



PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

June 2024



From the Principal

Our school theme for 2024, 'What do we stand for?', challenges us to consider the values, principles, and commitments that define our school community and guide our actions.

This edition of *Altior et Sapientior* encapsulates this theme through the myriad activities and achievements of our students. From the concert performances that highlight the dedication and talent of our musicians to the leadership roles our students undertake in drama productions, to the success of our students on the sporting field, each story is a testament to our commitment to excellence, collaboration, and personal growth.

Our recent Colours Luncheon, which celebrated the work of student leaders, centered around discussions of leadership, culture, and the importance of standing up for our values. As echoed by one of our School Captains, Ella, the luncheon was a powerful reminder that creating a positive culture requires not just words but actions that reflect our deepest convictions. These themes are also evident in our Junior Schools, where students considered the importance of empathy, resilience, and integrity through leadership programs.

Our students' participation in the Evatt competition and the achievements in public speaking further illustrate our dedication to fostering critical thinking, diplomacy, and effective communication. These experiences not only prepare our students for future challenges but also reinforce the importance of standing for truth, fairness, and respectful dialogue.

Moreover, the examples of students engaging with First Nations perspectives, from Kindergarten to Camp, along with recognition of IDAHOBIT Day, illustrate our unwavering commitment to inclusivity and diversity. Educational research consistently highlights that a diverse and inclusive environment enhances students' empathy, critical thinking, and social responsibility. By integrating Indigenous perspectives into our curriculum, we deepen our students' appreciation for the rich histories and contributions of First Nations peoples, fostering a respectful and inclusive atmosphere. Additionally, our students' engagement with initiatives addressing homelessness reflect our commitment to social justice, and promoting compassion.

As we move forward, we continue to stand for integrity, respect, and growth. We support one another in our endeavours, celebrate our achievements, and remain steadfast in our commitment to making our school a place where every individual feels valued and empowered to succeed.

Kate Dullard



The life of the school

A school like ours stands for many things, but right at the centre is the pursuit of learning.

Our academic program is challenging, with high expectations, accompanied by high support, a cornerstone of our approach. This learning journey can be uncomfortable, as students wrestle with French poetry, chemical reactions, historical sources, drama performances and mathematical equations, but it also leads to the greatest gains. And along the way all of our students are well supported, by their teachers, by their Student Coordinator and their Year Level Coordinator, and by each other.

We have always been a school that recognises that what happens in the classroom is just one element of the 'life of the school'. Research confirms that students who are connected to and in their school, have a better time and actually do better at school, and our program provides a vast range of opportunities to make these connections.

Cocurricular chess, dance, drama, music and sport are complemented by extension and enrichment activities almost too numerous to mention. Just this term we have seen students come together at House events like the Athletics Carnival and charity days to support Djirra and GIVIT; advocate for change at the Social Justice Forum; argue resolutions at the Model UN; apply their problem-solving skills at the da Vinci Decathlon and Maths camp; and reach out to our broader community through 9ERs.

Lev Vygotsky noted that "students grow into the intellectual life around them", and at our school it is a life full of challenges, opportunities and support.

Anthony Simmons
Head of McNab House

Colours Luncheon

Amidst the hustle and bustle of a busy year, we took great pride in celebrating and acknowledging the work of both student leaders and leadership staff at the annual Captains/Leaders/Colours Luncheon. Intended to provide a forum for discussion about what it means to be a leader, over the course of the luncheon we spoke to the importance of embracing difficult conversations, leading in a way which embodies our personal values and reflects those of the School, and how regular, open and honest communication is invaluable in leadership, and in life.

The central theme of this year's discussion, echoed by speakers and around lunch tables, was the creation of culture and all its complexities. As senior students, it is important to recognise that our actions set the tone for younger year levels to follow, and it was encouraging to be surrounded by a room of students eager to embrace that responsibility with open arms. As was often reiterated, words aren't enough to create tangible difference, legacies are instead built upon the actions of those unafraid to make themselves vulnerable in standing up for what they believe.

In the year of 'What Do You Stand For?', it was inspiring to be part of a room of people who stand every day; for their values, for our School and for each other, and we know that this sentiment is something that we intend to carry through our remaining time at the School, and beyond.

Ella Nunan
School Captain



Embedding Indigenous perspectives

Nurturing Indigenous perspectives at a young age supports children to develop a deeper respect for the histories, traditions, and contributions of Indigenous communities. It plays a crucial role in shaping understanding, respect and appreciation for different cultures, as well as creating a more inclusive and culturally rich learning environment that fosters empathy, promotes diversity and cultivates a sense of belonging among all children.

At PEGS Kindergarten, there are many ways in which we strive to embed Indigenous perspectives into our educational programs. Apart from ethically sourced resources, often found in early childhood spaces, such as Indigenous storybooks, songs and play resources, we also provide intercultural spaces where Western and Indigenous knowledge systems work side by side. For example, including possum skins in our home corners as baby wraps and blankets, or providing Indigenous symbols in our art areas inspires children to create their own symbols and systems of communication.

We place value on supporting the children to develop their own Acknowledgement of Country each year; a statement that is meaningful to the children and shares their understanding and value of respect, land and relationships. Connection to nature is another way we embed Indigenous perspectives within our programs. Looking after our land comes with a sense of responsibility, respect for the environment and an understanding of interconnectedness with nature.

By embedding authentic Indigenous perspectives into our educational programs, educators not only promote cultural diversity but also instil values of respect, empathy, understanding and a pathway forward for reconciliation, leading to a more equitable and harmonious future for all.

Lauren Olcorn
Director of Kindergarten

A group of five young girls in school uniforms are gathered around a rolled-up paper, looking at it with interest. They are in a classroom setting with colorful posters on the wall in the background. The girls are wearing dark blue and yellow school uniforms.

Emerging leaders

In Term One, Year Six students participated in a day designed to foster their leadership potential and ignite their passion for making a positive impact. A budding group of leaders is emerging!

During the program our students delved deep into the essence of leadership. They explored qualities that embody a good leader, reflecting on attributes like empathy, resilience, and integrity. In engaging discussions, they shared insights into what kind of leaders they aspire to be, recognising their unique strengths and areas for growth.

Guided by engaging presenters, our students were immersed in a series of interactive activities aimed at self-discovery and empathy-building. From team challenges to reflective exercises, each activity provided a platform for students to gain a deeper understanding of themselves and others. Through these experiences, they cultivated valuable skills such as effective communication, teamwork, and decision-making—essential pillars of leadership.

As the programme unfolded, it became evident that our Year Six students were not just participants, they were emerging leaders. With each activity and discussion, they embraced the opportunity to grow, challenge themselves, and inspire those around them.

As they continue to evolve and by example lead our younger students, we have every confidence that our Year Six cohort will leave an indelible mark on our school community and beyond.

Brett McQueen
HPE and Sports Coordinator, Junior School (girls)

ANZAC Commemoration

To complement their focus on the profound cultural importance of Anzac Day, Year Three students represented PEGS at Melbourne Legacy's 92nd Annual ANZAC Commemoration for Students.

The ceremony was held in the shadow of the Shrine of Remembrance, with the Governor of Victoria, the Honourable Margaret Gardner AC providing an address that highlighted to all in attendance the sacrifices made by the ANZACs to ensure the peaceful future enjoyed by all Australians today.

Developing an understanding of the history of Australia and the connections within our PEGS community was a focus of the learning undertaken by students this term. They gained insight into the traditions, facts and folklore of ANZAC Day and the many real-life stories of sacrifices and heroism of everyday Australians, including members of their own families.

Year Three students, Maeve and Reena, were selected to lay a wreath at the Eternal Flame, representing all students, staff and families of our school. The Eternal Flame represents the belief that if the flame doesn't die, neither will the memory of the fallen.

The culmination of the students' learning came when they hosted the annual ANZAC Day commemoration at Moonee Ponds campus. Developing an understanding of the importance of making sacrifices for the good of others, the importance of working together and standing up for what is right are the values and ideals that embody the ANZAC spirit and are those that we hope our students will take with them throughout their lives.

Carlee Yuill
Years Three and Four Coordinator, Junior School (girls)



Point Lonsdale field trip

On Friday 22 March, Year Eight students from Gottliebsen House ventured to Point Lonsdale to investigate coastal landscapes and coastal management strategies. Specifically, we were researching three beaches nearby and identifying how they were formed, used and managed by locals or visitors to the area.

Site One was the front beach at Point Lonsdale which is frequented by families and tourists. We were able to identify that longshore drift plays a big role in destroying the natural coastline and the local Council had implemented groynes, sea-walls and rock armour to ensure that it can be used by people for years to come.

At Sites Two and Three soft-engineering strategies (natural strategies) were used to maintain the beaches. Site Three was home to sand dunes that were managed through beach nourishment and the planting of local shrubs. We also completed a sketch of the lighthouse at this site.

The information and data gathered on the day will be used to complete a fieldwork report which will help us decide which strategies are working effectively in the area and which site is managed the best overall.

Ryan Kow
Year Eight, Gottliebsen House



Plain English and Evatt success

From tough bargains in the negotiation chamber, to triumphant successes in passing resolutions, the Evatt in Schools event was an unparalleled experience for more than 30 PEGS students.

Evatt is a competition which gives students the opportunity to represent countries and role-play the United Nations Security Council. Bringing together future diplomats, politicians and public speakers from the Larkin Centre, and for the first time, Year Tens from McNab House, pairs of students represented a country to tackle global issues from their country's perspective.

There were light-hearted moments, with new delegates accidentally exposing their closest allies, and tense moments, with everyone on the edge of their seats, waiting to hear if China would use their veto power in the final resolution.

UN Youth Schools Director James Sun heaped praise on our students, saying the standard of debate and discussion was of "a very high standard".

In other news, Year Twelve Student Mustafa Hamdan won the State Heat of the VCAA Plain English Speaking Award, held at the Larkin Centre. This competition gives students from across the state an opportunity to test their public speaking skills in a prepared and impromptu debate.

Students from Scotch College, Strathmore Secondary College and PEGS presented speeches on topics ranging from the 'Gender Pay Gap' to 'Why We Laugh'. Mustafa's winning speech, titled 'Where is the line?', was about the nature of violent protests. Mustafa progresses to the State semi-final at State Parliament.

Simran Kaur

Captain of Performing Arts and Speaking

Model UN

A few weeks ago a group of Year Ten students at McNab House participated in the Model United Nations with Evatt in Schools, a program that UN Youth Australia runs for students in Years Nine to Twelve. Although there are various competitive Model United Nations events, the one we participated in was not competitive. Each country had two delegates and I was a delegate for Slovenia. There were two resolutions discussed, one was given to the teams just over a week before the event, providing time to prepare, and the other was released on the day with twenty minutes preparation time.

At first, we mostly sat back and observed as the Year Eleven and Twelve students were very well prepared for the first resolution, the unprepared second resolution was a more even playing field. Since no one was prepared for the second resolution, we were much more confident and even put forward an amendment which was passed. It was fun watching other countries ask each other questions and debate issues.

Overall the day was a good learning experience as I am a debater. It is something I would do again.

Olivia Russo

Year Ten, McNab House

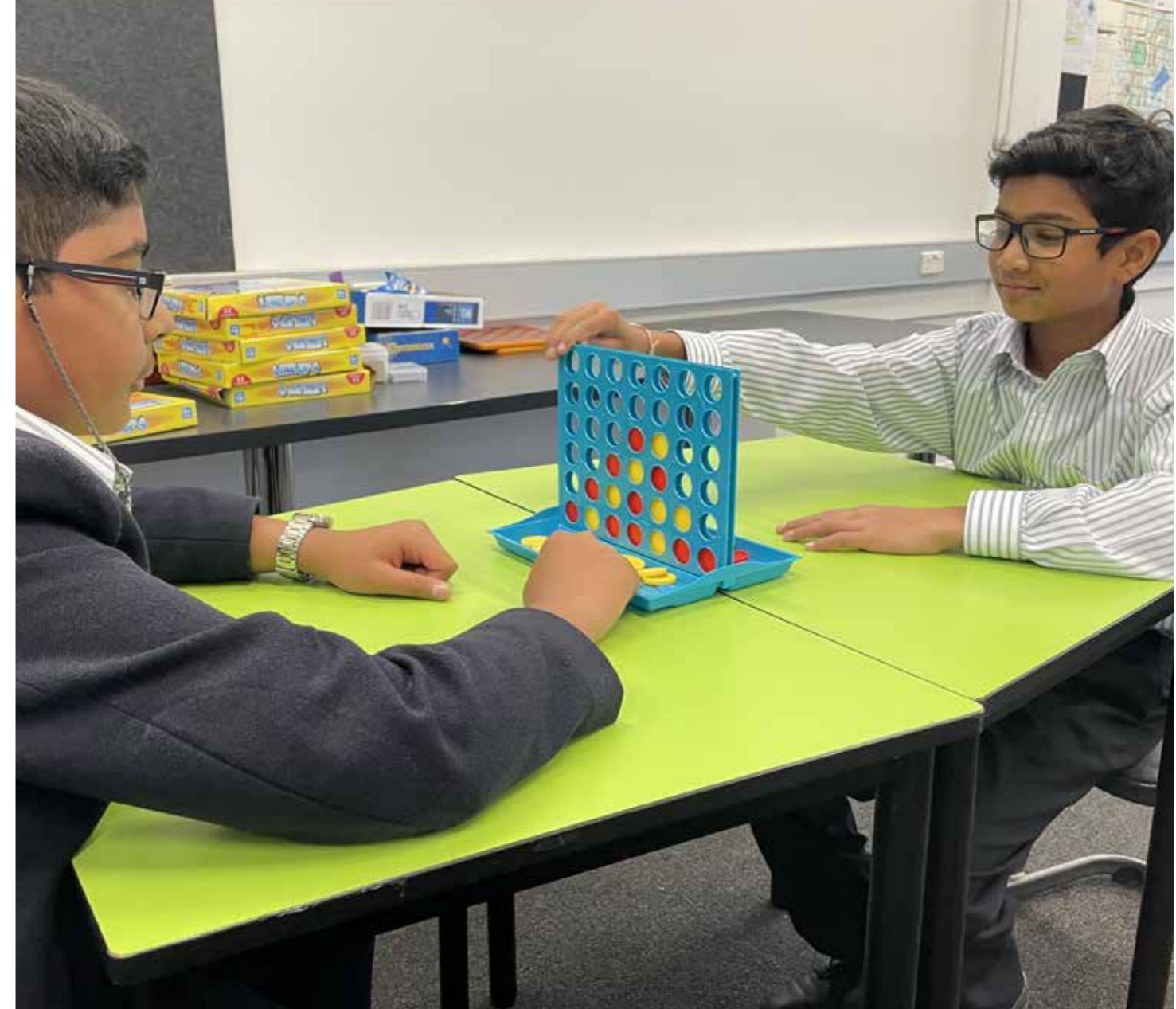
Down on the farm

The Preps enjoyed their first school excursion early in Term Two. The much anticipated bus ride was certainly one of the highlights for the boys, and all of the teachers agreed it was a much quieter ride on the way home, after a full day of exciting hands-on learning.

Making their General Studies unit come to life, the students observed what living things need to survive at the farm. They investigated the shelters of different animals, thoroughly enjoying the muddy pig pen and collecting fresh eggs from the chicken coop. They learnt about what people use these farm animals for, even getting the chance to milk a cow and churn butter by hand. The students experienced the different external features of animals when feeding goats, sheep and ducks by hand, and were extra gentle when holding baby guinea pigs, chicks and rabbits in the nursery. The boys bravely donned their helmets for the pony ride and responsibly assisted with farm chores such as pooa scooping and riding on the tractor. Farm Sport was another highlight of the day, in which students played tug of war and enjoyed egg and spoon races.

The farm staff and teachers proudly agreed that the boys demonstrated exceptional listening skills, took turns and used beautiful manners throughout the day. The farm excursion is sure to be a special Prep memory for the cohort of 2024.

Natasha Mitchell
Prep Coordinator, Junior School (boys)



The Common Room

During Term Two the Year Seven Common Room has been a hive of activity with games and competitions run by the Form Captains. The options include chess on Mondays, UNO on Tuesdays, and Connect Four on Wednesdays and Thursdays. But every day is games day in the Common Room!

It is exciting to see people having fun as they begin making new friends. The organisation is simple; students finish their lunch then come into the quiet Common Room and pick a game. The Form Captains help everyone find a partner to compete against or help them learn a new game. As play commences students can talk about their Saturday sport or anything else that interests them. In this way the Common Room becomes a hub for new friendships and provides opportunities for everyone to meet other Year Seven students whom they might not ordinarily cross paths with in the usual daily activities. They may just find their new best friend.

Games like those on offer provide the perfect opportunity to make friends or maybe discover a new talent. All Year Seven students are welcome; they can play for fun or they can compete in the tournaments and really unlock that competitive spirit in themselves.

The warmth of the Year Seven Common Room is the perfect place to spend the brisk winter lunchtimes, so we encourage all Year Seven students to visit the Common Room and enjoy your games.

Neil Aruliah, Alvin Guo and Bailey Lister
Year Seven, Gottlieb House



Year Nine electives

Every school year presents both challenge and excitement. There's a new Form group and different classes with different students and teachers. This change is an amazing opportunity to build new connections and brings with it excitement and new experiences.

Year Nine has given me multiple opportunities, especially regarding elective choice. From the wide range of subjects offered, six can be chosen. They include electives in Art, Business Studies, Drama, Geography, ICT, Languages, Music, Physical Education and VCD. In our six choices, we are required to include at least one Art elective and a language other than English.

9ERs is also a great way to be exposed to real-life experiences and try activities that we may not have tried before. Electives are not grouped by Form classes which means we get a chance to talk to new people and make even more connections. Stepping out of our comfort zone allows us to build confidence, develop our resilience and better understand the world we live in. The elective program is also a great way to understand which areas of study we enjoy most. With the many options that are available to us, we have the opportunity to try a wide variety of subjects.

Year Nine electives have added a new element of excitement and engagement at school and I can't wait to try even more subjects next year.

Chloe Dang
Year Nine, McNab House

Outta this world

Taking our learning beyond the classroom walls is always our aim, and it is exciting when students have a chance to learn new information and make links with their existing knowledge.

As part of the Earth and Space Science unit, Year Two students at Moonee Ponds ventured out to Scienceworks. In the Planetarium, they enjoyed the reclined seats to view the night sky and discovered the names of many constellations from a First Nations perspective. These budding scientists, and perhaps future astronomers, were thrilled that the expert host was a PEGS alumnus.

There were gasps and 'ah ha' moments in the following week when the students read *Awesome Emu* by Greg Dreiss, retelling the Dreaming story of Dinewah, that became Djiraboo Dinewah, also referred to as The Milky Way. Their information report writing was enriched by included facts gained from watching 'Tyco goes to Mars' on the excursion.

During a parent engagement opportunity, families were taken to other planets with a coding app called Scratch Jnr and delighted in being part of a science fiction narrative, complete with images of astronauts, featuring their own faces.

Culminating in an 'outta this world' dress up experience at the end of term, student learning in Year Two is happening in and out of our classrooms, and what a joy it is.

Kylie Hammond
Years One and Two Coordinator, Junior School (girls)



IDAHOBIT Day

On 17 May, Penleigh and Essendon Grammar School recognised IDAHOBIT Day, the International Day Against Homophobia, Biphobia and Transphobia. An assembly with the Year Eleven cohort was held to highlight the experiences that many LGBTQIA+ people face. During this assembly, Jackie and Stella, two of the student leaders, spoke about allyship and how to support LGBTQIA+ peers at school. Following this PEGS alumnus and guest speaker Sean Towner spoke of his experience of homophobia during his time at high school and the mental health struggles he faced, reminding us all how important it is to be an ally.

At recess, the PEGSequal group, along with others from the school community, joined in on a fun activity using colourful chalk to decorate the stone path in the Larkin Centre! The students and teachers worked together to colour the space with pride flags and inspiring messages, as well as queer historical and literary references to show their pride and spread joy across campus. IDAHOBIT Day was a great reminder about the devastating impacts of bigotry, as well as the importance of allyship and love triumphing over fear.

Joseph Chehade
PEGSequal Leader

Year Six visit Canberra

Canberra is a city rich in history, political significance and wonder. Earlier this term, our Year Six students were fortunate to visit Canberra on a four-day camp with an action-packed itinerary.

As the students and staff eagerly departed Melbourne on the brand new Qantas Airbus A220, a buzz of excitement spread through the entire cohort who were ready for the journey ahead.

In support of their General Studies curriculum, students visited Parliament House, Government House, Old Parliament House, the Electoral Education Centre and the War Memorial. Students were awed, by not only the impressiveness of the architecture, but the significant insight into the inner workings of both democracy in Australia and the Australian political system. In addition to this, the War Memorial provided opportunity for students to reflect upon the substantial sacrifice many Australians have made for their country after hearing firsthand accounts of returned servicemen and servicewomen.

Visits to the National Archives and National Museum of Australia provided opportunity for students to explore Australia's diverse cultural heritage through both guided tours and interactive exhibits, including a multi-screen interactive wall where students were able to examine historical artefacts, photographs and transcripts at the touch of a button.

Further highlights included visits to Questacon, CSIRO and the Dinosaur Museum where students were able to think creatively, use innovative technology to solve problems and unleash their passion for science, technology and nature. Who could forget the Free Fall vertical slide simulating the weightlessness of zero gravity?

The Year Six Canberra tour was filled with wonderful memories and provided a deep understanding of our nation's capital.

Meredith Adams
Deputy Head, Junior School (boys)



Young Women in Aerospace and Defence

Last school holidays we were fortunate to participate in the Young Women in Aerospace and Defence programme at RMIT University. This program ran for five days and was open to girls in Years Seven to Twelve, via application. It provided opportunities to learn about engineering, IT, and STEM.

The first stage of the program was an introduction to the RMIT engineering online workspaces. This consisted of classes and lectures, from student helpers and tutors on how to use the programs to design model rockets and 3D printed items. We worked in small groups to learn basic principles of flight and dynamics, and how to implement them into our own rocket designs. On day three, we visited HMAS Cerberus naval base to learn about the practical uses of electrical and mechanical engineering in defence. We met several experts in the field, and were able to observe navy training exercises. On the fifth day we spent time at the Bundoora RMIT campus, testing and flying our own model rockets in friendly competition with each other.

Overall, this was an incredible and rewarding experience. Not only were we able to learn about the field and future technologies, we were also able to meet other young women interested in this area and build connections across schools.

Abigail Hammond and Reet Gill
Year Nine, McNab House



Building knowledge through rich experience

The classroom and playground provide our students with many opportunities to grow their curiosity, apply their knowledge, change their thinking and develop a whole new set of wonderings. Incursions and excursions provide another purposeful setting in which our students can enhance their learning.

In Prep, these types of rich experiences are a favourite for the students. From their first bus ride to Church, to a full day at Bundoora Farm, the students always approach these activities with an incredible level of curiosity. There are always many questions, and occasionally a little bit of anxiety, about what the day will involve. However, once the bus is moving, nerves rapidly disappear and the excited chatter begins.

The Preps' recent trip to the farm was an excellent example of the value of an excursion. Whilst our unit of work titled Staying Alive ensured much learning had been done in the classroom, the farm allowed students to reflect and see their learning in action. The students enthusiastically mixed hay and manure and transported it to the garden beds, planted their own seeds in biodegradable pots, observed an enormous pumpkin being freshly picked from the garden and, later, observed patrons in the café enjoying a steaming bowl of pumpkin soup. The animal pens sparked discussion about appropriate use of animals. The Preps wondered if they could ride the shy Shetland pony or take home a baby goat.

Whilst the bus ride home is very quiet, each seat filled with a satisfied yet tired child, it is certain that there would be a lot of interesting conversation around the dinner table that night.

Amelia Turner
Prep Coordinator, Junior School (girls)



'The Big Issue' of homelessness

Year Ten boys recently had the opportunity to visit the Melbourne CBD and explore the pressing issue of homelessness affecting our city. The visit significantly impacted our understanding and commitment to addressing this critical problem.

During the visit, we met with members of 'The Big Issue', an organization dedicated to helping homeless people earn money by selling their magazine. Each copy of 'The Big Issue' contains articles, recipes, and information about its vendors across Australia. We heard the inspiring story of Shane, who has experienced homelessness at various stages of his life. After losing his job and family, Shane was left without a safe place to stay. With the support of his housing worker, he moved into a safe environment and is now married. His story highlights how awareness and support can transform lives.

We also spoke with a member of 'The Intersection', an organisation that works to create social change. We engaged in meaningful discussions about homelessness and learned shocking statistics that broadened our perspective. Additionally, we learned about the work of the Collins Street Baptist Church community and their efforts to provide shelter for homeless people found sleeping on the front steps of the Church.

We learned the importance of raising awareness about homelessness. The visit inspired us to think more deeply about homelessness and reinforced our commitment to making a positive difference in our community.

Max Trogrlic
Year Ten, Gottlieb House

It can be easy to forget that there are many people in the world who are not as fortunate as us. Thousands of people every year experience homelessness due to circumstances such as unemployment, mental illness, physical disability, drug addiction or family breakdown.

As part of 9ERs, we visited 'The Big Issue Classroom'. Formed in 1993, 'The Big Issue' is a non-profit organisation that aims to give their sellers an opportunity to earn an income, build their confidence and connect with their community and local support systems. The magazines sell for \$9 each, and from each copy sold, the seller makes a profit of \$4.50. On our visit, we learnt about homelessness in Australia and heard the heart-breaking yet motivating story of how 'The Big Issue' changes lives for the better. In our second visit, we participated in a scavenger hunt around Melbourne's CBD, which put us in the mindset of someone who had just become homeless. We then had to complete a series of tasks which included finding a meal, shelter, a place to clean our clothes, and search for a new job.

The visit opened our eyes to the challenges that homelessness presents. The work of the organisation has an incredible impact on many people's lives and is a story of hope and empowerment. So next time you see someone selling 'The Big Issue', just know that by buying a copy of the magazine, you are making a difference.

Sophie Gardiner, Maddie Hateley and Catherine Heywood
Year Nine, McNab House

A journey of discovery

Our longstanding commitment to the Mathematical Association of Victoria's annual Maths Talent Quest (MTQ) is a source of immense pride. As prominent contributors, our students consistently excel at both state and national levels, demonstrating a passion for real-world problem-solving, pushing boundaries, and revelling in the joy of discovery.

The journey commences with a spark of curiosity and imagination, igniting a question that propels students into the realm of mathematical exploration. This initial stage, brimming with excitement and boundless possibilities, entails rigorous brainstorming and meticulous planning.

As students delve into their chosen topics, they embark on a voyage of discovery, conducting hands-on experiments, collecting and analysing data, and applying mathematical theories. Each step forward marks a triumph, with obstacles serving as valuable opportunities for growth and learning.

Reflecting on their MTQ journey, past participants speak of diverse motivations, from exercising their minds in mathematics to uncovering innovative problem-solving strategies. Despite the demands of balancing academic commitments and cocurricular pursuits, students learn valuable lessons in perseverance, teamwork, and the art of hypothesis testing. They appreciate the practical utility of mathematics in navigating real-world challenges and acknowledge the broader applicability of their acquired knowledge and skills in future endeavours.

More than a competition, the MTQ serves as a catalyst for inspiring a lifelong love for learning. It empowers students to view the world through a lens of curiosity and endless possibilities. This transformative journey not only shapes their academic trajectories but also builds character, equipping them with resilience and adaptability for future adventures.

Phuong Choo
Maths Coordinator, Junior School (girls)



Legal Studies reflection



Recently, the Year Eleven Legal Studies cohort had the privilege of hearing the Honourable Judge Paul Grant speak. He talked about his time as a judge as well as the establishment of the Koori Court in Victoria. We learnt about specific measures taken to improve the experience of First Nations peoples in the criminal justice system and ways to reduce the likelihood of First Nations peoples facing disadvantage due to cultural differences and language barriers.

Recounting his extensive career, Judge Grant also went into detail about the processes and practices of other specialist courts in Victoria, such as the Children's Court, and the importance of youth diversion programs. We were given the opportunity to ask Judge Grant questions about his career and the Victorian legal system, further strengthening our understanding leading up to Semester One exams.

Judge Grant's detailed talk about his time working in the courts was vital to the enrichment of our learning and we are incredibly thankful to have had this opportunity.

Harrison Thomas
Year Eleven accelerated Legal Studies student

Congratulations to Mr Cashman

On Friday 19 April, Larkin Centre teacher of History, Luke Cashman, was recognised by his peers for the positive impact that he has had on students and on History teaching, with the HTAV acknowledging Luke for his "Excellent and sustained contribution to the teaching and learning of History and to the HTAV."

Luke has been a teacher of VCE History at PEGS since 2008, teaching Revolutions, Renaissance and Ancient History as well serving as a VCE examiner. He has tried to fulfil the mantra of one of his University lecturers, distinguished historian Peter Macphee AM, who instilled in Luke the idea that history teachers need to inspire their students to be "both parachutists and truffle-hunters", seeing both the broad historical sweep of the past, yet also relishing the minutiae of the smaller details.

Luke has always been able to perform the magic of making history come alive in the classroom. In the words of one of his former students: "class was always really engaging and even the boring stuff was made fun". This student also noted, "He always had time for everyone and was always willing to help out." This is evident for both his students and within the wider History teaching community where Luke generously shares his knowledge and expertise with his peers at HTAV Conferences. He has also authored and edited a number of academic texts.

The award is a fitting recognition of Luke's continued excellence and his ongoing drive to turn his students into historians, and to inspire others to do the same.

Huw Lewis
History and Politics Teacher



Junior Cross Country

The inaugural joint Junior School House Cross Country event brought together over 600 young competitors from Years Three to Six. This joint event not only showcased the athletic prowess of those budding runners but also fostered a sense of unity and collaboration among students.

The atmosphere at the event was nothing short of electric as students came together to support and cheer for their brother/sister House. Siblings from both campuses were able to share in the event, with parents cheering from the sidelines.

The event served as a platform for students to demonstrate their endurance, determination, and teamwork. Whether they were sprinting towards the finish line or offering words of encouragement to their fellow competitors, every participant exemplified the values of resilience and perseverance.

For many, the Junior School House Cross Country event was more than just a race; it strengthened the bonds within the PEGS community. By bringing students together, the event embodied the school's commitment to fostering a supportive and inclusive environment for all.

Congratulations to Park and Elliot Houses for winning their respective Cross-Country Trophies for 2024.

Successful competitors in the House events were invited to join the Junior Cross Country Squad who competed in District and AGSV events later in the term with some great results.

Congratulations to outstanding achievers:

Antonio Stamatīs: First, AGSV Cross Country; First, SSV District and Western Region Cross Country (11 Years)

Sam Gilbertson: First, AGSV Cross Country; First, SSV District and Western Region Cross Country (11 Years Multiclass event)

Amelie Velichkovski: First, AGSV Cross Country; Second, SSV District Cross Country, Third, SSV Division Cross Country (12 years)

and the following students who also qualified for SSV Western Metro Regional Finals:

Ellie Sita, James Mociak (10 Years); Kiara Murton (11 Years); Lucy Leong, Michael Cvetkovski (12 Years).

Brett McQueen and **Callum Glassford**
Sport Coordinators, Junior School (boys) and (girls)

Hip Hop rules

If you walked past the Ian Morton Centre early in Term Two, you would have noticed something quite spectacular. Rhythmic beats, nodding heads, power poses and brushing of shoulders!

As is the case each year, Hip Hop dancing took the Year One cohort by storm. The boys eagerly change into dance attire and head over to join their instructor, Taylor. With not a minute wasted, the boys warm up and then get put through their paces, learning moves that build into a different dance routine each session, followed by a short but well-received performance in front of their parents.

It was wonderful to see the enthusiasm, respect and, above all else, the 'energy' (as Taylor puts it) that goes into their 45-minute sessions. With break dancing being included in the 2024 Paris Olympic Games for the first time, the boys have discussed the fact that they are not only learning an Olympic sport, they get to have a lot of fun doing it. There is no such thing as doing a dance wrong, but listening, interpretation and the amount of energy given to the task at hand are the sole judgements for what makes a great Hip Hop dancer.

Looking at the smiles on the faces of the boys, it seems like our cohort is full of future Olympians!

Hayden Wardrop

Years One and Two Coordinator, Junior School (boys)



Connections to land and culture

In Term Two, students in Year Four engaged in a range of activities with a focus on the world's oldest and continuous living culture. Activities are designed in the camp curriculum to provide knowledge and understanding about Indigenous culture.

'Awakening our Senses' is an activity where students focus on each sense to gain more knowledge of Indigenous culture. Sense of sight is used to look at the colours of items within the environment, the sense of smell and touch through smelling crushed eucalyptus leaves, sense of hearing by listening to the sounds of Eildon Camp, and finally sense of taste, with students having a chance to sample a piece of kangaroo.

Students learned about native and introduced flora and fauna when they visited the pine forest via the school barge on Lake Eildon. Students continued to use their senses to explore the pine forest and constructed a micro campsite featuring a shelter, primal tools, fire-pit, and water source, as a demonstration of the manner in which the Traditional Owners of the land lived a semi-nomadic lifestyle.

Students gained a deeper knowledge of Indigenous culture from Uncle Ian Hunter, who discussed his family and culture. Respecting the land, learning traditional songs, dance, boomerang throwing and bracelet making were some of the activities. The final night was spent around the campfire, listening to Uncle Ian play the Didgeridoo and continue to share his stories with the Year Four students.

Sarah Skehan

Outdoor Education Teacher, Eildon Camp

Da Vinci Decathlon

When we first walked into the venue hosting the da Vinci Decathlon competition, we were nervous and excited for the day to come. All of the difficult maths equations and complicated code breaking made our brains ache a little, but we had an incredible time. For us, the best memories did not come from writing the poetry or drawing the art; the best part was how we all bonded together as a group and made new connections and friendships that will stay with us forever.

During the competition we did experience little challenges, and ultimately, we did not return home with a first-place certificate or a ticket to the state competition, however, when we looked at our overall progress, we were filled with pride and joy. What we did come home with was a new-found courage, strength, friendship and incredible memories and stories. I'll always remember us all jumping around the table when we were asked to figure out which country the word "ketchup" came from! Our laughter and joy will forever echo in our heads.

I would highly recommend da Vinci to anyone who enjoys having a bit of a challenge with major rewards and prizes, or anyone looking for a good time, amazing experiences and new friendships.

Giuliana Stranieri
Year Seven, McNab House

Da Vinci competition

The da Vinci Decathlon is a competition designed to challenge, enrich, and excite students. Running through Years Seven to Ten, students compete in unique categories including ideation, legacy, and engineering.

This year, we were able to take part in the Year Nine da Vinci State team, competing on the theme 'Utopia', alongside the Year Ten team. This event was an incredible opportunity to not only gain skills, but also to grow as a team.

On the final day of competition we left school with practice, hope, and a whole lot of nerves but by the time the first session started, we were ready to give it our all. Each session provided obstacles which, as a team, we overcame, with plenty of laughs along the way. And as the final results were announced we sat clutching each other's hands as they read out: "Year Nine equal first place: Penleigh and Essendon Grammar School", and then, "Fourth place Year Ten: Penleigh and Essendon Grammar." Each of the PEGS teams gave it their all, and it paid off!

Thanks to the tireless work of Mrs Kaloudis and Mr Taffy, who have organised, run, and supported us for our entire journey, from Year Seven until now. Finally, we owe a lot to the Year Ten da Vinci team who acted as mentors, peers, and friends for the final day, celebrating the win right along with us.

Senadi Akmeemana Peduruge and Saheli Premathilaka
Year Nine, McNab House



Combined House action

This year, Chaucer and Reynolds Houses have chosen to support 'Djirra', an organisation dedicated to protecting and improving the lives of Indigenous women across Australia. On International Women's Day, a joint assembly was held in which the importance of supporting 'Djirra', and women nationwide was discussed, reminding students of their responsibility to foster a supportive and respectful school community for all.

To raise funds for Djirra, the two Houses organised an indoor soccer tournament, involving everyone in our Middle Schools (teachers included). This soccer tournament, inspired by the recent success of Australia's Matildas, not only contributed financially to our charity but also promoted unity within our school. The tournament drew enthusiastic participation and support, regardless of soccer proficiency, fostering a sense of connectedness and school spirit.

Reflecting on the success of the fundraiser, the real achievement was the way it brought our school together. Students flooded the gym during lunchtimes, cheering on players and enjoying the friendly competition. Excitement and joy were evident on participants' and viewers' faces, showcasing the elevated school spirit throughout the tournament.

These House events provided a dynamic start to the year, combining mature discussions on women's rights, the thrill of sports, and the unity of community-building through fundraising for 'Djirra' and the International Women's Day assembly. As our co-captains continue to support grassroots charities and raise awareness about global issues, our hope is for ongoing student engagement and action within the school community.

Neriah Asirwatham and Alexander Hill
Chaucer-Reynolds House leaders

Dorset-Elliot House 'GIVIT' up for underprivileged students

In Term Two, the Middle School community has helped improve the education of disadvantaged kids across Australia.

We chose to support the 'Ready to learn' appeal, aimed at improving education opportunities for children who do not have access to necessary resources for school, due to the social and economic inequalities they live with. As students who have access to a great education, supporting the charity GIVIT helps us not only to improve the education of underprivileged students, but to recognise how fortunate we are.

To support our GIVIT campaign, we set up a Lamington Drive for the Middle School. We designed posters, visited Form rooms, and followed up teachers in order to sell as many lamingtons as possible. Our Lamington Drive was a great success. We received hundreds of generous orders within three days.

Our drive has contributed to our PEGS spirit with an overwhelming number of students, staff, and families supporting our cause. The support and determination to help disadvantaged students reflects the generosity of the school community.

Abbey Lehmann and Jacob Mtanios
Dorset-Elliot House leaders



China reflection

Whilst most students enjoyed an Australian holiday at the end of Term One, 53 students study Chinese embarked on an educational trip to China. We visited Beijing, Shanghai, and Xi'an, encountering a plethora of cultural backgrounds and establishing many lifelong memories.

Arriving in Shanghai, we met the vibrant surroundings of Datong High School, our sister school, and along the busy streets, we eagerly sampled as many regional specialties as we could. We enjoyed the glistening waters and symphony of lights that adorned the skyline as evening fell over the Huangpu River.

Travelling farther into China, the ancient wonders of Xi'an beckoned. We were in awe of the craftsmanship of ancient civilisations as we viewed the Terracotta Warriors. Then came courage and collaboration challenges as we ascended Hua Mountain with our newfound friends from Kangqiao International School.

We finally made it to Beijing, where we climbed the Great Wall. We enjoyed a bittersweet toboggan ride and admired the wall's construction. The Summer Palace and Temple of Heaven painted historical scenes in our thoughts, while the Forbidden City murmured secrets of bygone empires. An enormous Peking Duck meal marked the end of our trip, which had been ineffably rewarding.

Reflecting on the adventure, I am reminded not only of the breathtaking sights but also of the unbreakable bonds we formed. The trip allowed us to relax, away from the weight of our studies, with every joke we shared and obstacle we overcame, leaving a legacy of the everlasting spirit of adventure.

Noah Irwin
Year Eleven, Larkin Centre



Concert Diary

An exciting programme which featured all our major ensembles extended over four concerts in May and June. Students from Year Three to Year Twelve performed in the HR Stevens Music Centre Auditorium.

Concert One on 23 May featured the Symphony Orchestra, Junior Concert Band, Junior String Orchestra and Junior Choir, Guitar Ensemble, Middle School String Orchestra, and Curro Strings.

Concert Two on 29 May featured the Middle School Concert Band, Essendon and Moonee Ponds 3/4 Choirs, Middle School Choir Audacity, Operation String, Middle School String Orchestra and the Chindamo Jazz Combo.

Concert Three on 18 June featured the Stage Band, Concert Band, Cheetham Singers and Senior Choir Vox Populi.

Concert Four on 25 June featured the Music Technology Ensemble, Guitar Ensemble, Percussion Ensemble, Brass Ensemble, Curro Strings and the Chinese Orchestra.

Approximately 750 students participated in at least one of these special concerts. There were many items with an international flavour from France, Italy, Spain, England and Australia. Audience members, including those watching the live stream, were impressed by the variety of music ensembles and the quality of performances across all year levels.

Department Concerts

Focusing on solo and chamber items the string, brass and Suzuki departments held concerts this term. Many students had their first performance in a large space to an audience greater than their family. All of them demonstrated courage and resilience to present their piece from the beginning to end, continuing even when things didn't go according to plan!

Generations in Jazz

Generations in Jazz is one of the most exemplary youth music events in Australia, nurturing and supporting musicians of the future. It provides three days packed with activities including competition, performances, collaboration, education, and engagement. Participating this year for the third time, 26 students made the trip, including the Stage Band, and for the first time, two smaller ensembles.

Throughout the entire festival, artists and adjudicators share their knowledge, and students learn, creating connections between emerging musicians and industry professionals, providing a space where knowledge can be shared. Guaranteed audiences provide school participants with the opportunity to truly engage in the reality of performance. The competitions, workshops, and concerts raise aspirations, under the guidance of some of the best musicians on the national and international stage. The Chindamo Jazz Combo were particularly successful, coming only three points behind the first placed school in their division.

Even though it was a long road trip, living in a shared house and being busy for three days, the students had a great, if exhausting, time. They mastered the skills and techniques of musical playing while developing self-motivation, leadership, collaboration and personal growth. Thanks to staff members Peter Bohmer, Claire McDonald and Paul Williamson, who gave freely of their time to facilitate such an enriching experience for our students.

Amanda Rowarth
Director of Music

Participating in production roles

Students are once again acting in leadership roles to run the annual Drama Production. Year Eleven Co-producers Frankie Dawson and Elin Oveisi, Assistant Director Greta Tatham-Thompson and Lighting Designer Mia Cook, had this to say about their experience:

“Teamwork is amplified during a student-led production. When it is teacher-led you are told what to do and you do it, but when it is student-led, there is a higher sense of responsibility. The normal hierarchy is gone. You are challenged to accept constructive criticism from peers, and have to modify your instructions so you are communicating in the right tone to students from different year levels. It is much more collaborative, and you want to do well for the team.

Backstage roles reveal just how much sheer work is involved. When performing onstage, you have a sense of the input and can appreciate there are sets, props and costumes, but you don't really recognise how much it takes to design and create everything.

It is surprising just how student-run a show can be compared to relying on a teacher. It is empowering to know that we are capable of taking on the responsibility.”

Their responsibilities included mobilising a group of enthusiastic Year Seven students who spent lunchtimes painting and creating for the show. Of the sessions, Sienna Wilson (Year Seven) said, “It's good being able to be a part of it without actually being on stage. I get to do stuff I did not get to do at primary school”.

3 O'Clock Flagpole

A couple of errant dockworkers gulped a contaminated energy drink they found in a crate they were moving. Some of the drink spilled off the pier and interfered with passing marine-life. A chemically-affected octopus mutated into a human boy and enrolled at the local high school. It turned out that he was a really nasty bully.

3 O'Clock, Flagpole was performed during June in the Drama Theatre at the Keilor East campus.

It showcased the talents of students from Years Seven to Twelve who had been rehearsing since the beginning of the year. At rehearsals, students deeply analysed the meaning of each scene, and questioned the intention and responses of each character. Much of what they examined was the insidious nature of bullying, the cultural and institutional structures which allow it to occur, and some of the unhelpful ways people react to claims of bullying.

Considering its dark themes, the play was surprisingly funny. Cast and audience alike were surprised to find themselves laughing as 3 O'Clock Flagpole presented concepts ironically, using parody and exaggeration to make a point. Students involved in the play came to appreciate the way comedy could be used to investigate and highlight important issues. They were happy that their audience could learn from the production as well.

Jessica Gorlin
Director of Performing Arts



A different test

In May, we had the opportunity to participate in the Programme for International Student Assessment (PISA) testing, which was a unique experience. Going into the test I expected that it would be like any exam where I would have to use all prior knowledge and test my memory skills to answer straightforward questions, however, this was not the case.

The first section I tackled was coding which was both challenging and engaging as it required logical thinking and problem-solving skills to create a coding program using the least number of blocks possible. Following the coding section, I moved on to science comprehension, which tested my ability to understand and analyse scientific texts and data. The questions varied from interpreting graphs to evaluating solutions and the best possible outcomes for different scenarios.

The last segment included multiple choice questions about my personal life, reflecting on my background, interests, daily routines and lifestyle. This caused me to wonder how different life privileges and circumstances can impact overall education and learning.

Overall, the PISA testing was comprehensive and distinct, going beyond what a standard examination is, testing a broad range of skills and knowledge outside what is taught in the classroom.

Roqaya Al-Musawy
Year Ten, McNab House

Social Justice Forum

This term was a vibrant one for the Year Ten Social Justice team. Along with selling badges for International Women's Day and taking photos of the incredible blue costumes celebrating mental health awareness at the Big Blue Bonanza, students have been hard at work devising plans to make a difference in our school and wider community.

One of these community events was our first Interschool Social Justice Forum of the year, held at Aitken College. Students from schools across Melbourne that are affiliated with the Uniting Church gathered to discuss ideas and formulate plans to take action across a range of social issues. The theme of the forum was social media and the ways in which it can be used for both social benefit and detriment. We heard from Dr David Collins, a renowned psychologist who talked about why teenagers are so susceptible to the online world; Tim Molineux, a member of the Justice unit of the Uniting Church on the impact of AI on social justice; and Kelly Woods, from the Uniting Church Youth Connections team who informed us of the possibilities online communities can bring to the modern social scene.

These speakers and the many experiences of students united together inspired us in brainstorming how we could use social media to create a more equal and just society, and find ways to show what we stand for. Many thanks to Aitken College for hosting an important day and helping us on our journey to become better advocates for the future.

Sunita Pandya
Year Ten, McNab House

Australian Air Force Cadets

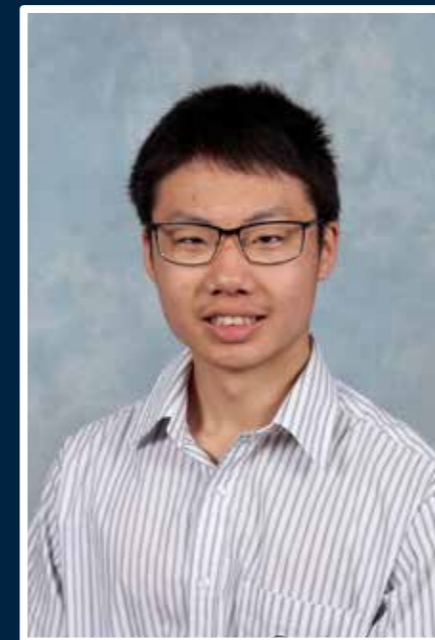
The Australian Air Force Cadets (AAFC) is a Royal Australian Air Force-supported youth organisation for people aged 13 to 18 years which aims to develop a foundation of discipline, leadership qualities, self-reliance and initiative. Those with an interest in aviation who want to be part of a community, with similar passions, and goals should consider joining.

Cadets in the AAFC experience aircraft control and fieldcraft theory lessons as well as parade drills to develop balance, body control and instinctive reaction in a large collective group. The AAFC also offers other more exciting activities such as bivouacs in scout camps, which teach valuable skills such as collective teamwork, how to set up camp sites and camouflage and concealment. As a part of the Defence Force, cadets also participate in ANZAC dawn catafalque party services and a CBD parade with cadets from across Victoria.

Cadets also undergo leadership and responsibility training with non-commissioned officers that can greatly enhance skills in such areas. Upon completing these basic courses, a wide range of electives in subjects such as aircraft recognition, air traffic control and even pilot training in a simulator await.

For those in Year Nine and above with more ambitious goals, the Australian Air Force Cadets can count towards voluntary service hours for the Duke of Edinburgh Award and School Colours. So if you have an interest in aviation and are seeking to develop life skills and knowledge, the AAFC is the place for you.

Andy Zeng, Jack Chessell and Ishani Walimbe
Year Nine, Gottliebsen and McNab House



Andy Zeng



Jack Chessell



Ishani Walimbe

House Athletics

Early in Term Two, McNab House hosted its annual House Athletics Carnival; a lively day filled with various events and races, with each House striving for victory.

Amongst the cheers and chants, participants dashed through their races, leapt over hurdles, and exerted themselves throwing discus and shot-put as far as they could. Whether racing, jumping, or cheering, everyone enjoyed the friendship and teamwork showcased during such events, making the carnival truly memorable.

The day was a colourful spectacle, with those present adorned in coloured zinc, vibrant accessories and ribbons, their faces flushed with exertion. Ultimately, Dorset claimed first place, with Limerock, Chaucer and Park closely behind. Let's not overlook that Dorset also secured the Cheer award, adding to the atmosphere of the day.

As the sun began its descent, tired but contented participants left the track, carrying with them ribbons and memories of a day of spirited competition and communal joy, eagerly anticipating next year's event.

Lara Kasalo
Year Eight, McNab House



Athletics highlights



2024 Stawell Gift Winner

Congratulations to Year Eleven student Alicia Gec, winner of the Girls' Handicap 100m event at this year's Stawell Gift.

Early on Easter Sunday morning, while many were still searching for chocolate eggs, Alicia was searching for a place in the semi-finals of this handicapped 100m event, making it through by finishing second in her heat in a time of 12.875 seconds. Alicia's younger sisters, Hannah and Sienna, were also successful in making the semis with times of 12.816 and 12.886 respectively.

The semi-finals were held on a stormy Easter Monday. In the first semi-final, Hannah and Sienna narrowly missed making it through to the final, while Alicia was successful after finishing fourth in the second semi. In the final, Alicia was up against it as one of the back markers on a waterlogged track, with a handicap of 9.75m, however, this didn't stop her from tearing the grass track apart and crossing the line in first place in a time of 12.631 seconds! Congratulations Alicia!

Australian Athletics Champion

During April this year, the school was proud to have a number of students represent Victoria at the Australian Athletics Championships in Adelaide. Each athlete gave it their all at this national event by producing some great performances. Highlights were two podium finishes and included the title of Australian Champion achieved by Molly Bremner (Year Eight) and third place for Sienna Gec (Year Ten).

Molly won gold and became the Australian Under 15 female 2000m Steeplechase Champion. Molly won this gruelling event in wet conditions, With 18 barriers and five water jumps, Molly won by over 7seconds in a time of 7:11.76. Congratulations Molly!

Sienna won bronze in the Under 15 female 200m Hurdles, with a time of 30.52 seconds. This capped off a great Championships for Sienna who also placed sixth in the Under 15 heptathlon with a personal best 4015 points.

Ben Bailey
Director of Sport

Junior swim season

The swim season began in Term Four of 2023. Squad training and class swimming sessions were led by Swim Academy Network with students learning from expert coaches on how to improve stroke technique and develop race plans for the season ahead. Our swim squads attended Ivanhoe and Camberwell Grammar Schools, where they had an opportunity to swim in Olympic size pools to improve their times and to showcase skills taught during squad sessions

House Swimming events encouraged our students to participate in a variety of strokes that they were taught throughout the Term. It was great to see students of all abilities displaying a growth mindset to compete for their House. The atmosphere was deafening as the school community got behind the event. Congratulations to trophy winners Rose and Limerock.

We celebrated the swim season with members of our squad competing at SSV level. Through hardwork and perseverance, we had a number of students swim at district, division, regional and state level. We are proud to announce that Daniel Lu, Karsten Brekalo, Harry De Fazio, Edward Velichkovski, Cruz D'Alesio, Lucas Nguyen, Flynn Staff, Maxwell Scicluna, Zara Nankervis, Amelie Velichkovski, Scarlett Hawkins, Mackenzie Kemp and Zara Marasco represented our school at state level. Our 12/13 year old boys freestyle relay brought home the bronze medal. What a fantastic achievement.

The AGSV swim carnival at MSAC brought the season to a close. It was fantastic to see the entire swim squad have an opportunity to compete in relays and individual events that they had been working on throughout the season. We would like to thank our swim coaches for all their hard work.

Callum Glassford and Brett McQueen
Sport Coordinators, Junior Schools



From the Archives Brigid Cooper Archivist

Northern Grammar School 1933



The photograph of the Raleigh Street building used in the first Northern Grammar School Prospectus. The house was built by the Hazzard family owners of a local brickworks. (PEGS Archives. Donor: Woollacott family [PH08708])

1933 was a significant year for Northern Grammar School. Thanks to an exciting donation from Sally Trigg, granddaughter of Principal, Mr C R Woollacott, we now have more student group photographs of these earlier years of our school, but also many informal photographs and news clippings. We can build a picture of the last year of Northern Grammar School before it merged with St Thomas' Grammar School to form Essendon Grammar School.

Established in 1921 as Northern Presbyterian College, Northern Grammar School was always small by today's standards. Mr C R Woollacott became Principal in 1923, eventually changing the name and relocating to Raleigh Street - the site of the current Junior School Boys - from the Schoolroom at St John's Presbyterian Church nearby. According to an article in December 1933, "In 1924 the constitution of the school was altered to include other churches in the district and a new council was appointed, which included representatives of these churches."

At the School's final Speech Night, Mr Woollacott spoke with pride of the year's achievements:

The school has had a successful year. Most of the boys had maintained a very satisfactory standard. At the public examinations last year the school had gained 28 passes. Once again the school had had a very successful year in the field of sport. In athletics it had won the "Graphic" challenge cup for the third time by a margin of more than 50 points.

Northern Grammar School and St. Thomas's Grammar School were entering upon a new phase of their history and together they were establishing an incorporated public school worthy of the city. It became a unique event of Church co-operation. In reviewing the history of Northern Grammar School, Mr. Woollacott said that it had fully justified its establishment.



This image was published in The Age, 21 October: "The annual athletic sports meeting of the Schools' Association of Victoria was held yesterday, at the Toorak Oval. The start of the 100 yards open, won by R B Astley, in 10 3-5th sec. This is record time for the event, but was made with the help of a following wind. Runners (L-R): D Fleet (St Thomas'), R O Mudge (Mentone), R B Astley (Northern), H Taubman (Huntingtower), K Young (Christ Church), S C Hooper (Box Hill), S C Hooper (Box Hill) (PEGS Archives. Donor: Woollacott family [PH08715])



The 1933 Northern Grammar School Athletics Team with Principal, Mr C R Woollacott. The captain, Rupert Leslie holds the Challenge Cup. (PEGS Archives. Donor: Woollacott family [PH08686])

PEGS Former Students Association and Business Network

2024 Events

FSA Reunions

- Class of 1989 35 Year Reunion - Friday 15 November, Penny Young, Young St. Moonee Ponds
- Class of 1984 40 Year Reunion - Friday 11 October, Penny Young, Young St. Moonee Ponds
- 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

SIM, Professor David Campbell (Class of 1975), brother of Ian (Class of 1973) and Malcolm (Class of 1973), on 9 September 2023, aged 65.

PEGS Teddy Bears

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

The Former Students' Association 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!



Reunion Program

The School reunion program offers PEGS former students the chance to catch up with their fellow alumni and relive those wonderful school years. Recently, members of the Class of 2014 came together for their 10 Year Reunion and enjoyed a memorable evening of reminiscing and revelry.

Ten year reunion - 2014



Friends of PEGS

Year 7 Meet 'n' Greet

The introduction to the Middle School and transition into Year Seven is among many landmarks for PEGS families.

The FoPEGS annual Year 7 Meet 'n' Greet provides a wonderful opportunity to create and build a welcoming community for parents negotiating this important time in their children's lives. This year's event was eagerly attended on the evening of 16 March at The Essendon Hotel. Parents new to PEGS and many familiar faces enjoyed the opportunity to initiate new connections, and reconnect with parents sharing the same experience.

Mother's Day Stall

Wide-eyed, enthusiastic boys and girls from the Junior campuses were buzzing from stall-to-stall in search of the ideal gift at this year's Mother's Day Stall. FoPEGS Committee members, Class Reps and parent/caregiver volunteers were at the ready to assist students with the purchase of a wonderful gift for their special person on Mother's Day.

Exquisite fragrances from hand creams, soaps, diffusers and candles filled the air whilst manicure sets, notebooks and pens were fiercely sort after.

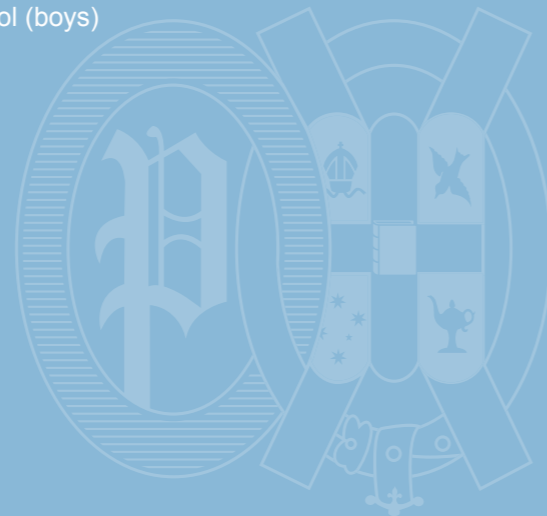
Astute decision-making was a feature for all and happy smiles accompanied children back to the classrooms with their gifts. FoPEGS hopes all the mothers and caregivers had a very special day.

Enriching the life of the school

Friends of PEGS is the school's parent association which strengthens and enlivens the school community with a calendar of celebratory events for parents and students. We are grateful to the dedicated volunteers of the FoPEGS Committee. The FoPEGS also provides funding for new projects to directly benefit all students. Keep an eye out for some new outdoor fixtures we hope will pop up around the Keilor East campus soon. If you are interested in joining or contributing to our committee in 2024 and beyond, 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 29 August	Father's Day Stall Junior School (girls)
Friday 30 September	Father's Day Stall Junior School (boys)
Saturday 12 October	Craft Market
Friday 29 November	End-of-Year Luncheon





PEGS
Community
Report 2023

Who we are

Our school is respectful, inclusive and safe, and an exemplar for the pursuit of learning. We create future-ready thinkers and learners by challenging and supporting each other to be more and do more. We embrace a diamond model of education, where boys and girls learn in both single-sex and coeducational environments, to promote learning and social and emotional development. We are proudly a Christian based school that also values the diversity of our community; we provide a welcoming environment to people from all faiths and backgrounds. The education and the breadth of opportunities we provide establish the foundations that enable students to respond to challenges, adapt to a changing world, contribute to society and thrive.

What we are working towards

A community engaged and empowered in the shared pursuit of excellence in learning for an enriching present and an exceptional future.





Board of Management

Bruce Henderson, Chairman 2022, retired April 2023

Chris Clausen, Vice Chairman 2022, appointed to Chairman April 2023

Greg Aplin
Elizabeth Dapiran
Paul Phelan
David Whiting

Director Rev Paul Blacker, resigned 2023
Robert Gottliebse
Andrew Smith
Tom Wilson

Domenic Cerantonio
Lisa Lawry
Sally Tsang

Chairman's message

It is with great pride that I report on the numerous accomplishments and activities of Penleigh and Essendon Grammar School during the 2023 academic year. While it was a year of transition for our School Board, with the retirement of longstanding Chairman Mr Bruce Henderson after an incredible 34 years of exceptional service, it was also a year brimming with opportunities and achievements for our students.

Mr Henderson's departure, along with Director Rev Paul Blacker stepping down from his role, marked the end of an era. However, their combined decades of commitment and guidance have left an indelible mark on the school's growth and success. We are forever grateful for their invaluable contributions.

The 2023 school year was a whirlwind of activity, as our students eagerly embraced the diverse range of curricular and extracurricular prospects before them, including the resumption of international tours after a COVID-enforced hiatus. Aspiring aviators and astronomers embarked on the highly anticipated NASA space tour at year's end, and our musicians headed to Europe for the Summa Cum Laude International Youth Music Festival.

Closer to home, our state-of-the-art new gymnasium provided the perfect venue to host the annual One School Day celebration. Witnessing students converge in this impressive space to commemorate the year was an incredibly proud moment.

Our students' relentless pursuit of excellence extended to the academic arena, with outstanding VCE and NAPLAN results reaffirming the exceptional quality of our programs. Yet, we understand that cultivating well-rounded individuals requires nurturing talents beyond the academic domain. As such, our comprehensive offerings in sport, music, drama, dance, social justice initiatives, and outdoor education, continued to provide invaluable experiences for holistic growth.

For families grappling with financial hardship, the Hardship Committee was a beacon of support. Their timely interventions ensured that no child's education was disrupted due to circumstances beyond their control. The profound gratitude expressed by the assisted families is a testament to the committee's compassionate efforts.

The year also presented its share of challenges, such as the sudden announcement regarding the removal of payroll tax exemptions for independent schools. Our Board of Directors deftly navigated this issue, strategically devising solutions to minimise the impact on our families while safeguarding the superior quality of our educational programs.

Upholding our commitment to child safety, all Directors completed mandatory annual training on the Child Safe Standards, as outlined in Ministerial Order 1359. We also conducted reviews of relevant policies and procedures, ensuring a secure and nurturing environment for our students.

Guided by our Strategic Plan's core pillars – Learning and Thinking, Care and Wellbeing, Engagement and Connection, and Continuity and Sustainability – we diligently documented our progress towards achieving the outlined objectives. These themes will continue to guide our way as we stride ahead.

None of these accomplishments would have been possible without the efforts of our school management team and staff, who tirelessly devoted themselves to providing unparalleled support and opportunities to our students and families. Their dedication is the backbone of our success.

Finally, I must express my sincere gratitude to my esteemed colleagues on the Board of Directors. Their profound wisdom, unwavering engagement, and steadfast commitment have been invaluable assets to our entire school community. We are truly fortunate to have such capable stewards guiding our institution's journey.

Chris Clausen
Chairman

Learning and thinking

Our school provides teaching, learning and thinking of an exceptional quality. Our professional learning and development are built upon both current research and the individual needs of our students. By combining the best of traditional and innovative practices we foster creative and independent thought for students of all abilities.

New initiatives and developments in 2023 included:

A focus in professional development on evidence-based strategies to support advancements in responsive teaching, with feedback identified as a tool for growth and in developing strategies to support student literacy.

Increased focus on standardised testing data to support targeted intervention programs including Numeracy Plus and Language Plus, offered in the Middle School.

Development of staff groups of practice at Section level to examine best practice statements, strengthen communication and reflection on teaching practice and encourage conversations about pedagogy.

Improved access to data at every level with essential support provided by ICT and eLearning.

VCE results

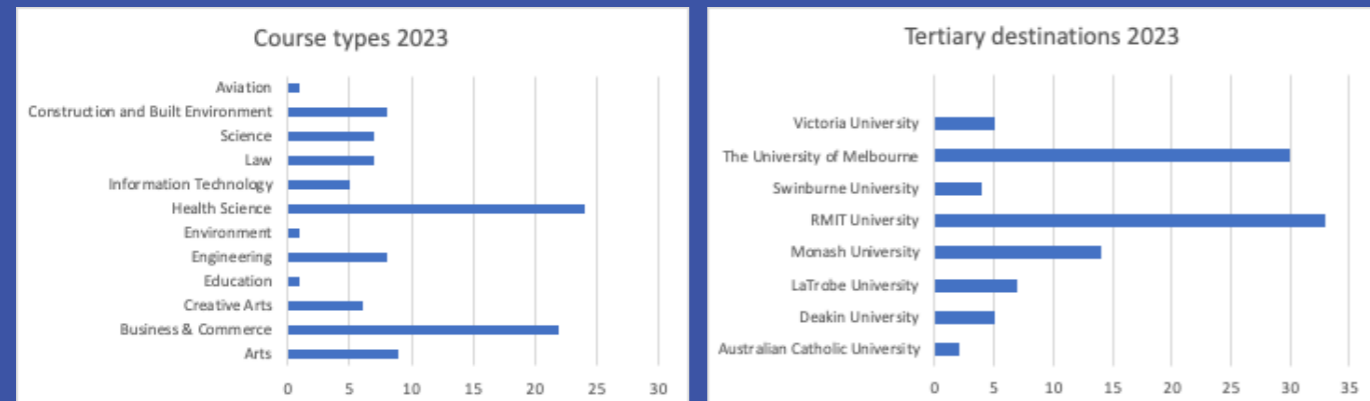
All 297 candidates successfully completed the VCE.

Four students achieved the highest possible ATAR of 99.95 and 23 students or eight per cent scored 99 or above, placing them in the top one per cent of the state and 40 per cent achieved an ATAR of 90 or above. The median ATAR at PEGS was 86.15 placing 50 per cent of our students in the top 14 per cent of the state.

All VCE subjects are scored out of 50 and, in each subject, less than eight per cent of candidates statewide obtain a score of 40 or above. At PEGS 321 study scores were at or above 40. The median study score was 34. Perfect scores of 50 were recorded on 15 occasions in five subjects.

RMIT University was the most popular tertiary destination, attracting 33 per cent of our students, followed by The University of Melbourne at 30 per cent. Health Science was the most popular area of study, closely followed by Business and Commerce, with Arts third. More than 94 per cent of students received an offer for their first or second tertiary course preference.

Destinations of students who completed VCE in 2023 are summarised below:





NAPLAN literacy and numeracy benchmarks

Students in Years Three, Five, Seven and Nine participated in the annual National Assessment Program – Literacy and Numeracy (NAPLAN) tests. In 2023 the date for NAPLAN testing was shifted from May to March, and a new online testing regime designed to provide more information about student progress was introduced in all tests except Year Three Writing. New descriptors were defined for each assessment, meaning results for 2023 cannot be directly compared with results from previous years.

NAPLAN proficiency standards introduced in 2023 include four levels for each assessment at each year level. Descriptors are:

- **Exceeding:** the student's result exceeds expectations at the time of testing.
- **Strong:** the student's result meets challenging but reasonable expectations at the time of testing.
- **Developing:** the student's result indicates that they are working towards expectations at the time of testing.
- **Needs additional support:** the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

More than 80 per cent of PEGS students were identified as Strong or Exceeding expectations in every test component at every level.

Table 1: Percentage of PEGS students achieving exceeding or strong proficiency standards for each assessment in 2023.

Proficiency Exceeding or Strong	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	91	95	82	83	88
Year 5	94	94	85	91	89
Year 7	93	88	94	86	94
Year 9	88	90	91	83	94

PEGS mean scores are compared with State mean scores in Table 2. As in previous years our scores continue to be well above the State average in all components of the test program.

Table 2: Comparison of State and PEGS mean scores

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
State 2023	416	424	410	419	418
PEGS 2023	472	469	450	469	462
Year 5					
State 2023	507	498	494	503	494
PEGS 2023	549	550	532	553	549
Year 7					
State 2023	545	547	541	543	544
PEGS 2023	595	588	582	594	615
Year 9					
State 2023	572	579	570	564	574
PEGS 2023	617	623	608	622	640

Standardised tests and competitions

Once again our students participated successfully in a number of standardised tests and national competitions. The following achievements were recorded:

In Mathematics

Australian Mathematics Competition

Years 3-6: 1 Prize, 15 High Distinctions, 76 Distinctions,
Years 7-10: 2 Prizes, 15 High Distinctions, 129 Distinctions;

Australian Mathematics Olympiad

Junior: 7 perfect scores, top 10% school,
Intermediate – 1 High Distinction, Senior – 1 Australian training tournament- Level A;
Computational and Algorithmic Thinking: 11 High Distinctions, 30 Distinctions;

The University of Melbourne/ACEMS Secondary School Mathematics Competition

Intermediate Division: 1 Outstanding,
Senior Division: 3 Certificate of Merit;

Maths Games Days

Years 5-6: 2 First place, 1 Second place,
Years 7-10: 3 First place, 1 Third place;

Maths Talent Quest (Years 2-6) – National level: 2 year-level awards,

Year 6 Award of Mathematical Excellence, 23 High Distinctions.

In Science

International Chemistry Quiz (Years 11, 12) – 25 High Distinctions;

Junior Science Olympiad (Years 7-10) – 4 High Distinctions, 8 Distinctions;

Australian National Chemistry Quiz (Years 7-10) – 27 High Distinctions, 49 Distinctions.

In Languages

Chinese: CLTAV Competition Reading

Year 7: Second Prize,
Year 9: Medallion;

French: Alliance Française Competition

Year 7-10 Recitation - 22 awards,
Years 11-12: Oral – 5 awards, Writing – 5 awards, First Prize, Best student (Year 11);

German: AGTV Poetry Competition

Year 7: Gold medal, Silver medal and State Third Prize,
Year 8: Gold medal,
Year 9: Bronze medal;
Goethe Institute Summer Camp scholarship (Year 11) – 1 participant;

Latin: National Latin Examination – 12 awards.





Care and wellbeing

Care and wellbeing are central to school life. Building on our association with the Uniting Church, we are a community with a strong sense of belonging. We constantly seek to enhance our approach to care and wellbeing so that students are best prepared to make well-informed decisions, and to deal positively with whatever the future holds.

The appointment of school nurses at each campus has improved consistency of care and supported review of practices at a system level.

Briefings on Workplace Health and Safety legislation, and in particular psychosocial hazards and an updated sexual harassment policy have supported the maintenance of a safe working environment.

Broad engagement of staff and students with the Reconciliation Action Plan has been encouraged. Key actions of the Reconciliation Action Plan include an Aboriginal and Torres Strait Islander presence on the RAP committee, cultural competence training for staff, appropriate use of the Welcome to Country and Acknowledgement of Country and taking action against racism through formal curriculum and informal opportunities.

Support for care and wellbeing has also been provided by a number of programs including drug and alcohol education, eSafety incursions, and Victoria Police education sessions. Additional support for parents is provided through parent resource pages on PEGSpace.

Additional actions to encourage student participation and leadership were taken in all Sections, with a new School leadership structure launched and student leaders formalised at each Section.

Student attendance and retention

The average enrolment from Prep to Year Twelve in 2023 was 2972 and the average attendance rate was 93.6 per cent.

Table 3: Average attendance rate at each year level

Primary	Percentage attendance	Secondary	Percentage attendance
Prep	94	Year 7	94
Year 1	93	Year 8	93
Year 2	94	Year 9	92
Year 3	93	Year 10	94
Year 4	94	Year 11	96
Year 5	94	Year 12	96
Year 6	93		

From a total of 295 students enrolled in Year Nine in 2020, 278 remained at PEGS in 2023, a retention rate of 93 per cent.

Engagement and connections

Our engagement and connections across the school, families and wider community provides strength and support.

Our school is a diverse community, and as a result our students and staff have infinite opportunities to learn from others. Our broad co-curricular offerings promote engagement and increase connectedness across the school.

The busy co-curricular calendar enhances student enjoyment of school and engagement in school life. Students have the opportunity to participate in a wide range of co-curricular activities including music, drama, dance, public speaking and sport.

In the secondary school students participate in at least two co-curricular activities including at least one season of sport each year.

In summer and winter competitions, students compete in 109 teams across 12 sports in the APS/AGSV competition and 123 teams across 14 sports in the AGSV competition and an additional eight mixed gender competitions and activities.

Highlights of 2023

In Sport

Combined AGSV representatives: 49 students;

AGSV Premiers (equal): Girls Cross Country;

AGSV Athletics: 27 Gold medals;

Triathlon: State Champions, National Championships – 3 representatives;

Victorian All Schools Athletics Championships – 3 Firsts, 2 Seconds;

National All Schools Athletic Championships – 200m Third place;

National Schools Soccer Championships (Year 6) – 2 representatives.

In Chess

Australian Junior Chess Championships – 2 Thirds;

Chess Oceania Zonals – Equal Second, Candidate Master title - 2 selections;

Chess Victoria Zonals –Third place.

In Public Speaking

DAV Schools Competition: Years 9 -12

Year 12 team – semi-finals;

Year 12 State team representative;

Year 11 team – octo -finals;

Year 10 team – octo-finals;

Year 9 – 7 best speaker awards;

Year 7 – interschool debating introduced;

UNSC Evatt Trophy: State finalists;

VCAA Plain English – Speaking Award: State semi-finals;

Rostrum Voice of Youth: Finalist (Year 7) and State emergency (Year 10).

In the Performing Arts

Music: Four major concerts held in the HR Stevens Auditorium featured 700 students from all Sections, the 'Monday@6' online concerts series encouraged students to perform for an extended audience throughout the year and department concerts saw performances by Brass, Woodwind, String, Piano, Percussion, Vocal, Music Technology and Suzuki program and VCE Music Performance students.

'Generations in Jazz' at Mt Gambier made a welcome return to the Music calendar for the Jazz Ensemble and Stage Band in May, with opportunities to listen to and work with an exceptional range of visiting artists.

The mid-year holidays provided the opportunity for a two-week European Music Tour for a group of students from Year Nine to Twelve. Including visits to Salzburg, Vienna and Munich and performances in each city, a highlight was participation in the annual Summa Cum Laude Festival in Vienna.

The annual Concerto Concert showcased the talents of our most advanced students with seven student performers accompanied by the Curro Strings and Symphony Orchestra in works from the 18th to 20th century.

The Choir Camp weekend at Eildon was a highlight in Term One and the approach of Christmas was celebrated by the school community with the Senior and Junior Choirs at the Carol Service at St Paul's Cathedral.

In a continuing collaboration, the Animation Club for Middle School students joined with the Year Two string program in a multimedia showcase during a concert with all Year Two students performing.

Drama: Students from Year Seven to Year Twelve presented a contemporary Australian play, *The Chapel, the Fire and the Dead Cat* by Madelaine Nunn. In an exciting initiative, students directed, co-produced and designed the production, working within a Student Mentor Program.

Dance: Dance is a summer and winter sport offering and participation in the program has expanded considerably. A lunchtime Junior Dance Club was also included for senior primary students in addition to their regular dance and drama classes.

Junior Musical: Actors, musicians and crew from Years Six to Eight took a step back to the Eighties with the performance of *Xanadu: JR* over three nights in early August. A combination of Greek goddesses, big hair and roller disco, the production was a glittering success for cast, crew and audience.



Continuity and sustainability

Our focus on continuity and sustainability ensures we maintain the reputation of our school today, and for generations to come.

The school has a strong foundation of sound financial, resource and asset management. We continue to implement strategies, systems and processes that reinforce our capacity, effectiveness and financial independence.

We know that the success of our school relies on attracting, developing and retaining staff of the highest calibre. We also recognise that developing resources and creating assets, including ICT and facilities remain strategic objectives.

Finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2023 was \$79.2 million and included \$55.5 million from student fees and \$21 million from government recurrent funding. Expenditure of \$78.2 million included salary and teaching expenses of \$66.3 million and administrative expenses, general, maintenance, provisions and depreciation of \$11.9 million. The surplus was used to finance its capital and IT infrastructure projects.

Our Staff

In 2023 the school employed 308 teachers in 286.7 full time equivalent positions and 189 non-teaching staff in 148.0 full time equivalent positions. All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers hold a teaching degree or higher qualification and 30.4 per cent of teachers held a Masters degree or higher qualification. Teacher retention was 90 per cent and non-teaching staff retention was 92 per cent. Staff attendance was 94.5 per cent.

Professional Learning

Professional learning activities were available to all staff including teaching and non-teaching staff and all staff are required to complete a professional learning plan annually.

In 2023, staff completed 15,802 hours of professional learning. On average, each full-time equivalent staff member completed 4.8 days of training. Approximately 1.5 per cent of total remuneration was invested in professional learning.

In 2023, professional learning was focused on supporting student wellbeing and building positive behaviour practices (2606 hours) across the school.

There was also a strong focus on building leadership capacity (2981 hours), including the Adaptive Leadership program, with 52 staff completing extensive training and team-based project work across the year. All Deputy Heads of Sections participated in a training program to improve positive behaviour practices. Further professional learning to extend on this work was completed by Gottliebsen House teachers, with a view to extend this to other sections in 2024.

Primary and Middle School teachers continued to work with Terri Campbell to enhance their practices in teaching literacy (548 hours).

Senior School teachers completed professional learning in areas including new VCE study design training, collaborative investigation, effective feedback, and Communities of Practice. Staff were encouraged to attend targeted professional learning activities to address specific learning priorities and all teachers completed training to support students with individual needs.

Section based professional learning addressed learning and development and student wellbeing needs and faculty based professional learning improved curriculum knowledge, study design and teaching practices. Staff members were actively encouraged to attend targeted, external faculty association and educational sector conferences and seminars.

New staff completed a total of 549 hours of induction training, including safety and compliance training units. All staff completed Child Safety and Mandatory Reporting training, Sexual Harassment Awareness training, Cybersafety and Phishing training.

Staff members completed 1414 hours of First Aid training, including CPR, Asthma and Anaphylaxis and Perform CPR refresher training, and Emergency Preparedness training.

Three staff members undertook 1576 hours of tertiary studies supported by the school with a study assistance payment.

Staff feedback

Staff members had the opportunity to provide feedback to the school leadership through the MMG Staff Satisfaction Survey. They also provided further feedback through individual discussions, staff meetings and committees including the Consultative Committee, Occupational Health and Safety Committee, and Thinking and Learning Committee. Staff feedback was also sought through annual Professional Learning planning and reviews, new staff satisfaction surveys and staff exit surveys.

Key themes arising from new staff satisfaction surveys were:

- The school has a strong emphasis on building rapport with students, providing a diverse education, and addressing staff concerns collaboratively, leading to a collegiate atmosphere and academic excellence together with a strong sense of belonging and satisfaction among the staff.
- The emphasis on staff and student wellbeing, clear expectations, effective induction processes, and autonomy contribute to a positive, inclusive environment where time and resources are dedicated to professional and personal growth.
- The school cultivates a supportive and inclusive environment, where both staff and students thrive. There is a strong emphasis on wellbeing, and collaborative initiatives, which fosters a culture of care and growth.

The majority of staff members leaving PEGS reported in exit surveys that their experience had been either positive or very positive on all measures, with areas of highest satisfaction relating to teamwork, pay and conditions, clear work expectations, feedback from coordinators, workload, staff wellbeing, and student care and wellbeing.



Surveys of Satisfaction

MMG Education was engaged to conduct satisfaction surveys of parents, students and staff in 2023. Results across a range of domains was compared with the MMG database comprising scores from schools recording an average Capacity to Contribute comparable to PEGS.

Student survey

Students from Year Six to Twelve completed the MMG Education survey. Data was received from 1714 respondents, representing an 88 per cent response rate, and results across a range of domains was compared with the MMG benchmark. An average satisfaction rating of 70 per cent is compared with the MMG average database of 75 per cent. High satisfaction scores (defined as over 70 per cent) were recorded for PEGS students in the following key benchmark areas: Academic Program, Cocurricular Program, Music Program, Facilities and Resources. Attention on student wellbeing and student perception of school management and leadership were areas registering as in need of review.

Differences across year levels were evident for measures of student wellbeing and perceived safety of the environment with Year 6 students recording High/Very High mean scores for emphasis placed on student wellbeing (80 per cent) while Middle and Senior respondents recorded a mean moderate satisfaction score of 63 per cent. These scores are compared with the MMG benchmark of 69 per cent.

Staff survey

All staff members were invited to participate in the MMG Staff Satisfaction survey measuring staff satisfaction. Emphasis was placed on academic performance, student wellbeing, communication within the school, management and school leadership, facilities and resources, climate and culture, staff wellbeing and professional learning. 288 members, (44 per cent) across all Sections of the school chose to participate, comprising 189 teaching staff (63 per cent) and 99 general staff.

Considering perceptions of the school program, PEGS staff recorded an average satisfaction rating of 75 per cent compared with the MMG average database of staff scores of 77 per cent. Staff members reported a very high level of satisfaction (defined as over 80 per cent) with the quality of the academic program, and high mean scores (over 70 per cent) for other key benchmark areas: Sports Program, Co-Curricular Program, Music Program, Facilities and Resources, Management and Leadership, Reputation and Affinity.

Scores for staff-related factors examined in the survey were compared with the MMG Staff Benchmark Database, with an average of 73 per cent recorded for both groups. PEGS staff registered a very high score for Staff Attitude and equal or better scores

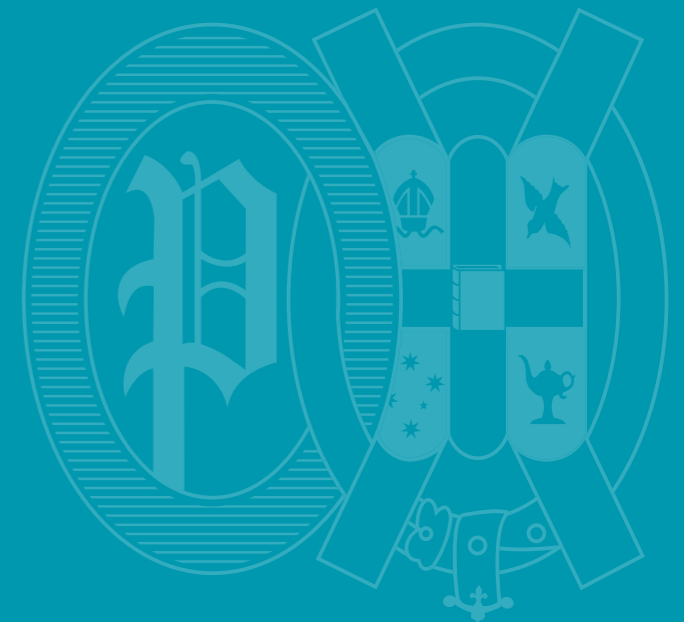
than the benchmark for Professional Learning and Goal Congruence. Overall, scores for staff wellbeing, professional learning opportunities and leadership support showed some variability across items although the PEGS mean accorded with the MMG benchmark in each case.

Parent survey

Parents were invited to participate in the MMG Education online survey of satisfaction. Data was received from 894 respondents representing a 46 per cent response rate and included 142 per cents new to the school. Results across a range of domains was compared with the MMG database. An average satisfaction score of 78 per cent compares with the MMG School benchmark of 80 per cent with very high satisfaction scores (defined as over 80 per cent) recorded for the following key benchmark areas: Overall Satisfaction, Academic Program, Facilities and Resources, and Music Program. Parents new to the school expressed very positive experiences (87 per cent agreement) related to starting at PEGS. In particular, orientation support for their child, provision of information and services related to enrolment procedures were very highly regarded.

Compared with the reference group, the perceptions of PEGS parents were most favourable with regard to the academic program offered and the facilities and resources provided to support learning. Somewhat variable scores were recorded for Student Wellbeing, with mean scores for Junior School parents in the Very High range (over 80 per cent) for Safe and Caring Environment and Middle and Senior School parents in the High range (over 70 per cent).

Parents ranked the following reasons as most important in choosing PEGS for their children: Quality of teaching (98 per cent), Academic standards (96 per cent), Focus on student wellbeing (96 per cent), Balanced education (93 per cent), Quality education at reasonable expense (93 per cent).





2024 Dates for the diary

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

