'Connell, Phillip Ponder, Geoff Gallus, Ken Fletcher, Tony Smith, Louise McCorkell, Anne Blake, Michelle Dijanesic.
Row 1: Judy Bennett, Joan Carr, Regina Culkin, Jacqui Airey, Jacqui Birt, Julie Pilling, Freda Forbes.
Front: "Sadie" the Dog Principal: Mrs R. Pierce Head of Section: Mrs B. Deery

CLASSIC





Midsumma pride march

PEGSEquals is the school LGBTQIA+ and allies student group. It creates a space in the PEGS community that encourages students to be themselves freely.

On 5 February, the PEGSEquals group hopped on a bus to St Kilda to participate in the annual Midsumma Festival Pride March. The day began with us meeting Penleigh and Essendon Grammar alumni who were previously part of and founded PEGSEquals. The PEGS community was well represented with school leaders, teachers and parents there to support us in the march and from the sidelines.

We proudly marched with many other schools, community groups and employers to celebrate Pride. In a world where discrimination is prevalent and it can be hard for people to find spaces that accept them, experiences like Pride are invaluable.

This march was a great way to represent the school and to show our support of the LGBTQIA+ community. The march was an important opportunity to celebrate diversity and created an important space for students to express themselves fully.

Joseph Chegade
Year Twelve



Chess Championships

On 2 January, my brother James (Year Nine) and I travelled to Adelaide to participate in the Australian Chess Championships, held at Glenunga International High School. The tournament had four divisions – Championship, Reserve, Major and Minor. James played in the Reserve division, while I played in the Major. I was originally ranked 11th seed out of 45 players while James was originally ranked 38th seed out of 59 players.

After 11 rounds over nine days of tough competition, I came equal second in my division, finishing on 8 points out of 11. James also came second in his division, finishing on 8 points out of 11. We are both very satisfied with our results as we both tried our hardest and played to the best of our abilities.

Participating in the Australian Chess Championships was an exhilarating experience that surpassed all expectations. I was able to play against many players from all over Australia, with different playstyles and strategies which challenged my skills and pushed me to elevate my game.

James had played against even stronger opponents, including the fourth seed, which was a very tough game. There were many ups and downs in the game but he was able to win in the end, which gave him the confidence to keep winning the rest of his games.

Overall, the mix of players, coupled with the well-structured event, made the entire experience thoroughly enjoyable and contributed to my growth as a chess player.

Matthew Arthur
Year Twelve





At the Nationals

At the beginning of the summer holidays I had the privilege of representing not only PEGS but Victoria at the All Schools Nationals Athletics Championships in Perth, WA. This was a first-time experience for me. I had never been to the nationals before, but having won at the state titles solidified my place at the nationals.

I was able to represent Victoria in the 100m, 4x100m relay, and the 200m. 8 December was a warm day with a hefty tail wind, allowing me to run times of 10.72sec and 10.80sec, but unfortunately my times were not quick enough to earn a podium place and I came fourth.

The 4x100m relay was one of the most enjoyable events of the entire calendar giving me the chance to run with three of my close friends, which was a special privilege. Unfortunately, we fell agonisingly short of third by 0.006 seconds. The 200m was the event where I made the trip count, and despite coming out of the bend in equal last place, I managed to pull myself back up to third in a time of 21.80sec, a personal best and a time I have since improved on.

I am very grateful to my parents for their support, as well as my sisters, extended family, and my friends from school. I would not have even had the thought of going without their support, let alone the possibility of winning a medal.

Luca Sebastiano
Year Twelve



AFLW draft success



Congratulations to Amy Gaylor (class of 2023) for being pre-selected by Essendon in the 2023 AFLW draft.

Amy, who was co-captain of our Girls First 2023 Football team, is a highly skilful and athletic player whose natural talent caught the eye of the opposition and spectators alike. Amy's speed, power and aerobic capacity combined with her silky skills and ability to play both as an inside and outside player, made her a highly desired player amongst AFLW clubs.

Within the school's program, Amy was not only a very talented footballer but also a very talented athlete. In her time at the school, Amy won multiple AGSV Championship events. These included the 100m, 200m 4x100m, long jump and triple jump.

We wish Amy all the best for her AFLW career.

Ben Bailey
Director of Sport



Back in the Swing of things

After the success of the 2023 *Meet the Musos* we welcomed our community again on 1 March. More than 150 parents, students, staff and friends thoroughly enjoyed the musical performances from more than 30 music staff. The programme of chamber ensembles and solos presented music of many genres and styles. The toe-tapping finale was the Staff Big Band directed by Peter Bohmer, with a rendition of *Feeling Good*. The evening was completed by refreshments in the convivial atmosphere of the Level 3 foyer and balcony.

The first students' concert of 2024 was Suzuki Concert One held on Monday 4 March in Limerock Hall. For many of the 35 young performers it was their first solo opportunity to play for their peers, family, friends and teachers.

On 19 March, for the first time, our Symphony Orchestra hosted the orchestra from Xavier College to rehearse together and perform a short concert for parents. Everyone enjoyed making music and new friends. We hope to have a reciprocal visit in 2025.

Amanda Rowarth
Director of Music



Welcoming the next generation

When the year begins, an influx of new Year Seven students joins the co-curricular Dance program at the Keilor East campus. At rehearsal, they quickly discover a variety of different dance styles, including hip-hop, contemporary, lyrical, ballet, and jazz; and discover many supportive new friends.

Within the program students are encouraged to collaborate with one another as well as with their choreographers; and regardless of their dancing abilities, students are welcomed and encouraged to experiment and have fun!

For Ajda Kemal-Yates (Year 7), the best part of the 2023/24 Summer Dance season was being able to meet and become friends with students across all different year levels. Anthea Vassilakopoulos (Year 7) loved being able to express herself through dance while meeting lots of like-minded people. For Chloe Dang (Year 10) and Paige Ngo (Year 10), they enjoyed the non-competitive nature of dance rehearsals as opposed to sporting matches.

The end-of-season Dance Showcase provides students with the opportunity to perform their routines in front of a live audience. For many within the dance program, this is a personal highlight as they are able to see their weeks of hard work come to life.

Whether they are hoping to pursue dance as a career in the future, or are just wanting to have a bit of fun, students within the Summer Dance program are able to walk away with an appreciation for dance as a form of creation, expression and art.

Helena Kayalicos
Performing Arts Assistant



From the Archives Brigid Cooper Archivist

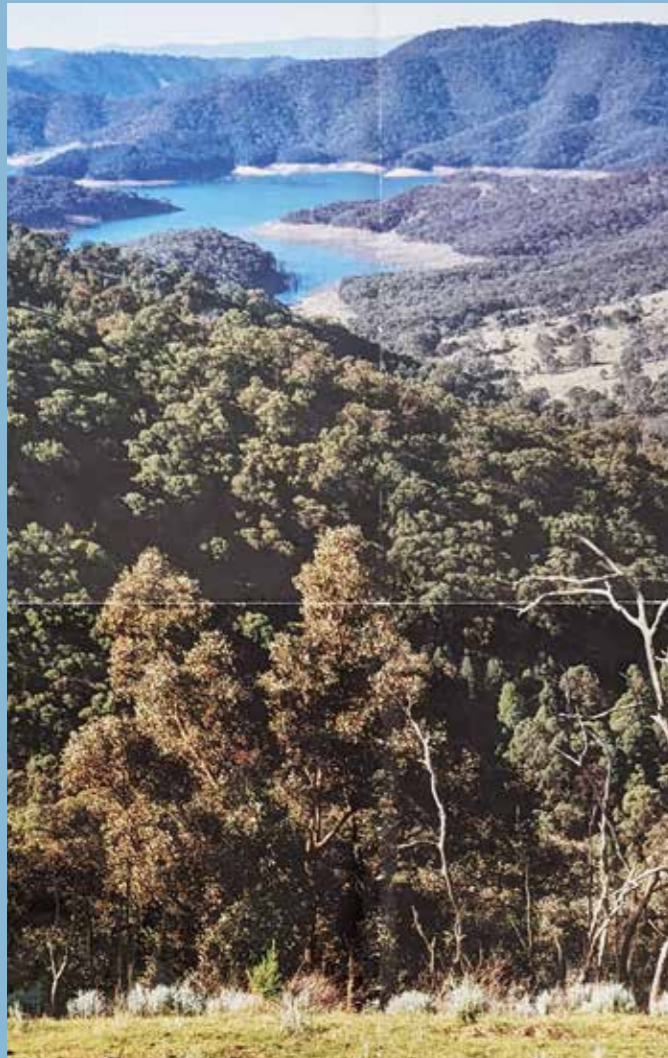
Eildon Camp – Forty Years

In 1983 the School bought a property and established a new Camp Site for PEGS students. Known as Eildon Camp right from the start it looked very different to the Eildon Camp of today.

The Principal, Rev HR (Bert) Stevens, knew the site needed some development, and told families at Speech Night in 1983 that he was keen for students and parents to be involved:

The new site not only raises potential for our work, but offers young people a challenge to be part of an interesting development. I believe that the camp should be developed not by any great army of carpenters or such going down there. I believe it should be developed by the activities of the young people in concert with our parents, and we believe this will be the beginning of a new programme of leisure and outdoor activities.

Lake Eildon in 1984 – the top half of a large PEGS poster – also photographed for the last forty years by PEGS students. (PEGS Archives [PEGS03332])



The first student group to brave the Eildon Camp - Year 10M 1984 – they erected four large army tents, each accommodating ten students. (PEGS Archives [PH07347])



Year 10M Camp 1984 - Mr Mike Mihaljcek and students turning old timber fencing into seats and tables. (PEGS Archives [PH05606])



Eildon Camp 1984 – a basic shower was built from raw materials. (PEGS Archives [PH04216])



The Principal's Report from the Speech Night 1984 program gives a summary:

The introduction of an outdoors education programme was a major innovation this year. Year 10 boys had the privilege of being the first student group to attend the camp, and were primarily responsible for the establishment of a camp site under the guidance of Mr Mihaljcek, Mr McIntyre, Mr Mullins and Mr Bates. The students attended the camp with their form teacher and two other teachers. The main purpose of the programme is to introduce students to bushcraft, camp planning, canoeing, fishing, hiking, catering, safety and survival techniques, map reading, adventure and initiative activities. Field studies in science, art and geography are also held. Special thanks go to Mr Kevin Armstrong for his valuable assistance with each camp and for his work during the staff in-service programmes.

The boys were enthusiastic about their new learning opportunity! Here's a Yearbook write-up by an anonymous member of the first group – the Year 10M boys.

10M Camp

They said it would be hard work and they were half right. It was extremely hard work. Our first view of the camp site was after a strenuous half hour descent from the house. (I use the word descent because I'm sure I noticed Edmund Hillary and Sherpa Tenzing on the way down). It was about 12.30 p.m., very hot and my blisters were having a good time. I stared across the empty sheep yards at what was to be the site for ours and future camps. But where were the workers, the brickies labourers needed to construct our home away from home? The sight of Mr Mihaljcek carrying picks and shovels soon dispelled all hope of relief.

We commenced the arduous task of erecting tents, constructing a table and seating facilities, digging a latrine and scraping the area around the tents before relief(?) came in the form of tea. Salad was a wonderful choice for the first day, the second day, the third day ... Mr Bates and Mr Mullins hadn't read many cook books.

During the rest of the week I came to understand what teachers meant by "need to concentrate more" – this was a concentration camp! Day two to five were spent clearing Victoria of all dead wood. For those fortunate to have the 4WD life wasn't too difficult. However for a band of not so fortunates, pulling trees out of the ground with bare hands proved tiring as well as painful.

Leisure time was spent mainly at the lake where swimming and canoeing took place (when the water wasn't infested with "amphibians"). Mud wrestling proved popular also. Hikes weren't received well, particularly vertical ones.

By day five most students were moving in slow motion and Mr McIntyre and Mr Mihaljcek finally got that hot cup of coffee with sugar and milk. Euan Murphy was eating well again after the initial shock of maggots and all agreed it had been a great week.

The first girls at Eildon Camp 1984 – Year 9S down at Lake Eildon. (PEGS Archives. Donor: C Todd (Wicks) [PH08631])



The first girls at Eildon Camp 1984 – Year 9S with Miss Rosalie Sheppard. (PEGS Archives. Donor: C Todd (Wicks) [PH08623])



PEGS Former Students Association and Business Network

2024 Events

FSA Reunions

- Class of 1989 35 Year Reunion - TBC
- Class of 1984 40 Year Reunion - TBC
- Class of 1973/1974 50 Year Reunion - TBC

In order to hear about upcoming reunions please make sure we have your recent contact details by emailing us at fsa@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.

LinkedIn

PEGS Business Network's specific purpose is to connect all members of the PEGS community in business, creating opportunities for collaboration and growth that benefit the community as a whole. 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. If you are a Former Student, be sure to find your Facebook 'PEGS Class of ' closed group to stay in contact with your peers and get regular updates on reunions and other PEGS Community events.

Announcements

DEATHS

Robert Becher (Class of 1988), brother of Annette (Class of 1990) on 17 February 2024, aged 54.

Eleanor Margaret Pugsley (PEGS Board 1988 – 2008; PEGS Development Foundation 2009 - 2018) mother of Andrew (Class of 1979), Susan (Class of 1981), Janice (Class of 1982) and Meron (Class of 1991), mother-in-law of William Korevaar (Class of 1982) and Michael O'Brien (Class of 1983), grandmother of Lizzie Korevaar (Class of 2012), Steven Korevaar (Class of 2014), Harry O'Brien (Class of 2018) and Leo O'Brien (Class of 2021) on 22 February 2024, aged 85.

Lynda Skennerton (Mrs Lynda Burrell / née Wilson) (PPLC Class of 1968 / PPLC Staff (Music) 1974 - 1979), on 17 January 2024, aged 73.

PEGS Teddy Bears

Get your teddy bears dressed in the PEGS Summer Uniform now!

The Former Students' Association & Business Network is selling PEGS Teddy Bears dressed in the PEGS summer uniform. At a cost of \$80 each they are an ideal gift for those starting in Kinder or Prep or for those finishing Year 12 as a graduation present. Email fsa@pegs.vic.edu.au for an order form now!



2023 PEGS and Former Students' Association Golf Day

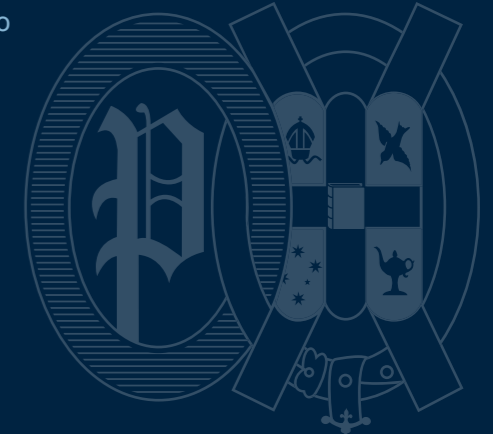
The PEGS and Former Students' Association Golf Day was held on Monday, 18 December 2023 at the Northern Golf Course in Glenroy.

Over 70 participants including school suppliers, staff and former students enjoyed a fantastic day on the greens followed by an impromptu Q&A with the current Australian Senior Amateur champion James Lavender (PEGS79) in the clubhouse afterwards.

The overall winner of the Ambrose competition was the team from Suntax.

A thank you to the businesses and school suppliers for their support and respective donations that helped to make the event a resounding success. These included:

- Abound Paraglanning - Richard Brown
- A Grade Cleaning Supplies - Walter and Maryanne Carraretto
- Ace Floors & Coating – Jason Tully
- Ambassador Air Conditioning Services – Ian Smith
- Calder Property Services – Michael Portelli
- Centorrino Technologies - Adam Centorrino
- Character Built – Jesse Creasey
- Gray Kinnane Planning – Andrew Gray
- Office National – Richard Bell
- Pink Noise Audio – Rodney Beuthin
- Reflex Technology Group – Bea McDonald
- Ryan Bros. Bus Service – Daniel Zampatti
- 13 Concepts Finance – Anthony Banadinovich



Proceeds from the day saw nearly \$14,000 contributed towards the School's Financial Hardship Fund.

Special thanks for organising the event and for helping on the day to Olivia Aylett, Di Durrington and Cameron Evans.

Mina Pitliangas

Director of Finance



Winning team (L-R: Tom Russell, Andrew Gardiner, Brent West and James Lavender).

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. The last few months have seen reunions from 1994 and 2004 held at Penny Young in Moonee Ponds.

Thirty year reunion - 1994



Twenty year reunion - 2004



Friends of PEGS

2023 End-of-Year Luncheon

Guests at our FoPEGS End-of-Year Luncheon were greeted upon arrival in the glamorous Fior courtyard by a string quartet comprising our cherished PEGS music teachers – Rumiko Saka, Nicole LoBartolo, Monica Edwards and Derek Hawkins – who set the scene for an afternoon which concluded our 2023 events in a stylish manner.

The Baker Boys Band welcomed all into the main room with great music bopping the event energetically along, while guests were reacquainted with old friends and mingled with new friends. A sumptuous two course meal was followed by a decadent dessert bar accompanied by an ice-cream van, much to everyone's delight.

Various raffle prizes, silent auction items and gift bags were taken home at the end of the day by a joyously charmed and entertained crowd.

Movie Night

On the evening of Friday 23 February, at the Essendon Campus, families and friends huddled together with picnic rugs spread and cushions fluffed, as we hosted our annual FoPEGS Movie Night.

Pete's Dragon filled the screen and delighted young and young-at-heart whilst the food trucks kept everyone happy. FoPEGS embraces the gathering of family and friends for a group huddle in a shared entertainment experience. We look forward to many more family events in 2024.

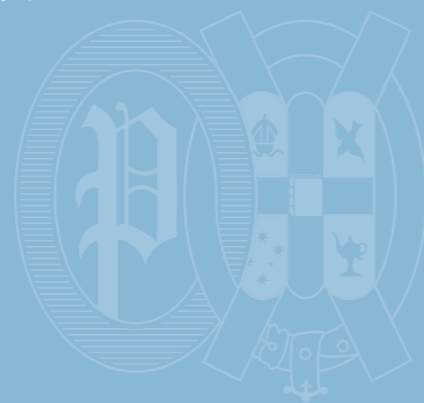
Enriching the life of the school

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 2024, we would love to hear from you. For more information, please contact Lyn LoMoro: 9016 2183 lyn.lomoro@pegs.vic.edu.au

FoPEGS Events in 2024

Thursday 9 May	Mother's Day Stall Junior School (girls)
Friday 10 May	Mother's Day Stall Junior School (boys)
Thursday 29 August	Father's Day Stall Junior School (girls)
Friday 30 August	Father's Day Stall Junior School (boys)
Saturday 12 October	Craft Market
Friday 29 November	End-of-Year Luncheon



2024 Dates for the diary

April

- 16 April – Term Two begins
- 19 April - Big Blue Bonanza
- 23 April – String Concert One (Secondary)

May

- 1 May – Thinking Seminar Two
- 2 May – Brass Concert
- 3-5 May – Generations in Jazz
- 9 May – String Concert Two (Primary)
- 13 May – Suzuki Concert Two
- 23 May – Major Concert One
- 29 May – Major Concert Two

June

- 3, 4 June – VCE Recitals
- 18 June – Major Concert Three
- 20-22 June – Drama Production
- 25 June – Major Concert Four
- 28 June – Term Two ends

July

- 16 July – Term Three begins
- 23 July – Thinking Seminar Three
- 24 July – Guitar Concert
- 25 July – Piano Concert Two (Primary)
- 28 July – Winter Dance Showcase
- 29 July – Suzuki Concert Three
- 30 July – Composition/Music Tech Concert

August

- 5 August – Percussion Concert
- 7 August – Vocal Concert
- 8 August – Brass and Percussion Concert
- 14 – 17 August – Musical Production (Anastasia)
- 27 August – One School Day
- 29 August – Woodwind Concert

September

- 2 September – Suzuki Concert Four
- 5 September – Concerto Concert
- 9, 10 September – VCE Music Performance (Unit 4)
- 13 September – Term Three ends

October

- 7 October – Term Four begins
- 8 October – VCE Visual Arts Viewing
- 12 October – Craft Market
- 16, 17 October – VCE Music Performance (Unit 2)
- 21 October – String Concert Three
- 22 October – Valedictory Dinner
- 24 October – Piano Concert Two
- 28 October – Suzuki Concert Five

November

- 4 November – Mid term break
- 12 November – Junior Brass and Percussion Concert
- 18 November – Suzuki Graduation Concert
- 26 November – Primary School Concert

December

- 9 December – Carol Service
- 11 December – Term Four ends

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

