

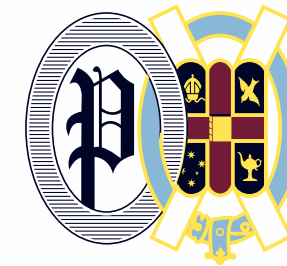


PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

July 2025



From the Principal

In a school where learning takes many forms - in classrooms, on sporting fields, in concert halls, and beneath the canopy of trees at Eildon - it is often the little things, the small, seemingly simple moments, that reveal the richness of our community and the depth of opportunity available to our students.

One such moment came recently at the Next Step Career Conversations Expo, where our Year Nine students and their families gathered to explore career pathways and consider future possibilities. What made this evening so powerful was not just the engaging format of 'career clusters' - though these helped students imagine how their interests might evolve into vocations - but the people who brought it to life: alumni and parents, all of them generous with their time, insight, and experience.

In these conversations, students didn't just hear about job titles or university courses. They heard real stories of change, resilience, passion, and purpose. They discovered that careers are rarely linear, and that fulfillment often comes from following curiosity and being open to unexpected opportunities. These are important messages at a time when students are beginning to consider subject choices that will shape their senior school years.

Events like this remind us that a PEGS education is more than the sum of its academic curriculum. It is built on a foundation of connection - with teachers, peers, and the wider school community. The willingness of our alumni and families to invest in the next generation of learners is a hallmark of our culture, and a reflection of our shared values.

Across this edition of *Altior et Sapientior*, you'll read many stories that celebrate this spirit of connection: Year Four students collaborating beneath the trees at Eildon; Kindergarten and Junior School families stepping into the classroom to celebrate learning; students from across year levels coming together in musical performance, House competition, and civic engagement. Each of these experiences is underpinned by the same idea - that we thrive when we learn with and from one another.

In a world that can sometimes feel uncertain, the strength of our school community provides a steady foundation. Whether through a passing conversation at a Careers Expo or a shared moment on the sports field, our students are surrounded by people who believe in them. That is a powerful thing.

As always, thank you to all who contribute to this shared work. It matters deeply.

Kate Dullard



The Journey Continues

Penleigh and Essendon Grammar School is proud to share the significant news that our Reconciliation Action Plan (RAP) has been officially published through the national Narragunnawali platform. This is a major achievement in our ongoing reconciliation journey and a moment that deserves to be recognised and celebrated by the entire school community.

Narragunnawali: Reconciliation in Education is a national initiative developed by Reconciliation Australia to support all schools and early learning services in embedding meaningful reconciliation actions into the daily life of educational communities. By publishing a RAP through this platform, a school makes a public and enduring commitment to strengthening relationships, respect, and opportunities for Aboriginal and Torres Strait Islander peoples.

As a school, we are uniquely situated across multiple campuses in Melbourne's north-west. We acknowledge that all of our campuses stand on Wurundjeri Country, part of the Kulin Nation. We pay our respects to the Wurundjeri people, who have cared for this land for tens of thousands of years, and to their Elders past and present. We are grateful to be learning and working on Country that holds deep cultural, spiritual, and environmental significance.

Our school's outdoor education camp in Eildon is located on Taungurung Country, also within the Kulin Nation. The Taungurung are the Traditional Owners of land that includes the Eildon region, extending north-east beyond Mansfield and west toward Bendigo. This land has long been a place of gathering, movement, and ceremony for the Taungurung people. As part of our reconciliation journey, we are committed to learning more about the Country on which our camp stands, recognising its traditional custodians, and incorporating this understanding into our programs and practices.

The development of the RAP has been a long-term project, involving deep listening, community consultation, staff engagement, and student learning. It has helped bring a stronger awareness of Country, culture, and community into the life of our school. It has prompted reflection, conversation, and action - and has helped bring together a wide range of existing initiatives under a common vision. The publication of the RAP not only reflects the values of our school, it also reflects our desire to contribute to a more just, equitable, and reconciled Australia. It is more than a document; it is a living, working plan that supports meaningful change and accountability.

In recent years, PEGS has continued to grow its engagement with reconciliation-focused events and learning. These include our whole-school recognition of National Reconciliation Week, where students engage in workshops, assemblies, and learning activities designed to deepen their understanding of truth-telling, history, and respectful relationships. Another highlight is the annual Great Book Swap, a literacy-based fundraiser that supports the Indigenous Literacy Foundation. This initiative is enthusiastically embraced by students and families and is a simple but powerful way to contribute to equity in education. In classrooms, students encounter Aboriginal and Torres Strait Islander perspectives through stories, art, history, geography, and environmental studies. We are working to move beyond tokenism, embedding Indigenous perspectives in a respectful and informed way that acknowledges the diversity, depth, and dynamism of the world's oldest living cultures.

A particularly meaningful recent development was the acquisition of a work by Wurundjeri artist, Simone Thomson, now proudly displayed within our school. Simone's artwork is not only visually striking - it also carries cultural narratives and symbolism that enrich our environment and spark meaningful dialogue about place, belonging, and reconciliation. This visual presence in our school space is one of many ways we honour and acknowledge the cultural knowledge of First Nations peoples.

To mark the publication of our RAP in a tangible and lasting way, the school's RAP will be bound into unique, handcrafted books. These will be presented at assemblies across our campuses and are intended as a symbol of the care, respect, and dedication behind this important work. Each handmade copy represents the collective commitment of our school community to walk together toward a more inclusive and respectful future.

Publishing our RAP is not the end of a process - it is a formal acknowledgment of work already done and a roadmap for the work still ahead. It invites us to remain open, accountable, and engaged with the ongoing task of reconciliation. As educators and learners, we have a special responsibility to help shape a future that recognises the truth of our shared history and the strength of the cultures that have been here for over 65,000 years. This is a moment worth celebrating, but also one that asks us to keep listening, learning, and acting. Our RAP is now public. The journey continues.

Jane Henry
RAP Coordinator



The Altior Award for Senior Students

PEGS has long recognised excellence in its students and presented awards based on achievement in both the academic and the cocurricular arenas. Others, who have excelled in displaying exemplary character, have been valued as vital members of the school community, but not formally recognised through the school's awards structure. This changed last year with the inception of the Altior Award - an award created for students, by students. We wanted to recognise outstanding student role models who, through their character and commitment, have a positive impact within the Larkin Centre, and the broader school community.

Students are nominated for an Altior by their peers or their teachers for the values they embody through their actions. The Altior committee is comprised of student leaders who review the nominations and select the termly recipients. Citations are read out in assemblies and the awards are distributed at the final Colours Assembly.

The 2025 Term One Altior Award recipients were Gracie, Steven, Jasmine, Luca, Prisha and Alanah, all of whom were nominated for displaying characteristics such as high standards of respectful behaviour and inclusivity, as well as outstanding participation and commitment in class and school-based activities. Recipients for Term Two will be announced early next term.

Taken from our school motto, Altior means 'higher'. This award is designed to celebrate those who strive to make our school, and the broader community, a better place. It is a reminder that each of us has the potential to inspire, to lead, and to contribute to something greater than ourselves. We congratulate the award recipients.

Zara
Year Twelve, Larkin Centre and Altior Committee Member



A Culture of Conservation



PEGS Conservation Club have had a fantastic start to the year.

We have introduced the container deposit scheme to the secondary campuses, with money raised going to a range of charities and to help purchase trees to offset the school's carbon footprint.

We were thrilled to see several of our students on a recent episode of *Gardening Australia* extolling the virtues of our collaboration with the Royal Botanic Gardens Raising Rarity initiative. We are very proud of everyone involved and this partnership continues to grow, with PEGS students benefitting from the expertise of the Royal Botanic Gardens staff. Scan the QR code above to go to the ABC *Gardening Australia* website and watch the segment.

The Conservation Club also travelled to Woodlands Historic Park to help Zoos Victoria and Parks Victoria with their bi-annual monitoring of the critically endangered eastern barred bandicoot. Students were able to walk with the rangers as they monitored an animal that is currently extinct in the wild. The opportunity to experience practical conservation work and see zoologists microchipping and monitoring these animals was a genuine privilege.

Next term we will be:

- working with Melbourne Water on surveying the Growling Grass Frog population at our frog pond at Keilor Park
- Planting trees to offset the school's carbon footprint
- Adopting an animal in partnership with the Melbourne Zoo
- Running a mobile phone recycling program to raise money and awareness for the plight of mountain gorillas in central Africa
- Introducing new species of endangered plants to our campus in conjunction with the Royal Botanic Gardens

Alex Scott
PEGS Conservation Club





Connection Beneath the Trees

'Connection beneath the trees' often refers to the sophisticated fungal network that links trees and other plants underground. The mycorrhizal network is the most common of these networks and supports trees in exchanging resources and "communicating" among themselves and with flora of different species. At the Eildon Camp, our connection beneath the trees is both an extraordinary symbiotic relationship and a buzzy collaboration of students learning beneath a pine forest.

Picture this: the fog is beginning to lift on Lake Eildon, the sun still hangs low in the sky and the barge awaits excited Year Four students. Fifty-two small backpacks navigate their way through the trees along the lake's edge towards the faithful PEGS Barge. This is the start of the pine forest adventure.

During the Year Four program, students travel via the school barge to a pine forest plantation on the Delatite Arm. Upon arrival at 'The Pines,' students are immediately struck with the great contrast of their surroundings. Having stood in diverse, dense, native bushland only moments earlier, students now stand beneath slender, introduced pine trees on an empty forest floor. This provides students an opportunity to understand and compare introduced versus native species, whilst awakening their senses with all that surrounds them.

Students spend the morning in the forest deepening their understanding of Aboriginal and Torres Strait Islander nomadic culture and the contrasts to European lifestyle. A highlight of 'The Pines' experience is replicating elements of Aboriginal and Torres Strait Islander camps. Alongside their peers, students use natural resources such as sticks, rocks and bark to create their own miniature dwelling. The creations incorporate a growing understanding of culture and often include food preparation spaces, hunting equipment and fire circles. This is a great moment to step back as a teacher and admire the buzz of creation and connection beneath the trees. Students are excitedly sharing resources and communication is abundant; the connection resembles that of the mycorrhizal network.

Simply though, it is students getting their hands dirty and enjoying all that the outdoor classroom has to offer, and a reminder that it's often the little things that lead to the greatest connection.

Bonnie Hansen
Outdoor Education Teacher

da Vinci Decathlon

In May, PEGS proudly hosted the State da Vinci Decathlon Finals, welcoming teams from across Victoria into our vibrant and bustling gymnasium.

Among the excited crowd were our own four PEGS teams, representing Year Seven through to Year Ten. For our Year Ten team, this was a bittersweet milestone; their final time competing in the Decathlon, and a moment that marked the end of a journey filled with teamwork, learning, and unforgettable memories.

The day began with anticipation and energy, as hundreds of students from schools all around Victoria poured into the gym, ready to take on the ten rigorous challenges of the Decathlon. All those weeks of preparation, late lunchtimes, and practice papers had led to this moment. The atmosphere was electric!

For many of us, this was not our first da Vinci final. Walking into the competition space brought back a rush of memories from our earlier years - laughing over cryptic codes, celebrating unexpected wins, and pulling together as a team under pressure. This final competition was more than just an academic challenge; it was a celebration of how far we'd come, and the friendships formed along the way.

Even for those new to the team, the experience was meaningful. Some of our teammates joined only this year, proving that it's never too late to step into something new. The da Vinci Decathlon welcomes anyone with curiosity and commitment. There's something incredibly special about working alongside people you've only just met, discovering how to combine your individual strengths to solve problems, think creatively, and support each other when things get tough.

We're proud to say that our PEGS teams achieved fantastic results. The Year Ten team placed an impressive fifth overall, with second place in English. Our younger teams also shone brightly on the day. Our Year Seven, Eight, and Nine teams achieved outstanding results, with multiple first, second and third place finishes across the board, including overall second and third placings. Their success speaks volumes about their hard work, talent, and team spirit.

If we had the chance to do it all again next year, we'd say yes in a heartbeat. Being part of this team has been a privilege, and we are deeply grateful to the staff who made it all possible: Ms Dullard, Mr Watson, Mr Bohmer, Mr Simmons, Ms Horton Andrews, Ms Anderson and especially Mrs Kaloudis and Mr Taffy. Thank you for your time, your belief in us, and your guidance every step of the way.

This final da Vinci was more than a competition. It was a passing of the baton, a celebration, and a reminder of what we can achieve when we come together.

Andy and Ashley

Year Ten
Gottlieb House and McNab House



Staying Safe Online: Year Seven Learn from Police

In early Term Two, Year Seven students were visited by two police officers from Brunswick Police Station to share information and advice on the importance of online safety.

They began by speaking about the dangers of sharing personal information, such as passwords and photos, and highlighted the growing issue of sextortion. We learnt that this is a serious form of blackmail where someone tricks a person into sending private images and then threatens to share those images online. These situations usually start on social media, with strangers pretending to be someone trustworthy. The officers explained that while many threats are not carried out, the perpetrators rely on the fear that victims feel to manipulate the situation.

We learnt that if something unsafe occurs online, it's important not to panic; instead, stop all contact, tell a trusted adult or teacher, and, if needed, report it to support services such as the eSafety Commissioner, Kids Helpline or Beyond Blue. We were reminded that talking to strangers online is just as dangerous as speaking to them in person - if you don't know them, don't engage.

This visit was a valuable reminder to stay safe online, protect your privacy, and always speak up if something feels wrong. As stated by Dumbledore in *Harry Potter and the Chamber of Secrets*, "Help will always be given to those who ask for it."

Suhas and Anay
Year Seven
Gottlieb House



International Chinese Language Day

In April, students from Years Eight and Nine studying Chinese had the privilege of attending the 2025 International Chinese Language Day held at Camberwell Grammar School.

The day was filled with speeches from inspiring individuals, including the Victorian Consul General of China and the Deputy Secretary of the Department of Education, who spoke about the growing celebration of Chinese culture in Australia.

We also participated in a variety of engaging cultural activities which were very enjoyable. These included creating a Chinese garden, making Chinese tea, calligraphy writing, dragon dancing, and decorating paper fans. During these activities, we had the opportunity to interact with students from other schools. The day concluded with an unseen reading competition, in which many students competed and prizes were awarded.

The day inspired us to continue our Chinese studies and deepen our appreciation of the rich and vibrant Chinese culture.

Victoria
Year Nine
McNab House



Scaling Down

By 'thinking big' we engage our curiosity and exercise our capacity for inspiration and awe. For example, I was recently astounded to learn about how the Luxor Obelisk, a 3,000-year-old, 23-metre-tall obelisk (one of a pair) was given to France as a gift by Egypt in 1830. This titan of stone was transported aboard a specially designed vessel, along the river Nile, across the Mediterranean Sea and up the Seine to reach its current resting point in the *Place de la Concorde* in Paris. A huge engineering feat, hard to contemplate in modern times let alone almost 200 years ago. However, something does not need immense scale to have grandeur or to be valued and make its mark.

'Thinking little' also has numerous benefits and rewards, which are no less rich and compelling. In the Year of 'the little things@pegs2025', (pause to delight in the deliberate use of lower case/little letters), I have been moved, encouraged and inspired by the plethora of small but still significant happenings at Gotty House and across the school each and every day.

One of these is the small pleasure of greeting students as they arrive at school. Brief smiles and words are exchanged; acknowledgements that convey welcome, I see you; this is your school; enjoy your day.

Another thrill was to be in the audience when some of our Year Nine and Ten students participated in their first interschool debate. The topic was complex, the atmosphere tense, yet they brought wonderful effort, logical argument and clarity of delivery, as though this was something they do every day. In addition, their support for one another, by helping jot down notes for rebuttal and giving nods of encouragement, was fabulous.

I was likewise impressed with the willingness of two Year Seven students who each posed a question to our guest speaker, Adam Spencer, at the 'Thinking Seminar' in May. It takes courage and self-belief to articulate a question in front of a large audience, and they did it beautifully. The future of thinking at the school is in good hands.

There was also the very blue coloured camaraderie of the Big Blue Bonanza, where students came together to share music and song, devour baked goods and raise money and awareness about mental health. Their message was one of unity and love.

Each day I have a multitude of interactions that light up my day at Gottliebsen House. I can see that our students are caring, considerate and eager to take a moment to share what they have been up to. They demonstrate friendly humour and goodwill which makes this a good place to be. Some of these achievements may appear relatively small in magnitude, but to me, they are precious and bountiful in munificence.

Caroline Horton Andrews
Head of Section
Gottliebsen House

PEGS in Concert

In a thrilling first for the PEGS Music Department, the inaugural PEGS in Concert was held on 26 May at the prestigious Melbourne Recital Centre. Being one of the premier music performance venues in the world, the concert celebrated and embodied the hard work and passion of our music community.

A variety of music ensembles were featured from all areas of the faculty. All groups, from the nine-piece Guitar Ensemble to the combined Symphony Orchestra and Vox Populi Senior Choir, took to the Elisabeth Murdoch Hall, each delivering vibrant and inspiring performances that highlight the diversity and depth of the music program at our school.

Evident by the amazing sounds and stories presented by each musician, the three-hour concert was a testament to the countless hours of rehearsal and dedication of all involved. With this unwavering commitment and artistry, it brought out the best of PEGS: the teamwork and camaraderie clearly evident in our community. By seeing classmates, friends and our mentors shine with excellence, it allows us to see Music at PEGS as a cohesive group of accomplished and passionate musicians.

The night also gave us a moment to reflect, especially with all the little things that underpin such successes. With every moment of creating music together, our words, actions, and gestures, although subtle, lay the foundations of the brilliance of music as a whole, and this performance was a showcase of these all-important values.

Alan
Music Captain





Weaving: A Story of Connection and Learning

In April, threads of generosity, cultural wisdom, and student curiosity wove together to create something extraordinary at PEGS. Supported by the Nunan family - Justin, Kathryn, and daughters Ella, Milly, and Olivia - and coordinated by Jane Henry, this initiative became a powerful testament to authentic cultural exchange.

The heart of the project was a weaving workshop led by local artist Georgia Anne, whose practice extends far beyond technique into cultural storytelling. Students didn't simply learn to manipulate raffia and create small bowls; they entered into conversation with an art form carrying the wisdom of countless generations.

Under Georgia's guidance, students discovered that weaving is both meditation and mathematics, requiring patience and respect for process. As they experimented with different patterns, shaping unique vessels, each twist of raffia connected them to living tradition.

RAP Captain Thea Tang described how students transformed from tentative beginners to engaged participants in cultural dialogue stretching back through time. Their small creations became seeds of inspiration for Georgia's larger artistic vision.

The culminating artwork now stands in the Indigenous garden beside the Prep and Year One building - deliberately placed where the youngest learners begin their journey, embedding respect for First Nations cultures into the very landscape of learning.

More than decoration, this piece serves as a daily reminder that reconciliation is an ongoing practice of listening, learning, and honouring Indigenous knowledge systems. It demonstrates that meaningful reconciliation education happens through genuine relationship-building, hands-on learning, and creating lasting symbols that keep important conversations alive in school life.

Christine Hallman
Head of Section
Junior School (girls)



Year Eleven Careers Expo Excursion

Earlier this term, we had the opportunity to attend the VCE and Careers Expo at the Melbourne Showgrounds as part of a school excursion. It was an engaging and valuable experience that provided plenty of inspiration and information about future study and career pathways.

The event featured a wide range of stalls from universities, TAFEs, training providers, and various industries. Representatives were friendly and eager to share advice, answer questions, and give insight into their courses and professions. Many stalls offered hands-on activities, which helped us understand different options more clearly and introduced us to pathways we hadn't considered before.

The atmosphere was lively and interactive. Some highlights included testing out the ADF's flight simulator and exploring the inside of a police car and ambulance van. We also received plenty of freebies like pens, tote bags, notebooks, and snacks!

Attending with friends made the day even more enjoyable. We explored interests together, exchanged ideas, and had some great conversations about the future - all while enjoying a change from our regular school day.

The Careers Expo was a worthwhile experience that helped broaden our awareness of the opportunities beyond school and the many paths we can take.

Zehra
Year Eleven
Larkin Centre

Animal Land Farm

Off on what was to be an amazing adventure, the Junior School (boys) Prep students headed to Animal Land Farm in Diggers Rest, early in Term Two. Gumboots and rain jackets on, they were ready for a great day!

Experiencing farm life firsthand, the students were led by dedicated farmers. They learnt how to best care for the baby animals. Getting to gently pat the animals and look at them so closely was a real highlight.

Milking a cow was up next! Students also learned about the products that are made from milk, which made getting to see where the milk comes from all the more fascinating. Elle, the cow, was very patient.

What better way to see the sights of the farm than from a tractor? The farmers drove the students to an area they experienced feeding animals including sheep, goats, ducks and alpacas.

After piling off the tractor there was a bit of shoveling to be done, and no shortage of volunteers to help. In true farm style, the students were out in the paddock, helping the farmers. No matter how stinky things got, there were smiles on every face.

Getting to ride on a pony was a real treat. The students listened carefully to the farmers instructions and, after donning their helmets, rode happily around the pen.

For their very first excursion at school the Prep students had a delightfully fun and educational experience.

Ebony Paulka
Acting Year Level Coordinator
Junior School (boys)



A Sense of Connectedness

If you wander through the Year Seven McNab House classrooms on a Wednesday morning, you might hear peals of laughter or quiet conversation, or perhaps you will observe cooperative collaboration or patient problem-solving.

During Semester One, Year Seven and Year Ten McNab House students have had the opportunity to engage in the Peer Support programme, enabling younger students to establish connections and gain confidence, and older students to extend their communication skills and capacity to lead.

Equally, participation in the House programme also ensures students meet a broad range of people from both their own cohort and across all year levels at McNab House. Through working alongside one-another to learn House chants and spending lunchtimes in the Art rooms making banners to cheer their peers, to decorating faces with bright zinc or creating hairstyles adorned with House coloured ribbons and hairspray for Swimming and Athletics Carnivals, a feeling of belonging and identity is cultivated.

We know from experience and research that wellbeing is nurtured by a strong sense of connectedness. Positive peer interactions promote the development of social and emotional skills, such as self-worth, inclusion and empathy, thus contributing to the well-being of students. The opportunities at McNab House reflect the value we place on purposeful and integrated programmes, enabling students to help each other to flourish.

Alison Lochhead
Deputy Head of McNab House



Partnerships With Families: Celebrations as Learning Opportunities

"Families are valued as partners in their child's learning journey. We value and respect their knowledge and contribution".
-abstract from PEGS Kindergarten philosophy 2025

Partnerships with families are highly valued at PEGS Kindergarten and are essential for creating a supportive foundation for children's learning. Not only does this collaborative approach enhance educational outcomes, it also nurtures a sense of community.

There are many ways to enhance our partnerships with families, but one intentional strategy we value each year is through the participation in family acknowledgement days. These events provide an opportunity for families to actively share and spend time in the Kindergarten program with their child, and experience the deep thinking and learning that we expect from the children each and every day.

At the beginning of Term Two, we chose Mother's Day as a catalyst for family participation. The children invited a significant person to our celebration to participate in our educational program. During these events across the three cottages, we observed our guests engaging in all kinds of thinking. Some guests were invited to draw their child's baby portrait, paying close attention to detail, and some were invited to create a 'kindness stick', where messages of kindness were attached for the child and guest. Other guests experienced a story telling session where understandings and ideas of family were shared from the child's perspective and in return, a thoughtful message was shared back.

In addition to these experiences, the children stepped into the teacher role as they spent time sharing their skills and knowledge with their guests. This is something we often see the children engage in with their peers.

By participating in these events, families are not only spending valuable time with their child, they are also developing an understanding and appreciation of the thinking and learning that their child engages in every day at Kindergarten.

Lauren Olcorn
Director of Kindergarten

New Revers-atile Sport Uniform

Stylish. Versatile. Reversible! Yes, that's right! We are excited to announce we will be launching a new sport uniform range from the beginning of the 2025/26 Summer season. Motivation behind the new reversible design is to not only avoid frequent clashes with opposition schools, but to also reduce the number of items required for students to participate in our programs throughout the year.

The new uniform's design features a close-up of our school crest's representation of the link between Penleigh Ladies College and Essendon Grammar School to highlight the school's history and internal connection. The garments have a navy home side and a reversible light blue clash side. This will mean our teams look poised for every match, no longer needing to turn their tops inside out.

To further the uniform's versatility, the new short-sleeved HSV top (pictured far right) will replace the school's current navy polo and become a part of the Health and Physical Education practical uniform. This functional HSV top will also be able to be worn across multiple sports within our program during the summer, winter and athletics seasons. These sports include; badminton, hockey, volleyball, tennis, netball, touch football, soccer and table tennis. Due to the nature and requirements of sports such as basketball and football, separate sport specific garments will still need to be purchased.

The new range will be available for purchase from Term Three in preparation of the 2025/26 summer season. There will be a two-year change-over period where both the current and new uniforms can be worn. All students will be required to wear the new range in 2028.

Ben Bailey
Director of Sport



Celebration of Learning

Throughout Term Two students from every year level invited their parents and special guests to school for a celebration of learning.

The students were excited and proud to show off their classroom and the wonderful work that they have produced in Semester One. Each student chose their favourite pieces of work and spoke to the guests about how they created their work and what they were most proud of. In some classes, parents and students created a joint poem, completed a reading fluency activity and did a maths daily review session.

To add to the excitement, School Captains, Simon and Mia, attended the Year Five and Six mornings to congratulate the students on the quality of their work.

The Celebration of Learning sessions allowed us to highlight individual growth rather than simply standardised achievement. Parents got to see progress in real terms—through their child's improved writing, a group project, or creative performance.

The success of the mornings was best highlighted by responses like these ones below.

"I liked showing my mum my writing and reading books. She didn't know how much I had written this term!" - Raf

"It was fun doing the math daily review with my dad — he said it was harder than he thought!" - Ethan H

"I liked when we read out loud and showed how we practice fluency. My mum said I was really expressive!" - James

"I was proud to show off my classroom and explain how we do things. My parents said they were impressed!" - Geoffrey

Graeme Sharman
Head of Section
Junior School (boys)



Learning in ‘the middle’

If you stand a Grade Five student next to a Year Eight student, the differences are obvious. From their heights to their hairstyles, it’s clear that these students are at different stages of development. The same principle applies if you compare a student in Year Nine with a student from Year Twelve. Even when the physical differences are less obvious, the developmental differences are just as significant.

And their educational needs are different.

Neuroscience has taught us a great deal about the cognitive changes that take place during adolescence, when a teenager’s amygdala (the part of the brain responsible for emotions) takes the lead, while their pre-frontal cortex (the part of the brain responsible for reasoning and decision making) undergoes significant redevelopment.

It explains a great deal about adolescent behaviour.

This reality has a significant influence on what good learning looks like in the middle years, making it different to what comes before in the primary years, and what comes after in the Larkin Centre. All students need teachers who understand their needs, and at McNab House and Gottliebsen House they have access to teachers with just this expertise.

Middle school students are not big primary students, or little Year Twelves: they have their own social, emotional, physical and cognitive needs. Our model means our students benefit from living with, and learning from, teachers who are experts not only in the disciplines that they teach, but in educating students at this particular age and stage.

Anthony Simmons
Head of Section
McNab House



Rocking the State in Times Tables!

During May, students in Years Three - Five took part in the statewide Times Tables Rock Stars (TTRS) Victoria Rocks competition - and what a result! With three hours of total game time over three days, Junior School (boys) answered a staggering 393,980 correct multiplication facts, placing fifth out of 227 Victorian schools.

Students had a maximum of 60 minutes per day to log their best scores, and friendly rivalry between classes added to the momentum. Some even gave up their lunch breaks to compete alongside mates in the Maths Room, determined to lift their class - and our school - up the leaderboard.

TTRS was introduced at our school in mid-Term One for Years Three - Six as part of our fluency initiative. The results have been remarkable, with students showing measurable growth in speed and accuracy through their TTRS heat map data. This progress reflects our belief in the importance of fluent recall of multiplication facts for success in broader mathematics.

As mathematics professor Anna Stokke notes, "When students automate basic facts, it reduces cognitive load and frees up working memory for higher-order thinking."

Times tables underpin critical concepts like fractions, algebra and ratio. That's why we advocate for a "little and often" approach - just four minutes a day can make a big difference!

We're proud of the commitment, effort and achievement the students are showing - and know their fluency will continue to improve.

Jacqueline Benson
Maths Coordinator
Junior School (boys)

State Swimming Championships 2025



On Thursday 1 May, nine talented swimmers proudly represented PEGS at the School Sport Victoria State Swimming Championships, held at the Melbourne Sports and Aquatic Centre (MSAC). Competing against the very best swimmers from across the state, our students demonstrated remarkable skill, determination, and sportsmanship.

In the eleven-year-old boys freestyle relay, the team of Daniel, James, Edward, and Cruz gave a strong performance to finish in seventh place. This is a fantastic achievement at such a competitive level.

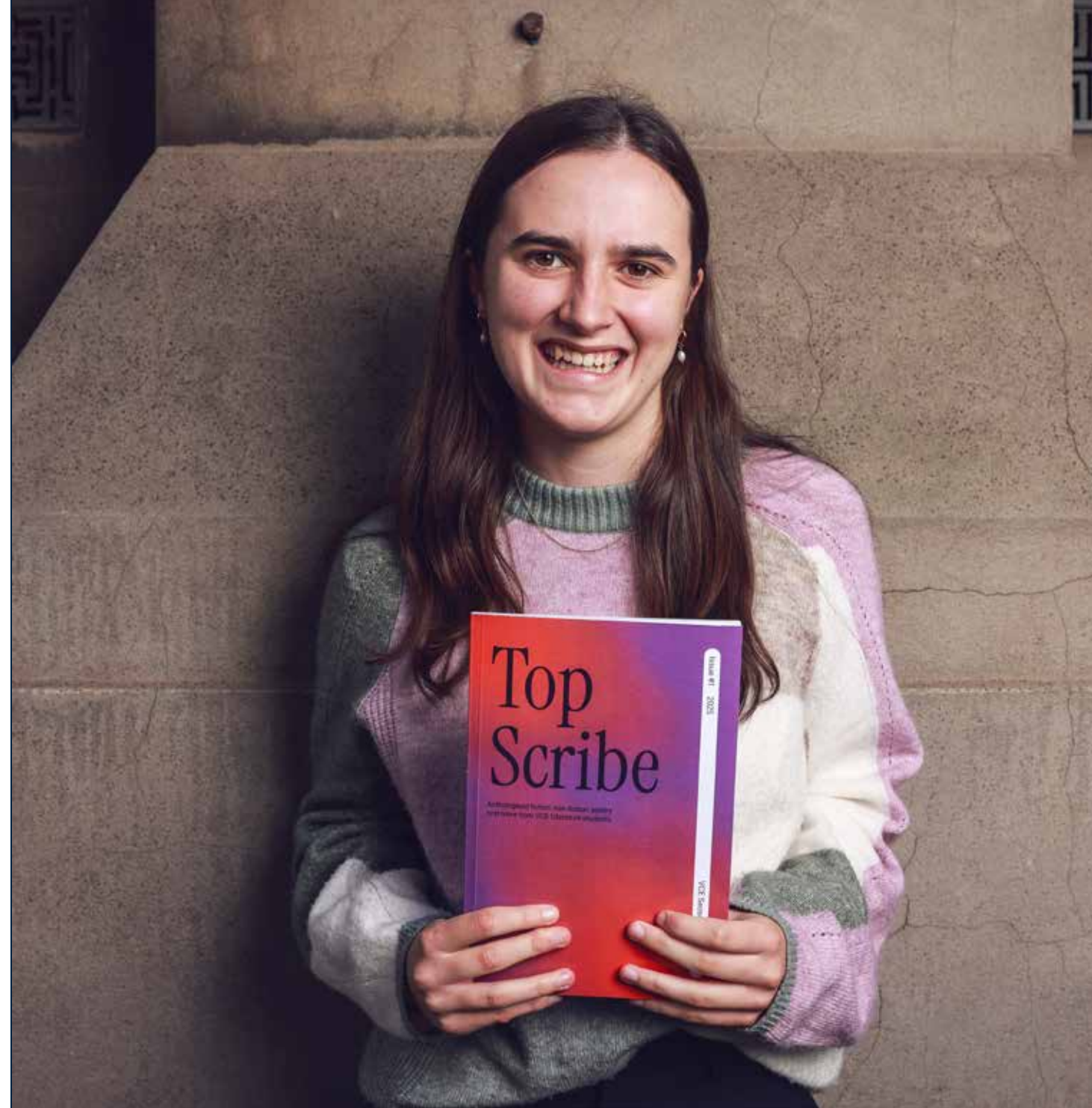
The twelve and thirteen-year-old boys freestyle relay team, consisting of Edward, Kaan, Angus and Henry, narrowly missed the podium, placing fourth overall - an incredible result.

Our open medley relay team also delivered a strong showing, finishing fifth. Congratulations to Noah, Edward, Kaan, and Daniel for their outstanding effort.

A special mention goes to Noah, who competed individually in two events. He placed sixth in the butterfly event and seventh in the backstroke event - an exceptional effort at this elite level of competition.

We are immensely proud of all nine students who represented PEGS with excellence, teamwork, and pride. Their commitment and hard work leading up to the championships was exceptional.

Callum Glassford
PE Coordinator
Junior School (boys)



A Top Scribe

Congratulations to Class of 2024 School Captain and alumni, Ella Nunan, on being included in the inaugural Top Scribe anthology publication. Top Scribe is the most recent inclusion in the VCE Season of Excellence and celebrates original creative works by Unit Four VCE Literature students from across Victoria.

Ella's work, 'Lost and Found Day', a response to Elizabeth Tan's 'Washing Day', was chosen from over 200 submissions. It was also included in our very own PEGS Anthology in 2024.

Ella attended the launch of the Top Scribe anthology with her parents and VCE Literature teacher, Mr Harrison. She enjoyed the opportunity to meet with other talented young writers and to hear readings of several of the included works.

Ella is currently studying Medicine at Monash University.



Is My Microphone On?

Is My Microphone On? was a powerful Drama Production in which a collection of young people cried out about the anxieties they have for the future. They expressed frustration at seeing the world's critical problems met with apathy, and selfish excuse.

Environmental issues examined during this intense performance ranged from the burning of fossil fuels, pollution and extreme weather events caused by climate change, to the ideological conflict between older and younger generations. The characters battled to have their voices heard in protest-style scenes.

The play was skillfully performed by students from Year Eight to Eleven, who were guided under the direction of Greta (Year 12 student director) and Alessia (Year 12 student producer), and a team of student designers.

Of her participation in the play, Lucy (Year 9) reflects;

I think this play was different from others because it didn't tell a story that had already happened, or that was made up by the writer. It presented real-time stories that were taken from news articles. It added another layer for people to think about.

While getting familiar with the script I learned about many real-life problems. I think that after having spent so much time on the play, and saying the lines over and over again, the problems seem bigger to me now. The way that the lines were said in this play, with people yelling them, made me think about the issues from an entirely new perspective compared with reading about them in a news article. In news articles it is all facts and reports, but a play shows emotions.

A Spotlight on Producing Theatre

Is My Microphone On? was designed and produced by a group of students. Year Ten students Ava (Set Design) and Amira (Costume Coordinator) share their experience of preparing the show.

Ava: My aim was to give the set a realistic look, which supported the performance without being distracting. To fit with the play's environmental message, I used trash. Collecting all the pieces made me so much more aware of the rubbish and waste that is around us everywhere.

Amira: I used colours to show the difference between the adults and children in the play. The young people wore deeper, more serious tones while the adults' outfits were brighter and more unconcerned. The young people were unified by their colours, but each was dressed as a different stereotype to show that problems affect everyone.

Ava: It surprised me to learn how many ideas we had to cycle through, and how much the positioning of the set had to take the movement of the characters into account. I performed in the show and prepared the set, so balancing deadlines was a big lesson for me.

Amira: I learned that having a 'cool idea' was one thing, but the practicalities were how many little pieces it would take to accomplish that vision. Often it was more involved than I thought. I put pressure on the cast at times, to make sure things were getting done, but also wanted to keep my interactions with them fun so they would enjoy their costumes and feel supported.

Jessica Gorlin
Director of Performing Arts



Year Six Canberra Trip

Embracing Civic Responsibilities

In a time of shifting political attitudes and dynamic public debate, a recent four-day school trip to Canberra gave our Year Six students a powerful reminder of the importance of civic responsibility and engagement.

Although the tour is always rounded out by fun, social visits and activities, the itinerary was designed to explore Australia's democratic institutions and highlight the role each citizen plays in shaping the future. At Parliament House, students learned how laws are made and debated, prompting thoughtful discussion about leadership and accountability. At the Electoral Education Centre, they explored the value of informed voting, and how every voice matters in a functioning democracy. The students also participated in a mock election and vote count, ensuring an improved understanding of the preferential voting system.

A standout moment was the visit to the High Court of Australia, where students had the rare opportunity to observe five of Australia's seven Chief Justices in session. Junior School (girls) students were thrilled to bump into Chief Justice Lucy McCallum at the airport. She generously spoke with them at length, answering a myriad of questions and happily sharing insights into her journey to this esteemed position. The students came away feeling encouraged and committed to their personal goals.

We hope that for the students, the Canberra experience wasn't just a school trip that provided them with very fond memories, but that it serves as a call to action and reminder that democracy depends on all of us, and that they have the voices that matter for our future.

Amelia Turner
Years Five and Six Coordinator
Junior School (girls)



Year Threes at the ANZAC Commemorative Service

The 2025 Year Three students from Junior School (girls) continued a long-standing tradition of attending the Melbourne Legacy Annual ANZAC Commemoration Ceremony for Students which was held at the Shrine of Remembrance.

Although our students may not have a wealth of direct knowledge of ANZAC Day and its significance, through their reading of a variety of wonderful picture story books and engaging in classroom tasks designed to encourage them to think about the realities of the Gallipoli campaign, they arrived at the Shrine with an understanding of why ANZAC Day is important to so many Australians.

Once our students were ushered to their seats they were given a sprig of rosemary attached to a small Australian flag which they wore proudly pinned to the lapel of their blazers. The arrival of the Victorian Governor, Her Excellency Professor the Honourable Margaret Gardner was preceded by a parade of high school cadets in their military uniforms which was an impressive sight for the students.

Two students were chosen to lay a floral wreath at the base of the eternal flame on behalf of the PEGS Community, while the rest of the cohort lent their voices to the singing of the National Anthem.

Once back at school, the Year Three students ran an ANZAC Assembly where they explained the significance of the poppy and presented a beautiful recitation of the poem, 'In Flanders Fields'. It was clear to all present at the assembly that the legacy of the ANZACS is in safe hands.

Lois Newberry-McLeod
Year Three and Four Coordinator
Junior School (girls)



Extending Mathematics

On 16 May, the Year Nine and Ten Maths Enrichment students embarked on the three-hour journey to Eildon for Maths Camp.

During the maths sessions we were exposed to the Gauss and Noether Series, which challenged us to explore complex theorems and develop our ability to problem solve, building on what we already knew.

Outside, one of many highlights was canoeing and narrowly avoiding being splashed. We also played Lantern Stalk and realised how much fun it can be wandering through trees in the dark!

We developed a new sport which involved hitting a football with a cricket bat and made memories while experiencing all that camp has to offer, all while being extended mathematically.

What we will carry with us the most are the connections that were forged and deepened between McNab and Gottliebsen Houses. Thank you to the maths teachers and camp staff for making this such an enjoyable weekend for us.

Callista and Zara
Year Ten
McNab House

Year Two to Mars!

To complement their learning focus on space, Year Two students visited the Planetarium at Scienceworks. Over the course of the term, the students explored objects in the sky, focusing on how the earth's rotation causes day and night, differences in the sky and the characteristics of the planets in our solar system.

STEM (Science, Technology, Engineering, and Mathematics) is at the heart of everything at Scienceworks, making it a vital part of the museum's mission to inspire learning and curiosity in students of all ages. Students engaged in hands-on exhibits and real-world demonstrations to build their understanding of how STEM shapes the world around them. Students enjoyed testing their running abilities against Cathy Freeman, their flexibility against gymnasts and their reasoning skills through interactive puzzles.

At the Planetarium, students viewed *Tycho to Mars*, a space exploration film with real scientific facts, making learning about Mars and space travel both fun and educational. The film follows a young protagonist's journey to Mars, sparking curiosity and inspiring students to think about the possibilities of science and technology in the future.

Tycho's adventures helped students connect classroom science lessons to real-world applications, encouraging them to dream big and explore STEM fields with enthusiasm. The day finished with a session exploring the night sky in Melbourne, identifying planets, singular stars and constellations. These connections inspired students to develop a passion for science and technology and broadened their understanding of humanity's potential for exploration beyond Earth.

Carlee Yuill
Year Level Coordinator
Junior School (girls)





Enrichment Through Indigenous Culture at Eildon

Year Four students returned from their three-day camp at Eildon with hearts full of adventure and minds enriched by Indigenous culture and traditions. From the moment they arrived, excitement filled the air as camp expectations were outlined and cabin allocations were made, setting the stage for an unforgettable experience.

The camp began with a unique sensory exploration activity called "Awakening of the Senses." The boys walked thoughtfully through the campgrounds, focusing intently on what they could see, hear, smell, and touch in their natural surroundings. A highlight of this experience was the opportunity to taste kangaroo meat, which received an enthusiastic thumbs up from the adventurous young campers. They also explored the natural world around them, using elements from nature to discover and appreciate different colours.

Following this sensory journey, the boys painted traditional clap sticks using Indigenous colours and patterns, creating their own connection to Indigenous culture.

Day two brought more excitement as the boys boarded a barge for a trip across Lake Eildon to Pine Forest. There, they explored the local flora and fauna before channelling their creativity to construct Indigenous villages using only natural resources they found in the environment.

The boys then tried their hand at traditional Indigenous games, including spear throwing, testing their aim and coordination. The true highlight of the day was spending time with local Elder Uncle Ian Hunter, who generously shared stories of Indigenous history and culture with the captivated audience.

Uncle Ian guided the boys through boomerang throwing and taught them to craft grass bracelets using traditional techniques. As evening approached and dinner satisfied their hearty appetites, Uncle Ian demonstrated the ancient art of fire-starting. The day concluded with an immersive experience of Indigenous song and dance, with the students using their handcrafted clap sticks to accompany the traditional rhythms. A peaceful walk through the bushland under the stars provided the perfect end to their cultural journey.

On their final morning, students put their mapping and orientation skills to the test, successfully navigating their way around the campgrounds and building confidence in outdoor exploration.

The camp left lasting impressions on all participants. Noah reflected, "The highlights for me were trying kangaroo meat, sitting around the campfire and the trip out to Pine Forest because we got to explore Indigenous culture and also the food was really good!" Meanwhile, Jack discovered something profound about mindfulness, sharing, "I learnt that when I really focus on my senses, they are more enriched, and I got to see and hear things that I wouldn't usually notice."

The Eildon camp provided students with an authentic and respectful introduction to Indigenous Australian culture while fostering appreciation for the natural environment and building lasting memories of friendship and adventure.

Combined Junior House Cross Country – 2025

The Combined Junior School House Cross Country event brought together over 600 enthusiastic competitors from Years Three to Six from both junior campuses. Now in its second year, this much-anticipated occasion has quickly become a highlight of the sporting calendar, celebrating not only athletic ability, but also camaraderie and house spirit.

The atmosphere on the day was filled with energy and excitement as students united to cheer on their peers. Families lined the course, and siblings across campuses had the opportunity to share in the experience, further enhancing the sense of community and connection that defines our ethos.

Throughout the event, students displayed tremendous grit and determination. Whether pushing through the final stretch of the race or offering encouragement to others, participants exemplified the values of perseverance, teamwork, and mutual respect. It was a powerful demonstration of the character and resilience nurtured in our school community.

This cross-campus event continues to strengthen bonds among students and staff while reinforcing our shared commitment to inclusivity. It serves as a testament to what can be achieved when our school comes together in pursuit of a common goal.

Top performers from each race have been selected to join the Junior Cross Country Squad and will go on to represent PEGS in School Sports Victoria and AGSV competitions.

Congratulations to Limerock and Rose, the winning houses for 2025, for their outstanding achievements and spirited performances.

Callum Glassford and Brett McQueen

PE Coordinators – Junior School (boys) and Junior School (girls)



Purpose and Perspective

As Term Two has unfolded, our Year Seven students have engaged deeply with the theme of *'Purpose and Perspective'*. This provided a meaningful framework for their first formal exam period with both curiosity and confidence.

In Form groups, students worked on setting up and refining their personal study planners, helping them develop time management skills and find the right balance between consolidating their understanding and relaxing. This balance is crucial not only for academic success but also for maintaining energy, motivation, and wellbeing. They explored a variety of study strategies to discover what works best for each of them.

Our students are always encouraged to maintain regular exercise, get quality sleep, and eat a nutritious diet — all of which support learning and wellbeing.

Understanding and managing stress was also a key focus. Activities and discussions helped them recognise signs of anxiety and learn strategies to cope, such as mindful breathing, positive self-talk, and seeking help when needed.

We also encouraged them to keep a healthy sense of perspective. While exams are an important opportunity to practise academic skills, they are not a measure of worth or potential. Many of us would struggle to recall our own Year Seven exam results — yet we remember the lessons we learned about preparation, effort, and resilience.

These are the true goals of this experience.

James Tizard

Year Seven Coordinator
McNab House

Consent Matters

This term, our Year Ten cohort took on something beyond the classroom—The Consent Project. What started as “just another school task” quickly became one of the most eye-opening experiences we’ve had at PEGS.

My group explored the question: What creates an entitled opportunist? We found that these individuals often have high social competence and act impulsively in pursuit of their own desires. In relationships, this can create an imbalance of power, where one person puts their own gratification above the comfort, boundaries, or needs of others. When mutual respect and consent are disregarded, the dynamic can become harmful.

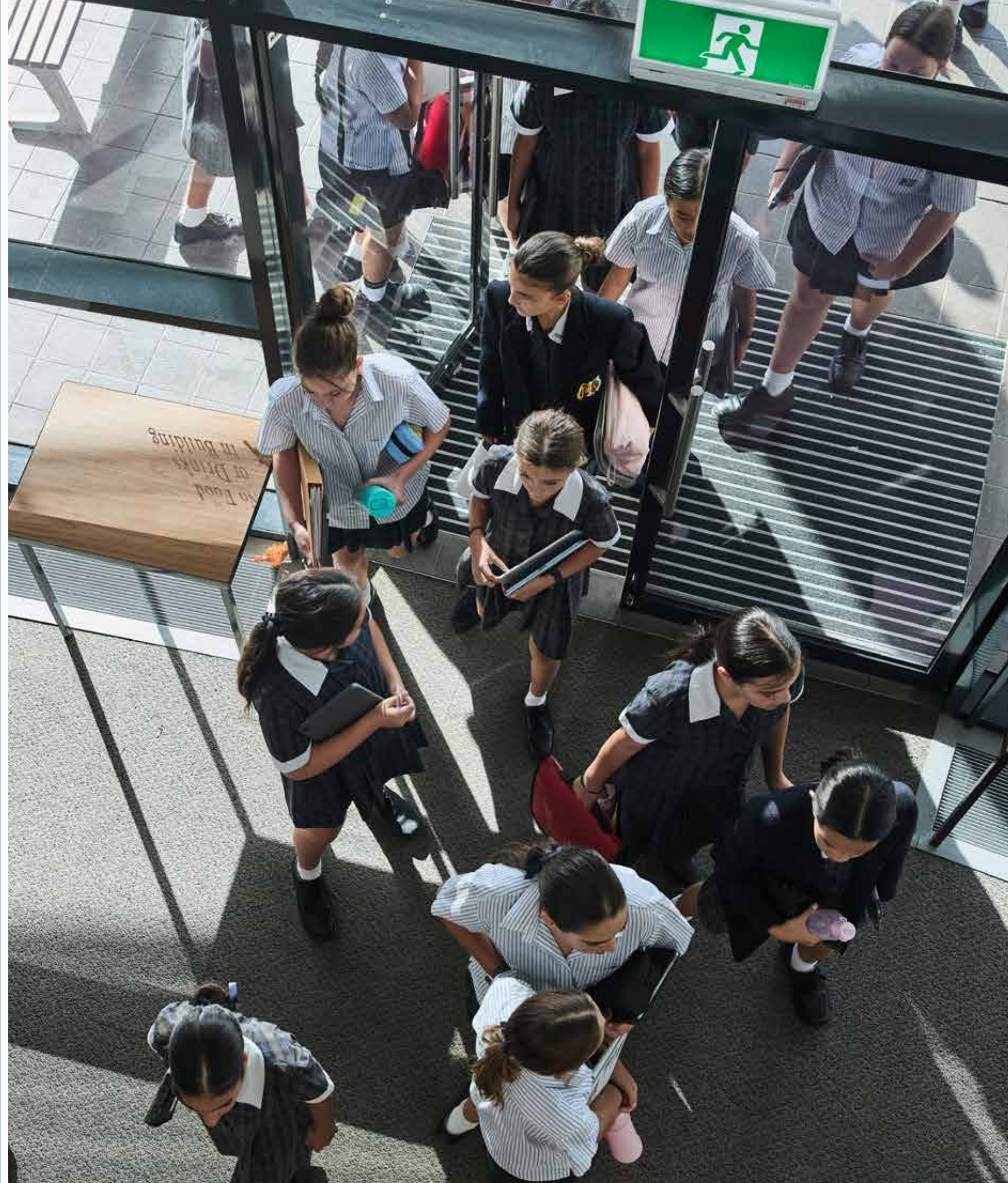
Other groups explored topics like the effects of patriarchy, the importance of empathy, and how our brains react to stress in relationships—fight, flight, freeze, or fawn. Each group brought thoughtful insight, and it felt like the whole year level was truly engaged.

What stood out most was how personal it all felt. We weren’t just watching videos or reading statistics—we were asking questions like, “What does a respectful relationship look like?” and “Have I ever made someone uncomfortable without realising?” It was confronting at times, but in a powerful and necessary way.

As students, we’re often told how to behave, but this project helped us understand why it matters. Empathy isn’t just about being nice—it’s about transforming relationships. Understanding power and privilege is crucial, even in small moments.

The Consent Project was more than an assignment; it was an opportunity for reflection, growth, and learning to be better people.

Eli
Year Ten, Gottliebsen House



Year Eight Parent Forum

In Term Two, parents of Year Eight students gathered for a highly engaging and informative parent forum. A regular feature of our programme, the morning focused on supporting adolescents through their development and provided practical strategies for families.

The session began with an overview of the Year Eight wellbeing programme, which is designed to help students build emotional and social skills through monthly ‘Toolkit Tips’. These tips offer ongoing, accessible support for navigating the ups and downs of adolescence, whilst building resilience and capacity.

Senior Psychologist, Hannah Nikkerud, spoke about how the adolescent brain is still “under construction”, helping parents understand the myriad neurological changes their children are experiencing.

Psychologist, Diane Hatley, followed with valuable advice on how families can stay connected and engaged, even during the more challenging moments of teenage life.

The Forum also featured a Q&A session where parents raised timely concerns about online influences, as well as the impact of social media. Discussions explored the importance of consistency and how teenagers often test boundaries to feel secure in knowing they are there – a bit like the safety barrier on a roller coaster!

Overall, it was a very helpful and, we hope, reassuring morning that left parents feeling better equipped with their Year Eight children to work through this dynamic stage of growth and change.

Emily Atkins
Year Level Coordinator
McNab House



Generations in Jazz

On Friday 2 May, after a long awaited three months of rehearsals, it was time to pack our bags and get on a six hour bus ride to Mount Gambier, South Australia. The Stage Band, Chindamo Jazz Combo, Middle School Jazz Combo and for the first time, the Jazz Vocal Swing Syndicate, embarked on a weekend filled with thrilling performances and lifelong memories. On the first day, upon arrival, students were given the opportunity to watch the Big Phat Band perform live with other fellow inspiring jazz musicians. From this experience, students from countless different schools had the chance to talk and bond over their love for jazz and music.

On the second day, we awoke to an early start, with our ensembles performing at our best on stage in front of the adjudicators. It was an action packed day, but we fought through our nerves and excitement, and everyone had the greatest time. Later that evening, we were granted another incredible performance from the Big Phat Band, with live jazz music that blew our minds. On the final day, sadly, it was time for us to say goodbye to Generations in Jazz 2025, leaving us with skills, and assets that will enhance our ability to become better jazz musicians.

Mimi, Music Captain



Ringwood Eisteddfod Success

Our Year Seven Novice Trio (Eric, Ellie and Angela) gained First Prize in their section at the Ringwood Eisteddfod on Sunday 1 June. They played the *Scherzo* from Beethoven's *Piano Trio Op 1 No 2*, with aplomb, also looking very smart in their formal school uniforms. The adjudicator, Philip Green, was very warm and encouraging in his comments.



Jazz Night

The warm stage lights, the soft hum of instruments tuning, and a crowd eager with excitement, that was the atmosphere when stepping on stage for the first Jazz Night on Friday 9 May. After we had a weekend filled with music at the Generations in Jazz festival we were ready to share what we performed to others back home. Guests were complimented with refreshments as they indulged in a night of jazz! It began with the Middle School Jazz Combo, followed by the Music Technology Ensemble. We were also granted performances by the Chindamo Jazz Combo, the Jazz Vocal Swing Syndicate, and finally, Stage Band. What made it so special wasn't just the music, but the vibrant energy we received from the audience. Every piece was met with genuine applause, making all the long rehearsals worth it. Overall, the night was a celebration of creativity as well as growth, and allowed us the opportunity to express our hard work.

Mimi, Music Captain



Triathlon Success

At the end of term one, we had the privilege of representing PEGS and Victoria at the School Sports Australia National Triathlon Championships in Rockingham, WA. This was the fourth time we have represented Victoria at these National Championships, which occur in a different state each year.

Over four days of competition the best triathletes in the country battled it out in hot conditions at the Rockingham Foreshore. We competed in both the individual triathlon (swim/bike/run) and aquathlon (run/swim/run) events as well as a triathlon team relay.

This year Madigan secured 9th place in the individual triathlon, 6th in the individual aquathlon and 4th in the Intermediate age relay. Mackinlee placed 17th in the individual triathlon and in a rare outcome beat the strong QLD and NSW teams to bring home a gold medal in the composite team relay event!

These National Championships are special in that they bring together families and athletes from all over Australia as a community. It is not just about the competition and striving to be your best. Families, coaches, friends, able-bodied and multi-class athletes unite in a shared passion to cheer and support each other. The excitement can be electric, with bonds created that last well beyond the finish line.

We are extremely grateful to PEGS and our families for their unwavering support in helping us to achieve our goals. We are looking forward to representing PEGS in the coming years.

Madigan and Mackinlee
Year Ten and Year Nine
McNab House and Gottliebsen House



Pickleball

The world's fastest growing sport, Pickleball, officially entered the secondary sport program in Winter 2025. The squad, comprising 22 students from Year Ten to Year Twelve, participated in two morning sessions per week. During these trainings, under the guidance of a Level Two pickleball coach, students learned the skills and rules of this active, fun and addictive game. With terms such as the 'service zone' and 'kitchen' you might be misled into thinking the sessions are cross-training for waitstaff! However, our pickleballers now know exactly what these terms mean in relation to their sport!

We are looking forward to the expansion and growth of this exciting sport in the coming seasons.

Tennis Victoria School Championships

Congratulations to our girls Firsts Tennis team who qualified to represent the AGSV at the Tennis Victoria School Championships in May. The squad competed against qualifying schools from other Victorian sport associations in four singles, two doubles format. The team played brilliantly in their first two rounds winning all 12 sets and placing them in a very good position as they entered the final round. In a very close and competitive final match, the team finished proud runners-up.

George on Target!

Congratulations to George (Year Seven) for his outstanding efforts at the 2025 Skeet Nationals, held from April 2 - 8 in Perth. At this event, George competed against competitors from across Australia and New Zealand in multiple categories. He was well and truly on target as he placed first and was named champion in the junior 28 gauge, junior 410 bore, sub-junior 20 gauge, sub-junior Commonwealth skeet and sub-junior National skeet doubles. He was also named junior National Champion of Champions and was given the honour of becoming the sub-junior high gun.



From the Archives

100 Years Ago - 1925

Brigid Cooper Archivist

Just inside the main entrance to the Administration Building at our Moonee Ponds Campus is a beautiful oak wall clock. The gold lettering on the clock reads:

To the memory of Harry Hales, aged five years and ten months - a little pupil of Penleigh from September 1924 to June 19th 1925. Ad Altiora.



The clock donated by the family of Harry Hales

At this time, 100 years ago, Penleigh Presbyterian Girls' School had only just moved from an earlier, custom-built building in Chaucer Street to the more spacious Wahgunyah house in Park Street. The whole school, from Kindergarten to Matriculation and all the staff, fitted into the house. In such a small, tight-knit community, it created deep ripples when one of the students passed away.

Harry Hales' family also maintained a connection to Penleigh. Harry was the only child of Arthur and Doris Hales and they donated money for two prizes in his name. The Harry Hales Memorial Prizes for Senior and Junior students was awarded on Prize Night from 1925 through into the 1940s. The family also gifted the Dora Hales Cup awarded to the Senior Sports Champion. Gladys Mountain was the first recipient in 1926.

The Penleigh Magazine 1925:

The School wishes to express its grateful thanks to Mr and Mrs Hales for the beautiful clock which they have presented to Penleigh, in memory of their little son, and for the two prizes which will bear his name. We assure them that we deeply appreciate the honour which they have thus paid the school.



1926 Penleigh Sports Champions L-R: Margery Gee, Joyce Clark, Freda Orr (Intermediate Championship), Gladys Mountain (Senior Championship – Doris Hales Cup) (PEGS Archives. Donor: Williams Family [PH04398])

When Georgia Richter started at Penleigh Presbyterian Ladies' College in 1976, her uniform included a straw hat for summer and a navy beret for winter. New uniform changes were brought in during 1978 and the straw hat was no longer part of the uniform. Georgia's family carefully stored the hat away for safekeeping.

Following her life-long love of reading, particularly fiction books, and her aim to be a writer, Georgia moved to Western Australia and completed her Masters of Arts in Creative Writing. This has morphed into a fulfilling career in editing, proofreading and publishing at Freemantle Press.

It was delightful to catch up with Georgia, and some of her primary school classmates, at the Moonee Ponds campus recently. Now, nearly 50 years after the hat was first purchased, we are delighted that Georgia has donated this straw hat to the PEGS Archives.



1982 Year 6 girls wearing their new-style summer uniform. Georgia Richter is 2nd row, first on left. (PEGS Archives [PH00494])



Georgia Richter [Class of 1988] and her daughter, Abby, with the Penleigh straw hat



Some of the Class of 1988 - Back L-R: Mandy Coney (McKenzie), Rebecca Powell. 2nd L-R: Natalie Romensky, Tegrin Christie (Heidi Clutterbuck), Georgia Richter, Emily Gilbert (Taurins), Jillian Lazzara (Adams). Front L-R: Susan Faulkner and Joey, Sharon Hanson (McDonald), Sally Clouting (Garden-Berry).

PEGS Alumni Association

2025 Reunions

Reunion Program

The School reunion program offers PEGS former students the chance to catch up with their fellow alumni and reminisce about those wonderful school years. So far this year we have seen the Class of 2005 Ten Year Reunion and the Class of 1995 Thirty Year Reunion celebrated.



And look who caught up to celebrate 50 plus years of PEGS friendship- the Class of 1975 are still going strong! (Shout out to '75's own Henry Gomizel for the event and happy snap)



Upcoming Reunions

- Class of 2005 Twenty Year Reunion – 10 October, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1985 Forty Year Reunion – 17 October, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1980 Forty-five Year Reunion – 14 November, 7pm, Penny Young, Young St. Moonee Ponds

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

Ice and Lightning

On the netball court it's said she has ice in her veins, so it made sense for the current Diamonds and Sunshine Coast Lightning captain, Liz Watson (Class of 2012) to be a slider at Big Freeze 2025 ahead of the King's Birthday AFL clash between Melbourne and Collingwood at the MCG. She joined some of the biggest names in Australian sport and entertainment as she slid down the famous slide into the chilling ice bath below to raise money and awareness for FightMND. Dressed as iconic Australian actor Margot Robbie from the 'Barbie' movie, Liz braved the icy conditions with a beaming smile on her face as she plunged into the icy depths, emerging from the frozen water, cowboy hat askew but smile intact.

An ice bath on a cold Melbourne winter's day was a far cry from the heat of the latest Queensland netball derby only a couple of days beforehand, with Liz a big part of the Lightning's 72-62 triumph over rivals Queensland Firebirds. As captain, she was outstanding and gave a commanding performance that reaffirmed her status as the premier wing attack in the game and gave the Lightning a seventh straight win over their cross-state rivals. With a spot in the finals on the line the Sunshine Coast will continue to look to their inspirational captain to be cool under pressure and strike when the opportunity arises.



Thank you to those who took the time to let us know how much you enjoyed the inaugural edition of our Alumni Magazine PEGS Gazette. Look out for edition two in your inbox soon!

If you aren't receiving it (and it hasn't found its way into your spam folder) please email alumni@pegs.vic.edu.au so that we can update your contact details.

Friends of PEGS

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. FoPEGS also provides funding for new projects to directly benefit all students. Keep an eye out for some new outdoor fixtures that will pop up around the Keilor East campus soon.

If you are interested in joining or contributing to our committee in 2025 and beyond, we would love to hear from you. For more information, please contact Lyn Rogers on 9016 2183 or email lyn.rogers@pegs.vic.edu.au

Year Seven Meet 'n' Greet

The FoPEGS annual Year Seven Meet 'n' Greet provides a wonderful opportunity to create and build a welcoming community for parents whose children are transitioning into Year Seven. This year the event was eagerly attended at The Essendon Hotel. Parents new to PEGS joined many familiar faces, relishing the opportunity to initiate new connections.

Movie Night

A delighted group of young and "young at heart" gathered under the stars on a perfect autumn evening as the movie *Despicable Me 4* filled the screen. Food trucks were on hand to provide the snacks and kept everyone happy!

Mother's Day Stall

Enthusiastic students from the junior campuses were wide-eyed, and bustling from stall-to-stall in search of the ideal gift at this year's Mother's Day stall. FoPEGS committee members, class reps and volunteers were at the ready to assist students with the purchase of a wonderful gift for their special person on Mother's Day. Happy smiles accompanied the children back to the classrooms following very astute purchases. The FoPEGS hopes all the mothers and caregivers had a very special day.

Please note the following dates for the Father's Day stalls:

Thursday 4 September at Junior School (girls)

Friday 5 September at Junior School (boys)

Trivia Night

YEEHHAW! On Saturday 21 June, cowboys and cowgirls moseyed into this year's annual Friends of PEGS Trivia Night. The Ukrainian Hall in Russell St, Essendon was filled with a warm country atmosphere, whilst laughter and enthusiastic competitors played for victory in a shoot-out like no other. Quizmasters, QuizzaMe, interactively guided guests through a night of buzzers and impromptu performances. A healthy dose of competitive spirit was evident throughout the evening, as competitors battled for points and the many raffle prizes on offer!

Friends of PEGS enjoyed providing another event where parents and friends can participate together and leave laughing and smiling.

SAVE THE DATE! The Craft Market is on Sunday 12 October

A NEW LOOK and a NEW LOCATION for the annual Craft Market this year! Traditionally located at the Essendon campus, this year we're in a new home at the **Keilor East Campus on SUNDAY 12 OCTOBER!**

Lots of fresh and exciting surprises to come for this much-loved family day.

SAVE ANOTHER DATE! End of Year Cocktail Party Saturday 22 November



2025 Dates for the Diary

Term Three

Tuesday 22 July - Friday 12 September

Term Four

Monday 6 October - Wednesday 10 December

Whole School Events:

Thinking Seminar with Annabel Crabb - 20 July

Junior Musical - 21-23 August

One School Day - Wednesday 27 August

Concerto Concert - Thursday 4 September

