

# CAMILIFE

Issue 73  
Summer 2021





Bright paths are constructed with compassion, commitment and hope

# A Celebration of our Community

*Debbie with our 2022 School Captains, Charli, Teagan and Isabel*

I am confident that you will enjoy reading this edition of CamLife - stories of our lived experience of the last two years. Through the turmoil and change of this global pandemic, our focus has been clear. We must honour our students' time now by choosing to respond to it with courage and hope.

The stories you will read are a celebration of our people - students, staff, parents, the School Council, old grammarians and

friends of our Camberwell Girls community. Our response to such significant challenges was to 'walk a bright path' and to focus on an educational response that would be successful, and provide opportunities for people to flourish. We don't dwell on what is lost, but on what we can leverage and what can be gained.

Our educators and professional services staff have led enormous change to reimagine

programs and learning opportunities. They have generously shared their learnings with many others across the education sector.

Our students have re-designed House and co-curricular programs, ensuring accessibility and inclusion for all, while parent representatives and old grammarians have reached out to connect in friendship and support.

'Bright paths' are constructed with compassion, commitment and hope - values that are very dear to us. We are a kind, optimistic and agile community, unafraid to look ahead and respond accordingly.

It is important to acknowledge that the journey has not been easy and we are ready for the extended break over Christmas and into the new year. We need to continue to take care of ourselves, as it is still not clear

what lies ahead. However, regardless of the situation we now have the confidence and know that we can 'do hard things' and rise to the challenge.

Thank you to all members of our community for your encouragement and support over the last two years. We will be forever connected by such a significant global event and we are very proud to travel this path with you.

Finally, wishing you and your family peace, joy, hope and love throughout the Christmas season. I look forward to seeing you when we return in 2022.

With best wishes,  
**Debbie Dunwoody**  
*Principal*

12,180 from the school  
café not munched  
and crunched  
**COOKIES**

835 students & staff were denied  
**cuddle  
hours  
with our  
therapy  
dog, Ivy**

380 DAYS  
**OF INDOOR  
MASK  
WEARING**

15 **STAFF**

remained on site at the school

26,100 **HOT  
DRINKS** unable to warm up our  
students and staff at school

151 DAYS WITH A  
**5KM TRAVEL RADIUS**

162 **DAYS**  
**PARKS &  
PLAYGROUNDS  
CLOSED**

**TOILET PAPER  
SHORTAGE  
GOES GLOBAL!**

174 **DAYS OF  
REMOTE  
LEARNING**

24,500 **LESSONS  
TAUGHT  
REMOTELY**

**Unmarked**

**COVID-19  
NUMBER  
CRUNCH**

358 **DAYS OF NO  
COMMUNITY  
SPORT**

122 NIGHTS WITH A 9PM CURFEW

32 left  
undiscovered  
by students  
and staff  
**CAMPS  
& TOURS**

27,300 **BOOKS**  
remained unborrowed from the  
CGGS library

127 **TREES  
SAVED**  
from a reduction  
in printing at the  
school by students  
and staff

201 DAYS  
between  
the six  
lockdowns  
**OF  
FREEDOM**

263 **DAYS**  
**LIVED THROUGH LOCKDOWN**

This issue of CamLife reflects back on the extraordinary past two years that we have all shared. As COVID-19 spread throughout the world and plunged countries into lockdown, our normal as we knew it, changed, and is yet to return.

The challenges and opportunities of the pandemic have left indelible marks on us all, simultaneously illuminating and inspiring innovation.

Even as physical distance made deep connections harder, the profound care, concern and love for the CGGS community from our students, parents, staff and old grammarians undoubtedly, shone through.

There is no sugar coating it. The period of time was most trying for everyone, yet in spite of constant change, sometimes fear and also grief, a CGGS education was delivered.

As we reflect on the difficulties, successes, lessons learned and surprises from the past 22 months - as a community, we should all be extremely proud, as we haven't just survived, we have thrived. A testament to the resilience and strong spirit of each and every one of us.

Be it together or apart, we chose to walk a bright path through the pandemic - no mean feat given Melbourne set the record for the longest lockdown in the world.

Students can bounce back with greater tenacity to face future adversity



There has been considerable commentary by mental health professionals, regarding the emotional and psychological impact of the lockdowns on our children and young people. Reports both here in Australia and overseas, have indicated an increase in anxiety and depressive symptoms amongst our youth, triggered by the social isolation of the lockdowns and their potential disengagement with their learning. Sleep patterns, eating habits and exercise routines have also been disrupted, further impacting young people's wellbeing and mental health.

Whilst these psychological impacts need to be acknowledged, it is also important to recognise the emerging research, which is highlighting that most students, following a period of adjustment, will bounce back with

greater confidence and tenacity to manage future adversity and difficult times.

The Wellbeing Team at CGGS, consciously and proactively developed strategies to respond to and address the dynamic needs of the students while in the lockdown periods and when returning to school.

School Counsellor, Paula Kolivas says this was addressed by establishing pastoral care processes to monitor student wellbeing, identify the students requiring extra care and offering support as needed, both at an individual level and responding to whole year level requirements.

"Apart from identifying students needing support, the Team also promoted wellbeing by exploring student strengths and encouraging healthy coping strategies throughout each lockdown," confirms Paula.

Each transition back to onsite learning required adjustments by students, parents and staff to manage the 'new normal' of home and school life. Some students experienced stress regarding their separation anxiety from family, pets and their home comforts. Some feared being exposed to COVID and other students were concerned about the social awkwardness of reconnecting with friends and classmates whom they had not seen nor spoken to for months. Returning to the academic rigour of face-to-face learning also produced its challenges.

Despite these obstacles, the school was a buzz with laughter, squeals and excitement each time the students returned. "The vast majority were thrilled to be back and looked

forward to interacting with their peers, teachers and classroom learning. They confronted the challenges head on, using the school's values of integrity, commitment, respect, hope and courage," says School Counsellor, Beth Sarlos.

Rather than focusing on all the losses resulting from the pandemic, such as cancelled sport, concerts, in-person House events, lack of social gatherings and not seeing extended family - our Counsellors and Wellbeing Team encouraged students to focus on the opportunities the pandemic created for personal and educational development, and to be mindful of what they had learned about themselves and others, including:

- > The importance of connectedness and belonging to their family, school and community.
- > Their ability to adapt, adjust and manage uncertainty.
- > That distress can be endured, and difficulties will pass.
- > Trusting that negative emotions and feelings are transient, changeable, and not permanent.
- > Being grateful for their opportunities.
- > Enjoying the moments of joy, positivity and wellness in their lives.
- > The significance of seeking support.

Paula admits that there is no doubt that COVID has been an arduous and stressful experience for many. "However, it is important to note, that despite the media focus on the long term and negative impact on the 'COVID Generation', we must remind young people that they can confront adversity and adjust their actions and thinking in order to successfully navigate their future," she says.

# Being Well

Ideally, the current student cohort will perceive themselves as a robust and adaptable generation rather than a COVID disadvantaged generation. "In time, they will see that their experiences of 2020/2021 have helped to shape them into who they are today. That is, a generation that is more flexible, agile and adaptable than ever before," says Beth.

Following, we share just a few of the purposefully designed wellbeing programs and initiatives that became a necessity during remote learning and when returning to school.

**STAFF AND STUDENT WELLBEING DAYS**

CGGS was thrilled to provide staff and students with multiple Wellbeing Days during 2020 and 2021. Every term, one full day was devoted to taking time out to do whatever brought a sense of calm to the individual - a day spent completely removed from school and work.

The Wellbeing Team developed a website with a range of activities that the community could participate in during these days. From yoga to mindful colouring and crafts, recipes for cooking and fitness challenges - there was something for everyone.

"These Wellbeing Days provided opportunities for all members of the CGGS community to recalibrate, refocus and relieve the cognitive load which was synonymous with lockdown," says Deputy Head of Senior School – Student Wellbeing, Kath Woolcock.



**HOUSE CUPCAKE DECORATING COMPETITION**

The CGGS House System and supporting programs are specifically designed to create cross year level connections. Finding House activities that could bring students together from a distance was a challenge that our educators and House Captains well and truly accepted!

With everybody taking up baking during lockdown, Shane Maycock, Deputy Head of Senior School - Co-Curricular Programs, jumped

on the trend. "The premise of this challenge was simple, bake some cupcakes and decorate them in your House Colours," he says. The uptake in this challenge was huge and the creations mind blowing. Once the cupcakes were complete, the students photographed them and uploaded the images to their House Padlet page. This is where the conversations started, with peers giving feedback, sharing recipes and techniques.

Not only was this challenge a great way to connect with students from different year levels in their House, but it was also a fantastic wellbeing activity, drawing on creative skills and providing valuable therapeutic time away from screens.



**VIRTUAL CAMPS**

With camps not possible for the majority of the pandemic, Shane Maycock was determined to give our students the opportunity to gain some of the same skills they would on a camp. "A full week of virtual, live and asynchronous activities took place in October, enabling students to connect with some of the learning outcomes normally delivered on camps, but in the virtual realm," he confirms.

Students were challenged to a range of tasks and activities that normally occur at camp. These included: damper making, tying knots, baking bush snacks and building virtual campsites, just to name a few. Another activity was Plogging - the art of combining jogging and collecting rubbish.

**HOUSE DRAMA COMPETITION**

The House Performing Arts events are some of the most highly participated events in the school calendar. With House Drama due to occur right in the middle of remote learning, a quick transformation of this much-loved event took place. The House Drama Captains flipped their theatrical scripts into short film scripts, and the House Technical Captains went from lighting and sound operators to budding film editors to produce what was known as the 2021 House Drama Short Film Festival.

The continuation of this event was welcomed by students. "I participated in House Drama during lockdown as I really wanted to do something different to the monotonous routine that was a part of my everyday lockdown life," explains Year 11 student, Teresa. "Although it was all virtual and we were all in our own homes, it felt like we were all close to each other thanks to connecting on Zoom."

Teresa also grew within herself, "Filming and uploading videos of myself acting was initially daunting, however I gained confidence over time and started to feel more comfortable with my acting skills. I'm really proud of myself for participating in something I normally wouldn't be involved in at school."



**PLAY**

Upon returning to school, ensuring students were reconnecting with their peers and teachers was a high priority. Spending time outdoors as much as possible was of equal importance.

At Ormiston, students enjoyed playing sports matches at lunch against Head of Junior School, Paul Donohue. Other educators joined students in the sand pit to make castles and friendly staff / student netball matches also took place.

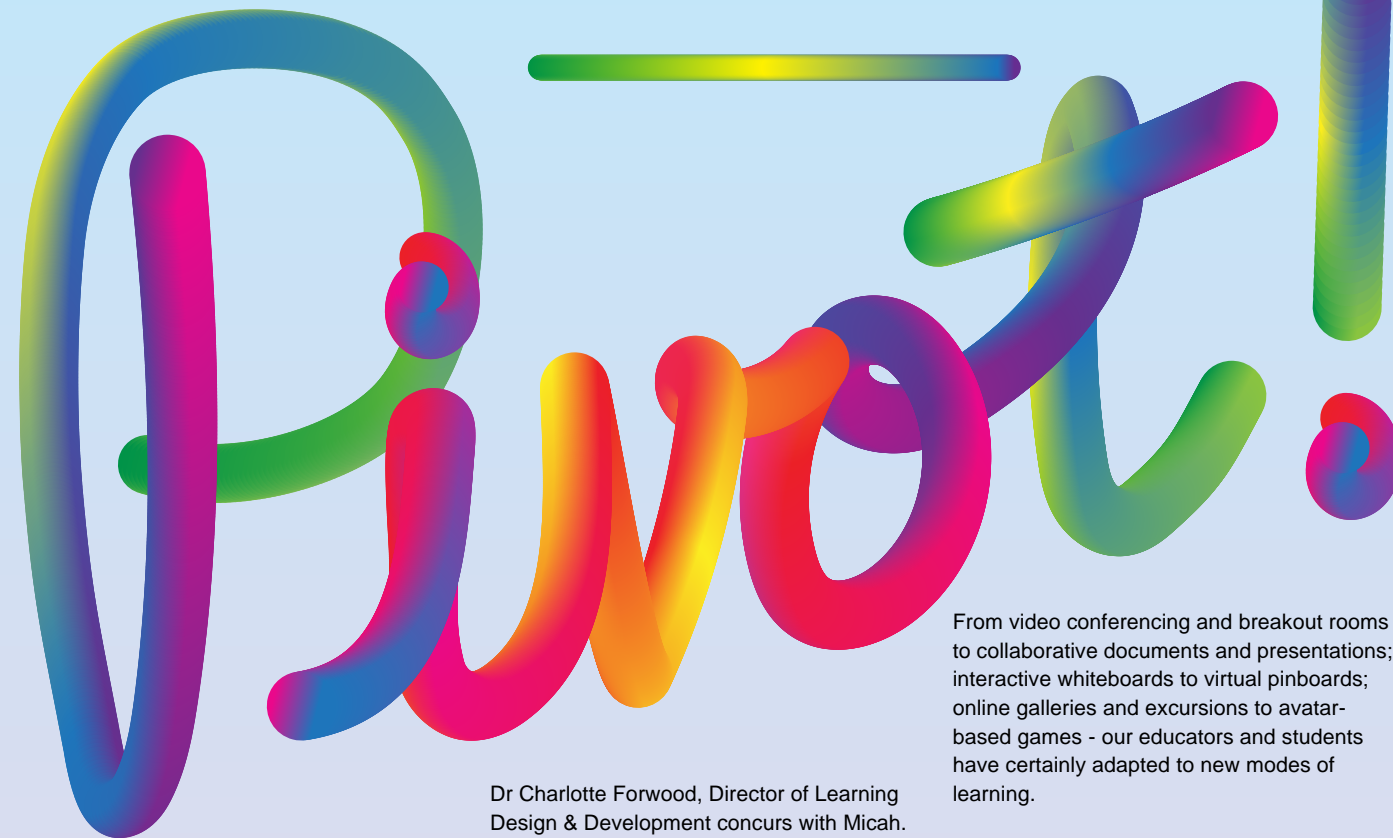
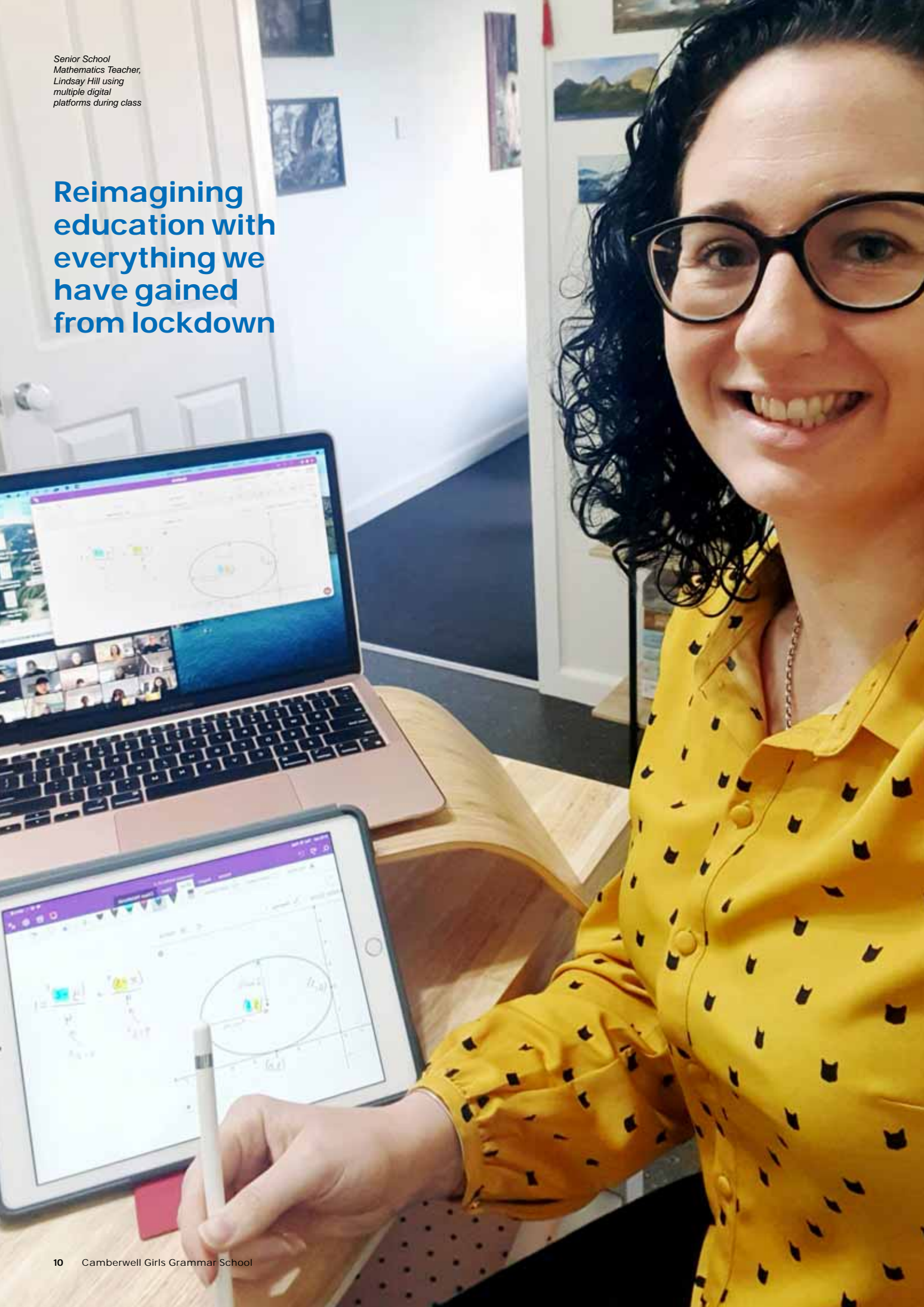
At Senior School, the PE staff set up a range of activities on the oval including volleyball, badminton, frisbee, finska, quoits and giant chess with many students and staff joining in on the fun. Head of Sport, Lauren Law explains that these games were not only just for fun, but also a key tool to reconnect.

"We have been purposeful in designing opportunities for our students to readjust, recalibrate and reconnect. Within form and tutor time, students have focused on strengthening relationships, team building and collaboration through structured games and challenges. It was great to see students and staff alike enjoying multiple sports on the oval at lunch," says Lauren.



Head of Junior School, Paul Donohue and students enjoying the outdoors

## Reimagining education with everything we have gained from lockdown



At no other time in our recent history has the delivery of a continuous quality education been tested so significantly. We had to pivot - the home became the classroom and at times, the teacher became the student. At CGGS, the move to remote learning saw courses interrogated for their relevance and programs presented in a variety of different formats.

Remote learning highlighted the importance of preparing students for a changing global workforce and world, and the necessity of mastering digital skills. It also further emphasised an appreciation of the importance of wellbeing and individual self-care.

We have come to recognise that this new landscape of working, living and learning is mysterious and worth exploring. Our school is agile, and our community has always been, and continues to be, willing to improvise, to respond to new environments, and to experiment.

Head of Digital Learning & Innovation, Micah Wilkins believes over the past two years the school has been engaged in a rampant process of unlearning, play, and rediscovery. "When we have been unable to access the physical spaces at school, we have had to reimagine and recreate the spaces where learning takes place, be it online, at home, or in our local areas," says Micah.

"It is important to recognise that the features of a physical classroom, where teachers and students interact in person, are fundamentally different from that of an online/remote lesson."

Dr Charlotte Forwood, Director of Learning Design & Development concurs with Micah. "While there are many teaching strategies, such as the use of explicit instruction and goal setting, that are common elements of both physical and virtual learning spaces, there are other practices that are not so easily translated or transferred," says Charlotte.

The differences between face-to-face and online learning spaces are significant enough that unique pedagogical approaches are required for effective teaching online. From the timing and structure of lessons to creating collaborative online spaces, these approaches have become the new normal in classrooms at CGGS.

The transition to remote learning provided a wonderful opportunity to reimagine education at CGGS. What follows is a highlights reel of some of the key takeaways from the past two years.

### INTRODUCTION OF NEW TOOLS

As we have spent more time teaching and learning remotely, we have had to look at different ways to encourage and foster interactions during class. It is important that students interact with each other, with their teachers and with the course content. Educators have had to explore how they can use digital platforms to design lessons that create opportunities for interaction, and to make learning visible.

The educators at CGGS used a wide range of techniques which have now become normalised, and various platforms and tools were used to foster engagement, increase interaction and make learning visible in the virtual classrooms.

From video conferencing and breakout rooms to collaborative documents and presentations; interactive whiteboards to virtual pinboards; online galleries and excursions to avatar-based games - our educators and students have certainly adapted to new modes of learning.

**Padlet** was widely used at all year levels to enable visible learning and support the structure of programs. At Junior School uses included sharing learning with peers, collaborative activities and for the Science Talent Search entries. At Senior School uses included simulation activities in History classes such as sorting artifacts, developing critical listening skills in Music, developing restaurant menus in French classes and participating in House activities.

**Miro** was used for collation and organisation of ideas and information. It also provided opportunities to capture learning. At VCE, teachers used it to guide students in different ways. For example, in Extended Investigations, it was used to model, scaffold and develop students' research report writing. It was a great tool for collaboration between year levels and schools. Our joint project with the School of Science and Technology Singapore, Advocates for Change leveraged the opportunities it afforded, as did the Years 6 - 9 First Lego League students.

**Zoom** was adopted by all. Uses included breakout rooms for small group literacy and numeracy sessions in Junior School. The ability to ask questions and comment in class and in seminars using the chat function helped some of our quieter students find their voice. It afforded a variety of opportunities, including Year 9 World of Work Conference mock job interviews, hosting of panels, and engagement with external classroom guests. It enabled our students to participate in UN Youth Security Council moots and it was also used for live physical and wellbeing activities including yoga, karate and meditation.

Other digital applications explored include GatherTown and Flipgrid. Kunstmatrix, which was used to create the virtual VCE Art & Design Exhibition. ClickView was used in Maths to provide instructions and solutions, and our annual Careers Week was completely reimaged to enable students to explore careers and industries in an immersive and interactive virtual way.

### FEEDBACK & ASSESSMENT

We have developed and opened multiple channels of communication, which has resulted in more voices being heard. In a face-to-face classroom setting, some students might be actively engaged and voicing their thoughts, however through the use of a virtual pinboard such as Miro, teachers were able to gather ideas from every member of the class in real-time. The anonymity of some of the platforms means that many students became more open to sharing. These sorts of experiences helped create a more connected learning community and allowed for individual interactions that might not occur in class.

As students have been able to show their learning in different ways, through contributions in Zoom discussions, commenting on a Padlet or adding their ideas to a virtual mind-map, educators have also developed different ways of collecting artifacts for learning, providing feedback and assessing students.

In Junior School, Seesaw was used to provide both oral and written feedback. Microsoft Forms were utilised in Senior School for assessments and departments found programs that suited their specific needs such as Desmos and Kahoot in Maths, Quizlet in Commerce, Microsoft Teams in History and Quizziz in Languages.

### DIFFERENT SPACES FOR LEARNING

An interesting, yet positive development has been the way our educators have used the physical spaces and resources students had access to. These physical spaces included many rooms in the home - with the kitchen and garden featuring prominently. The immediate local environment, within a 5km radius was also regularly utilised.

In Geography, students used their own garden and yard as a greenspace to carry out fieldwork and they activated a curious mindset through purposeful exploration of their local area while learning the intricacies of creating interactive walking maps. Art and Science utilised both kitchen and garden spaces to create artworks or carry out experiments.

Activities such as these allow the students to use and explore their own spaces and resources and also create connections with families, neighbours and the local community. These threads that connect CGGS students and classrooms to homes, families and the local community existed pre-COVID but have been added to and strengthened. Slow looking and active listening are central to this strengthening, and it is through this that students gain a greater awareness of their community and are more present in their learning.

### COMMUNITY CONNECTIONS

CGGS has always had and maintained strong connections to people, organisations and places throughout Melbourne and across the globe. Without the ability to visit different places and to have people visit our places, we have reimaged the way we go about this. We have not only sought to mirror/replicate existing connections, but also looked at ways to leverage our expertise and confidence with technology to create new connections and experiences for our students. Our classrooms have become portals through which students and teachers have visited far-flung places, shared experiences with people from around the world, learnt from experts and participated in a myriad of programs.

Connecting with students in Singapore, Holocaust survivors across Melbourne or artists in the Philippines might have been possible pre-COVID, but it is the ease by which we have been able to do this that we will take with us going forward. This is as much a shift in our mindset and skillset as it is in our toolset.

Instead of visiting the young children at River Nile, a pen pal program was created. Students camped out in their own homes as opposed to the CGGS school grounds for the

Winter Sleepout. Year 9s participated in the Global Youth Forum, interacting with students from Indonesia and China as well others from around Victoria. Virtual Camps took place with girls participating in online programs consisting of a broad range of offerings from physical activities to baking damper.

### STUDENT BENEFITS

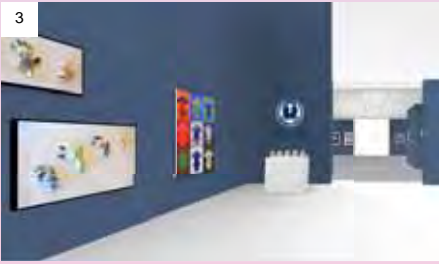
There is no denying that the remote learning experience has been at times challenging and daunting for students. However, we know and have seen firsthand the range of new skills they have developed. From navigating online resources to using online tools for self-management, students have developed a suite of skills such as goal setting and time management to increase independence. These transferable skills will continue to be built on as students move through school and beyond.

Year 10 student, Isabella says she has come a long way from when we were first thrust into remote learning back in 2020. "It was definitely hard to begin with. It happened really quickly and all of a sudden we were learning how to use new programs so that our schooling could continue," she says.

Whilst she really missed seeing her friends in person every day and is most grateful to be back on site, Isabella says she has learnt a lot from remote learning. "This experience taught me that tomorrow is not a given. With this in mind, I really tried to make the most of every day. I'm now efficient in many new programs. I also learnt that there are so many other ways to communicate aside from email, and I'd definitely say I'm a much better listener too," says Isabella.

The commitment and work of our educators over the past two years has been invaluable. We have innovated to respond to remote learning and continue to purposefully design learning for all students at CGGS.

1. GatherTown 2. Padlet 3. Kunstmatrix



# WELCOME BACK

After a long absence in lockdown, students and staff returned to CGGS with unbridled enthusiasm and joy.



# Grow Bright

During lockdown we discovered how to continue to grow bright



**QIANQIAN  
FOUNDATION**  
Handstander

I learnt to do a handstand in lockdown. I practised outside my bedroom because there is lots of space there. I thought it would be fun and it was and now, I can handstand!



**ELLA  
YEAR 6**  
Digital Creator

The lockdowns introduced me to a new online universe. I started to learn how to animate, create digital art, make music and I even launched three podcasts! Using digital tools helped make my work look more professional and let me share my projects with others.



**ELLA  
YEAR 10**  
Author

With ballet studios shut and no friends to visit, there were only so many books I could tear my way through on the daily before I either became bored or couldn't afford to order any more online! Instead, I decided to try fiction writing, and it turns out that my obsessive reading has left me with tonnes of inspiration. Since 2020, I have completed three novels, and whilst they aren't exactly ready to be shared yet, writing has become a welcome relief.



**ANNABELLE  
YEAR 3**  
Roller Skater

During remote learning I discovered that I like roller skating. At recess I used to get bored and one day, I decided to get out my roller skates. I started because I wanted to be fast at roller skating. It really makes me feel relaxed.



**DEBBIE  
PRINCIPAL**  
Puppy Enthusiast

In 2020, we welcomed Leo, a miniature Groodle, into our family. He is great company on our walks together and frequently reminds me to stop and play. Leo helped to bring balance to my life at a time when it was difficult to do so. He continues to help me be my best.



**AMBER  
YEAR 7**  
Cyclist

I started bike riding in lockdown because it was a great way to get outside and enjoy the environment and my surroundings. I rode with my family, which was great family bonding time whilst exercising.



**LENA  
FOUNDATION**  
Pianist

I learnt to play the piano. I started to have lessons with a teacher on Zoom and now I am going to be in a piano show!



**ELOISE  
YEAR 12**  
Painter

Painting is something that I had tried before, but never continued with because I didn't have the time or patience. In lockdown, I bought a 'Paint By Numbers' kit and it helped me relax, while trying something new and using my creative side!



**VICKI  
STAFF MEMBER**  
Walker

I am a keen walker and during lockdown I challenged myself and clocked up 60km per week! I completed a short walk each week day and a longer walk on the weekend.



**AKIRA  
YEAR 1**  
Artist & Gardener

I started drawing flowers using shapes like triangles, circles and squares. Drawing made me feel really calm. I also learnt how to take care of my garden. I was happy because I like all living things and I enjoy taking care of nature.



**VIVI  
YEAR 9**  
Digital Artist

Being a sketcher for so long, I've always wanted to try out digital illustration. Finally getting some time to experiment with drawing using technology, bought me incredible joy.



**PREESHA  
YEAR 6**  
Roller Skater

Over the lockdown my parents purchased me some roller skates and I have been skating every day since. At first, it was very hard to stand up, but after a few weeks I got much better, and now I can confidently skate. My goal is to be able to perform a spin.



**KIM  
STAFF MEMBER**  
Cyclist

I discovered that a great way to keep fit and easily explore my new 5km radius was on my bike. Being outdoors in the fresh air was a big part of my wellbeing during lockdown.



**FAYE  
YEAR 2**  
Kayaker

During remote leaning mum suggested that we try kayaking and I got really excited. It is a fun exercise that I'm sure everyone would like. When I first tried it, I got stuck in the weeds, but I persisted and eventually I improved. It is such a great new hobby.



**ALISHA  
YEAR 5**  
Roller Skater

During this year's lockdown, I enjoyed roller skating. Since we couldn't go anywhere I practised in my backyard. Now that lockdown has ended, I still practice roller skating as it is now a hobby of mine.



**BELINDA  
STAFF MEMBER**  
Cruiser

A surprise gift from my husband, Dan reintroduced me to the joy of cycling. Riding my vintage cruiser I was able to enjoy the outdoors with family and discover new things about the area where I live.



**CATHY  
DEPUTY PRINCIPAL**  
Green Thumb

Spending time in the garden was crucial for my wellbeing during lockdown. Tending to my veggie patch and being out in the elements was a terrific way to switch off and recharge the batteries.



**LAUREN  
YEAR 4**  
Diary Keeper

I started many new hobbies during lockdown because I couldn't go to dance classes. Some of these were writing in a diary and drawing. The author of Dork Diaries, Rachel Renée Russell inspired me to write and my grandpa inspired me to draw.

Times of struggle can often pave the path for new ways of life. In true CGGS style, our students and staff ensured they not only lived through the pandemic but they thrived, developing many new skills, hobbies and interests along the way.

At the end of the day, we don't want COVID to be a thing of the past without having been positively impacted by it. As you read the profiles that follow, you'll learn that the CGGS community didn't just buckle up and hang on for the ride, they rode the wave and had a blast doing so.



**ANNABEL**  
YEAR 11

**Yogi**

My family and I really got into yoga together. It was a great way to unwind and relax. My mum and I also loved our book chats where we spent time discussing the books we'd each read - basically our own book club.



**HARIPRIYA**  
YEAR 10

**Crocheting Guitarist**

I taught myself how to play guitar and how to crochet. I crocheted the famous 'Harry Styles' cardigan. I was also able to learn how to accompany myself singing on guitar. Both hobbies kept me busy during lockdown.



**KEITH**  
STAFF MEMBER

**Stand Up Paddle Boarder**

I love keeping fit and being on the water. Living a short walking distance to the bay enabled me to spend a lot of my outdoor time on my SUP. It's a complete workout, great for core strength and was also the best antidote to being in lockdown.



**ALICIA**  
YEAR 8

**Crafty Crocheter**

During lockdown I became interested in crocheting and longed to make a coaster for the many cups of tea I drank during remote learning. I haven't yet mastered the coaster, but I'm slowly building my skills!



**GEORGIA**  
STAFF MEMBER

**Explorer**

Maintaining my fitness was important to me during lockdown. Regularly exploring Richmond on foot, I was able to discover so many new things about a suburb I have lived in all my life!



**ALICE**  
YEAR 3

**Finger Knitter**

I discovered a new hobby in lockdown. I was inspired to start finger knitting because I saw it at the shops and it looked beautiful, so I wanted to learn how to do it myself. It brings me joy because it's something I can do when I'm lonely.



**AMELIA**  
YEAR 11

**Volunteer**

Every week, I cooked for an organisation that provides food to homeless people in Boroondara. This was a nice way to give back. My family and I also started playing boardgames after dinner which was a fun way to relax and spend time together.



**CATE**  
YEAR 8

**Artist**

During the remote period it was really hard to find ways to keep myself busy and motivated. I started experimenting with different drawing techniques and finally found one that could keep me busy during the day and remain motivated.



**SOPHIA**  
YEAR 12

**Sewer**

I often observed my mum using her sewing machine and I was really eager to give it a try! Sewing helped keep my mind active, and I especially love the creative thinking that it requires. I enjoy working towards an end goal and the time I completed my first skirt left me feeling very accomplished.



**AILEY**  
YEAR 4

**Skater**

Skateboarding can be a fantastic example of life: You start skating, you fall over, you get back up. I started learning when I was bored in lockdown. Sometimes I would have a bad day and other days I wouldn't even stumble at all. It is completely spontaneous and that's why I love it.



**MADDI**  
YEAR 5

**Artist**

Through all the lockdowns, I developed a love for drawing. This skill cured my boredom through the dull circumstances of the pandemic. Initially my cousin inspired me, who also helped me learn a bit about art.



**EMMA**  
STAFF MEMBER

**Yogi**

I started practising yoga on a regular basis via YouTube. There are so many health benefits gained from yoga. It helped increase my posture, flexibility, muscle tone and also created a sense of inner calm - exactly what I needed during a lockdown.



**MICAH**  
STAFF MEMBER

**Bird Watcher**

Being an outdoor enthusiast, I was keen to be out in nature as much as possible. My longtime hobby of observing ancient trees led me to discovering the joy and stillness of bird watching. Now I want to take my new hybrid camera to all the places where I can continue this passion.



**ARYANA**  
YEAR 1

**Scooterer**

I got a two-wheeled scooter on my birthday. I first practised in the hallway on the carpet, so I didn't fall and hurt myself. Then I went outside! I feel happy when riding my new scooter because before I could only ride a three-wheeler. You can ride it anywhere and go as fast as a unicorn with big wings!



**PAUL**  
HEAD OF JUNIOR SCHOOL

**Runner**

Running has always been a passion of mine. It offers great benefits from physical gains to mental wellbeing. Living through lockdown gave me the motivation to stay focussed on my health.



**ROMY**  
YEAR 9

**Budding Chef**

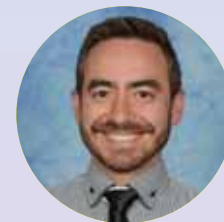
I started cooking by helping my parents prepare dinner, but now I'm cooking dinner myself! I was inspired after seeing my friends making these amazing dishes. Whenever I feel stressed or don't have anything to do, I just cook. It is so therapeutic, and it is so satisfying to see the end result and eat it.



**YUI**  
YEAR 2

**Rollerblader**

I learnt how to rollerblade in lockdown. The first time I fell, but I got back up and tried again. It was really fun! My sister, Molin also rollerbladed with me and sometimes, we would rollerblade with our friends.



**MARK**  
STAFF MEMBER

**Budding Chef**

One of my favourite things that was not possible during lockdown is dining out. So I decided to bring this experience home and threw myself into cooking like never before. From Chinese, Italian, French and Indian mains through to baking desserts and pairing beverages, I am now a bonafied foodie!



**SACHA**  
YEAR 11

**Zumber-er**

My family and I did a bit of Zumba to keep active and to have a good laugh. Also, as my aunt was outside of our 5km radius, my mum and I caught up with her over Zoom during our walking workouts.



**SOPHIA**  
YEAR 7

**Puppy Trainer**

During lockdown my family got a new puppy. As everything was closed, we had to experiment with our own training methods. I used lots of treats and it was always very satisfying when she learnt something new. Training my puppy brought me and my family a lot of joy in lockdown.

Did you discover any surprising new hobbies during lockdown?



Our school has  
beautiful spaces  
because of  
their dedication  
and expertise

## This talented team kept our school looking its best

Over the past two years, as Melbourne has been thrust in and out of lockdowns, there has been one team of CGGS staff who have remained at school the entire time, carrying out their regular duties.

Our 'main tenants' over the course of the pandemic has been our wonderful Maintenance Team. A group of six quiet achievers who, between them, know every single inch of our two schools.

When the sun is rising, they are the people who are trimming trees and clearing the walkways of leaves. When it's raining, they are out in it directing traffic or fertilising the lawns. Before sports carnivals, they are transporting equipment and assembling marquees. In holidays, they are painting classrooms and common areas or building production sets or new facilities.

Our two schools are the beautiful, well-tended spaces you see because of their unequalled dedication and steady care.

Led by Property Manager, Michael Lawrence, the team comprises of carpenter and all-round handyman, John, qualified plumber and jack-of-all-trades, Alan, landscape gardeners, Martin and Lynne, and all-rounder, Chris.

Their combined expertise in almost everything from building and horticulture to plumbing and plastering, make them an invaluable asset to the school. Those who work with them value their commitment, teamwork, diligence and their never-ending practical jokes.

Whilst they kept calm and carried on with their regular duties during lockdown, all are very quick to admit that being the sole occupiers of the school for the better part of two years was bazaar and at times, eerie.

"We really enjoy the social aspect of our job and working in a school you are surrounded by staff and students who bring a great sense of community spirit and a nice noise."

"To walk the buildings and grounds and to not bump into a single person, or hear the laughter and chatter of students, was quite simply weird and at times sad," says Property Manager, Michael.

Whilst it was a surreal experience for the Maintenance Team, Michael admits it was a blessing to be able to continue getting up each morning with a purpose and coming to work every day.

"The pandemic doesn't stop roofs from leaking, drains from blocking, grass from growing and lights from blowing. We also had essential service requirements to carry out including daily pool maintenance and weekly testing of the fire system," he confirms.

"Travelling to work without all the traffic was a blessing and Alan loved going almost two years without having to unblock a toilet," adds John with a laugh.

Whilst the team achieved much in this time and were able to complete many noisy jobs, which are normally reserved for the school holidays - they all agree that the sense of normality which resumed when each lockdown ended was a beautiful thing.

Between them, they have served the school for almost 60 years and have seen a great deal of change in that time but one thing is for certain, this was the first time they've ever experienced a change on campus like this.

We thank our CGGS Maintenance Team for taking care of our beautiful school and ensuring it was looking its absolute best when everybody returned.

# The school remained open for students of essential workers

We've heard a lot about what remote learning was like from home - lunch breaks were spent in the backyard with the family dog, science experiments carried out in the kitchen with mum, dad or an older sibling watching on, and Zoom check-ins were often conducted on the couch or other comfortable spaces in the home. This, however, wasn't the pandemic story for a group of students who remained at school for the duration of 2020 and 2021.

With schools remaining open for children of essential workers, Ormiston welcomed around 10 children per day and three staff.

Sisters, Madeleine (Year 3) and Alexandra (Foundation) were two of those students. As daughters of Lisa, an Ear, Nose and Throat Surgeon and Michael, a Breast Cancer and Endocrine Surgeon - Maddie and Alex understood why they had to continue to learn from school. "Both our parents are Doctors and they still needed to help people," Maddie explains. "They're very smart," adds Alex, with a giggle.

Maddie was at school for almost every day of the 174 days of remote learning. Whilst Alex has spent most of her first year of school without her classmates by her side.

"I was jealous of my friends being at home sometimes, but I had the Library all to myself which was fun!" says bookworm Maddie.

The magic of technology allowed the students to still connect, interact and learn with their classmates and teachers, however with the school nearly empty, it was hard to not notice the missing pieces that make Ormiston the vibrant environment that it is.

"It was very quiet with no one here, there's normally a lot of background noise," Maddie explains. Little things like noise, or lack of, can really affect the school experience for a child. This was recognised by our staff and an effort to make learning at school for these students as normal as possible, was of utmost importance. Friday afternoon discos became a regular occurrence. Lunchtime tennis and basketball matches against the teachers made for a big laugh to break up the day, and pyjama day was warmly welcomed.

Having free reign on the playground was a big highlight for little Alex, "we were allowed to go on the blue climbing frame!" she exclaims, an area of the playground normally reserved for the Year 4 - 6 students. "We also got to use both sandpits!" Maddie adds.

Although students understandably missed their friends and a sense of normality, Deputy Head of Junior School, Emma Hinchliffe commented on the cross-year friendships that she saw blossom. "Even though it was under strange circumstances, it was so lovely to see different year levels forming connections. They supported each other to carry out their learning, joyfully played together in the playground and enjoyed collaborating to produce what seemed like hundreds and hundreds of pom poms," says Emma.

We congratulate Maddie and Alex, along with the other students who remained at CGGS during lockdown. We thank them all for being our 'campus keepers' and ensuring the school buildings and grounds remained loved.

# The magic of technology allowed the students to learn alongside their classmates

Sisters, Alexandra (Foundation) and Madeleine (Year 3)



Campus Keepers

I thought I had the dream job until I assisted the students at Ormiston!

**Fish out of water**

## Caring for our students who remained on site

Lisa Williams always thought she had the dream job. As Coordinator of the CGGS Aquatic Swim School, she spent most of her time in the water, teaching young children the important life skill of swimming. However, when the pandemic hit and swim schools were forced to close, Lisa very quickly became a fish out of water.

In true COVID style, she was forced to pivot and thankfully the school was able to redeploy Lisa.

Fast forward almost two years and her time working in our Junior School is coming to an end as she prepares to re-open the swim school and coordinate lessons for its 240 students.

During 2020 and 2021, Lisa spent her days caring for the students of essential workers, who attended school each day during lockdown. From assisting students with remote learning tasks and specialist lessons, to bringing the fun to lunch times with sports activities

and games, Lisa also provided all-round administration support to the Junior School. She was kept extremely busy and is quick to admit, she had an absolute blast in her temporary role.

"Getting to know the students and being able to help them with their learning gave me the same buzz I get from swim teaching. Seeing the girls achieve tasks such as completing a science experiment, finishing a project or creating a masterpiece in art was really cool and super rewarding," says a glowing Lisa.

A mum to teenage children, Lisa had a giggle admitting she had to quickly brush up on her verbs, nouns and adjectives. Although, she was easily able to transfer her administration skills to support Head of Junior School, Paul Donohue and staff.

"Getting my head around the enormity of how a school operates was both interesting and rewarding and this was probably where I learnt the most. Being a mum as well as a swim school instructor meant caring for the children came naturally. Although at times I felt like the fifth Wiggle, always trying to keep upbeat and encouraging."

Lisa says she will be forever grateful to the school for giving her this opportunity.

"Being able to get up, get dressed and leave home every day when so many Victorians couldn't gave me a real sense of purpose. I came home exhausted each night but for the first time in years, I didn't smell like chlorine," she says with a laugh.

Everything about the experience was gratifying. "On a normal day, I work solitary in the pool office until lessons begin in the afternoon. I have made a second family in the Junior School staff and I will miss them all dearly. I will also miss the students who I cared for each day too. This is my second dream job."

Whilst we hope to never return to another lockdown, Lisa will be the first person we call if a helping hand or Wiggle is required at Junior School.

*Lisa pictured below leading the fun on Pjama Day*





## Introducing our Chair of Council

For most, taking on the role of Chair of Council in the middle of a global pandemic would be an offer politely denied. But this wasn't the case for current Chair, CGGS parent and mum of three, Dr Nikita Weickhardt, who accepted the challenge and has taken it all in her stride.

Nikita joined the CGGS community in 2017 when her daughter, Christina started Year 3. She was appointed the school's new Chair of Council in January 2021. Having served as a general board member for the previous 1.5 years, the transition was smooth. Nikita was supported by the outgoing Chair, Christine Cussen, the CGGS Council Executive Committee and other members of the Council.

"Like every family, life in general became more demanding during the pandemic. My workload in every aspect of life increased and for me, the key was working every day to find the right balance and being kind to myself when I didn't," says Nikita.

Born and raised in the small Caribbean nation of Trinidad and Tobago, Nikita who started out as an engineer, brings 15 years of international management consulting experience.

With a background advising governments, for-profit and not-for-profit clients on large-scale operational transformations, she brings extensive knowledge in strategy, leadership development, capability building, operating model design and implementation - particularly in the aged care, disability, and higher education sectors.

Having lived and worked in the UK, Europe, Africa and America alongside her Melbourne-born husband, David, the young family moved back to Australia in 2010. Initially working in small outback towns in South Australia and far north Queensland, before relocating to Melbourne in 2017.

Nikita has fond memories of her time spent in small rural towns in Australia. During her time in these towns, Nikita worked as a freelance consultant for smaller not-for-profits. One achievement she will always be particularly proud of is working with the Roxby Downs community to reopen a childcare centre that went into receivership.

"We were told on the Friday evening at pick-up, that the centre was closing that evening which meant all of these families had no other childcare options and couldn't go to work from Monday," she says.

Always up for a challenge, Nikita was quick to take the lead and she spent the weekend forming a committee of parents who were dedicated to re-opening a new not-for-profit childcare centre.

"We wrote to a mining company, the largest employer in the town, and received funding to rent and refurbish the facility, hire new staff and re-open the centre. Six months later, together with the newly appointed Manager, we successfully opened the doors of Roxby Downs Early Learning Community Group," she says.

"Just like CGGS, there is a real sense of community in Roxby. To achieve this together for the community is something I'm still so very proud of," she says with a smile.

In her role as Chair, Nikita supports School Principal, Debbie Dunwoody and the Leadership Team to deliver the vision and goals for the school. This includes providing oversight for the financial and educational performance of the school, conducting logistical and operational tasks such as budgeting, and providing support to manage unforeseen events like the COVID pandemic.

Throughout the pandemic she was most impressed by the level of commitment by everyone at CGGS to support each other and most importantly, support our girls. "From checking in on old grammarians, providing dinners to staff, continuing the House events for students, and assisting families in financial hardship - we have a strong community at CGGS," says Nikita.

Nikita encourages all parents to become involved in the school.

"We want our children to know that if you are part of a community, it's important to give back and we want them to do that as they get older."

While Nikita very humbly says she hopes in her role as Chair she can provide "just a little bit of good for the school" - we can confirm that her wealth of experience and dedication to CGGS provides a 'lot of good' for the school!

Nikita, on behalf of the CGGS community, we thank you for all you have done and continue to do for our fine school.

I feel we did so much to maintain strong community connections



Nikita Weickhardt with her daughter, Christina

The Class of 2021 remained positive and resilient throughout a very challenging two years



## Farewell to the Class of 2021

Tumultuous is one word you can use to describe the past two years for the Class of 2021! Since they started their VCE journey in 2020, this group of students have had their fair share of challenges. In and out of lockdowns, events planned, postponed and cancelled, masks on, masks off - it's fair to say it hasn't been an ideal ride for their final two years of school.

Despite all these ups and downs, the Class of 2021 remained positive and resilient throughout. Their ability to find a positive out of every situation and lift their peers up during trying times, must be commended.

At the beginning of the year, Nareen Robinson, Year 12 Coordinator spoke to the girls about meeting adversity with your head held high. "We discussed that champions often get knocked down or hit more often than others, yet they find a way to move forward." Nareen continues, "It is hard work and persistence that brings champions to the finish line, and our Year 12s have proven this again and again."

This year's graduating class would have looked at the Class of 2020 with sympathy and admiration for the year they went through - never did they think that their final year of school would also be plagued with more lockdowns and challenges.

On Thursday 17 November, a day after the final VCE exams were held, we finally got to celebrate our Year 12s. The school was thrilled to invite the Class of 2021 back for a day dedicated solely to them.

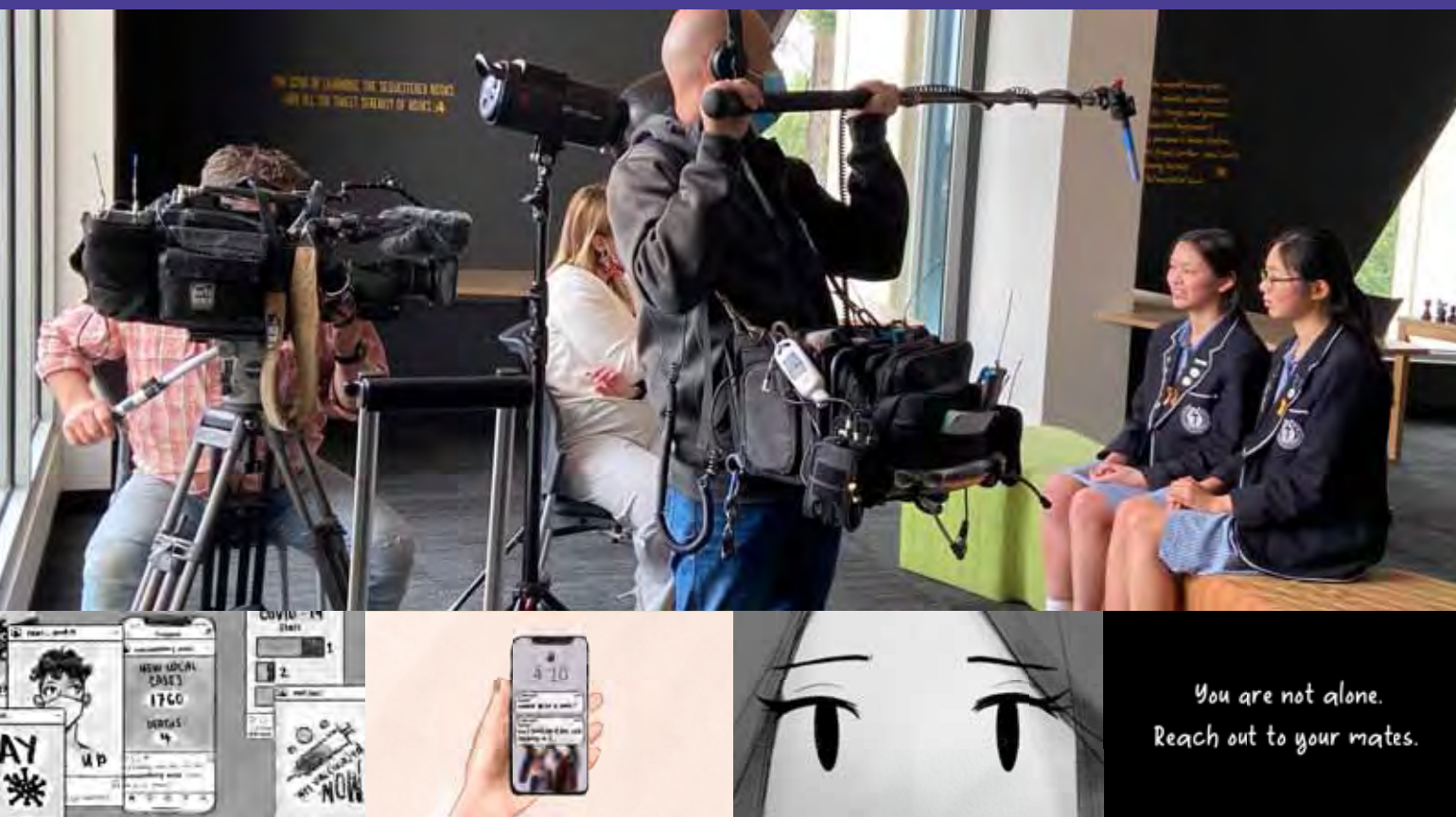
The traditional Year 12 class photo was taken in the Labyrinth, students spent time saying goodbye to friends in other year levels and farewelling teachers. The annual Leavers' Service took place in Barbara Sutton Hall and was livestreamed to the Years 7 - 11 classrooms and the Year 12 parent's living rooms. The Year 7s lined the driveway with streamers and bubbles as the Year 12s participated in the long-standing tradition of running down the driveway and out the school gates one final time.

Following a picnic on the oval, the girls played and laughed on a jumping castle, a blow-up obstacle course and a velcro wall - fun festivities that made their last day at CCGS so joyful. A big thank you to Nareen for organising this fantastic day for a group of girls that have missed out on so much.

Nareen is so proud of her Year Level. "Under the most difficult of circumstances and enduring long periods of isolation, I am immensely proud that this group have managed to remain connected and strong, despite being together, apart, together, apart and together again."

Congratulations to the Class of 2021! Best of luck for the future. We look forward to enjoying your Valedictory Dinner at the MCG in 2022.





# National Winners!

Above:  
Scarlett and Natalie  
being interviewed  
by The Today Show,  
Channel 9

Can one-minute videos really change the world? The people at Videos for Change think they can and after seeing the impressive video production skills of some of our CGGS students, we think they can too!

This year, we were delighted to enter four teams of Year 10 students in the National Videos for Change Competition, a real-world, project-based learning experience that empowers high school students to be advocates of social change.

The competition aligns perfectly with the school's strong focus on service and is a way for our girls to develop confidence, practice social advocacy and build valuable 21st century skills that will lay the path for a better future for all.

Each team was required to make a one-minute video to inspire others to take action on a social issue they are passionate about - any issue at all.

We are delighted to announce that two of our teams produced videos which qualified for the National Finals, as well as the People's Choice Award. Their videos were selected from hundreds of videos, submitted from students across the country, by a panel of professionals with expertise in multiple areas of media.

We wish to congratulate Scarlett and Natalie for producing their film, *Disconnected*, a powerful animated production which explored an issue close to their hearts - the importance of reaching out to friends and family during lockdown.

*Disconnected* captured the theme so well, it saw them crowned as overall joint winners of the competition and recipients of the Mental Health Awareness Award.

Salwa, Nektaria, Siena, Salome, Jaya and May produced *#strideinyourstyle*, an equally powerful video that tackled the subject of being true to yourself, regardless of what others think of you.

Head of Service Learning, Jen Gordon encouraged our students to participate because she truly believes that young people have the creativity and capacity to contribute to a safer, more sustainable, and inclusive world.

"This engaging learning experience allowed our students to develop the critical global competencies needed to be active, responsible and engaged citizens," says Jen.

We encourage you to scan the QR Code above where you will be able to view *Disconnected* and *#strideinyourstyle*.

These short one-minute productions truly build empathy and will really touch your heart, whilst addressing universal issues. They also give us a sense of hope and connection at a time when it's never been more important.

Congratulations to our budding film makers!



# Celebrating Diversity

There's no denying that the rich diversity within the CGGS community is one of the things that makes our school so vibrant. It's something we celebrate every day, but in May each year, we spend an entire week learning about and celebrating diversity.

"We are committed to acknowledging and learning about our differences in terms of culture, race, religion, sexuality, gender and ability to ensure we are able to create a safe and inclusive community for all," explains Deputy Head of Senior School, Student Wellbeing, Kath Woolcock.

Diversity Week is organised by staff and students at the Senior School and enables our girls to celebrate diversity in all its forms.

The week kicked off on IDAHOBIT Day - International Day Against Homophobia, Biophobia, Inter-Sexism and Transphobia. Students were encouraged to gain a greater understanding and appreciation of sexual and gender diversity. The activities on this day revolved around all things rainbows, with

students wearing rainbow socks, devouring rainbow cupcakes, making a giant rainbow and playing netball and footy with a rainbow ball.

At assembly we heard from former School Captain, Iman Balla (2014) who spoke about her experiences of being a Muslim student in an Anglican school. She encouraged students to celebrate their uniqueness and to embrace and learn about all the cultures and beliefs around us. CGGS was also thrilled to launch our first student-run Pride Group.

There was a day dedicated to Religious Diversity, where the school community was educated through a series of posters on the large array of religions and faiths that are practised around the world and within our own school.

Diverse-ability Day saw students participate in a friendly game of Goalball, a sport designed specifically for athletes with visual impairments, this game has been played many times over the years at CGGS and is a crowd favourite. The game consists of rolling

a ball containing a bell into the opponent's goal while the opposing players try to block the ball with their bodies. To ensure the game is fair for all competitors, regardless of the degree of visual impairment, all players wear blackout masks.

Cultural Diversity Day saw students flock to Robinson Hall at lunch for an International Concert where students proudly performed cultural songs and dances, showcasing a range of instruments and traditional clothing from all over the world. We applauded the students who performed in front of their peers. Kath put it perfectly, "It was a very moving and memorable concert of not only our cultural diversity but also the extreme talent of our students."

At CGGS, every girl is welcome and every girl belongs. We get great joy from celebrating the uniqueness of every student and we know, life would be so boring if we were all the same!

# Zoo Youth Leadership Program



This year, we have been thrilled to collaborate with Zoos Victoria to provide 27 senior students the opportunity to participate in and pilot the inaugural Zoo Youth Leadership Program.

Facilitated by industry leaders and mentors from Zoos Victoria, our students have participated in five hands-on conferences throughout the year to develop tangible and usable leadership skills, as well as tackling real-world conservation issues.

They have spent days at Melbourne Zoo with many of the zookeepers getting a 'behind the scenes' insight. They have travelled to Phillip Island to learn about the Australian Fur Seals, visited the Port Phillip Eco Centre and St Kilda pier and enjoyed time at Healesville Sanctuary.

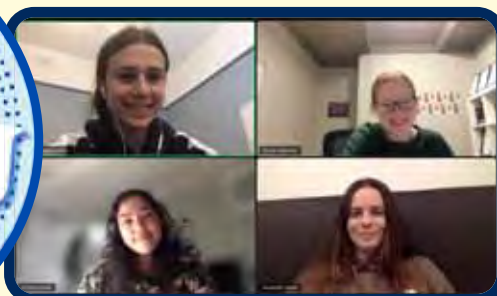
At round table conference workshops, they have explored character strengths, leadership styles, design thinking, values, learning styles, career pathways, communication skills, wellbeing and behaviour change.

Program Coordinator, Cheryl Laks believes participants will graduate with a greater perspective and a deeper understanding of their capabilities as leaders. "Upon completion, they should have a real sense of purpose as a leader and a set of skills and knowledge they can use in their life going forward," says Cheryl.

Year 11 student, Harkee has enjoyed participating in the program. "I learnt that I'm a very logical person who needs all the facts but I also like to creatively apply what I learn. Being a practical course meant we were able

to experience first-hand what we were learning - there's so much more to Zoos Victoria than what meets the eyes!" says Harkee.

*In the next edition of CamLife we will explore the conference in greater detail and share with the community the project work that our CGGS students completed to solve a real-world wildlife conservation issue.*



Launching its first episode in August 2020, the Two Cents Podcast now boasts 21 episodes on Spotify. Created by our 2020 School Captains, the idea sprouted from a series of thought-provoking Instagram posts and has now well and truly established itself as a staple in the ears of many podcast listeners in the CGGS community.

The hosts of Season 2 were 2021 School Captains, Sophia, Ashley and Eloise. The girls engaged special guests for many of their episodes, helping to share a range of diverse opinions, stories and conversations.

Episodes included the Captains discussing their theme for the year, SAIL (Support, Authenticity, Inclusion and Love), with their mentors from the yLead leadership conference and a conversation on the importance of sleep with sleep specialist, Dr David Cunningham.

They spoke about all things leadership with neighbouring captains, Ruyi from PLC and Riya from MLC and had the honour of chatting to Olympic Diver, Anabelle Smith about her career so far, and the importance of having a good mindset.

They also spoke to CGGS 2020 Inspiring Women Honouree, old grammarian, broadcaster, media producer and host of the Outer Sanctum podcast, Emma Race (1993) about the AFLW, leadership and wellbeing. You can listen to all of Season 1 and 2 of the Two Cents podcast on Spotify, by searching 'Two Cents'.

We look forward to hearing the 2022 School Captains, Teagan, Charli and Isabel's two cents, when Season 3 of the podcast launches in early 2022.

## Threatened Species Bake Off

Each year, the Department of Agriculture, Water and the Environment invites Australians to bake a dessert in the shape of a threatened species. For the first time this year, one of our students entered the competition.

Encouraged by Science teacher and environmentalist, Dr Sue Mason, Year 9 student, Laura Tong decided to enter the competition.

While everybody was busy baking sourdough during lockdown, Laura got to work whipping up a marvelous cake to raise awareness for the Northern Bettong. Laura sculpted the small marsupial to true size from chocolate and cake pop filling.

The Northern Bettong can be found in Eucalyptus woodlands of northeastern Queensland. They are a threatened species due to a loss of habitat and food.

"Taking place in the middle of lockdown, the bake off provided the perfect opportunity for entrants to do something creative with their additional downtime and as result, this year saw the largest number of submissions ever," says Sue.

There were certainly some phenomenal masterpieces created and whilst Laura didn't take out the competition, she is definitely a winner in our eyes

Congratulations Laura!



Our School Captains:  
Isabel D'Souza, Teagan Diep  
and Charli Lincke



# SCHOOL CAPTAINS

## TEAGAN DIEP SCHOOL CAPTAIN

**What do you wish to achieve in 2022?**  
I would really love to promote connectivity and inclusivity within the school community! As the past few years have been quite disjointed, mostly spent separated by a computer screen, we hope that the new year will provide more opportunities to foster the sense of interconnectedness and camaraderie that makes the CGGS community so special.

**What do you like about being a leader?**  
Being a leader, you are given the opportunity to truly make a difference in the school and wider community, and a chance to advocate for change. A leader must also listen to the voices and suggestions of those around them, and this allows for more perspectives to be heard and voiced.

**What subjects are you studying in 2022?**  
English, Chemistry, Specialist Maths, Legal Studies and Accounting.

**What is your favourite co-curricular activity/event at CGGS?**  
I have been able to participate in such a vast array of co-curriculars in my time at CGGS, but my favourite would probably have to be the House Performing Arts events! Whether it be House Music, House Dance or House Drama, the House Spirit and excitement in these events is always a highlight of the year.

**What do you love about CGGS?**  
I love the sense of community that is evident in all aspects of school life. Whether it be the teachers who are always ready to help or have a chat, to the camaraderie of the student body in co-curricular and House events. Every time I step through the school gates, it almost feels like a second home!

**Who inspires you?**  
One person that comes to mind immediately is Michelle Obama, who I actually spoke about in my School Captain speech. I really admire how she is not afraid to speak up for justice, and advocate for communities and groups who may not be able to speak for themselves. Being the first African-American First Lady in American history, she remains determined and perseverant in all that she does, which I hope to model in my leadership.

**If you could have dinner with one person, dead or alive, who would it be and why?**  
I would have to say Princess Diana. She is such an inspiring figure as she used her position and fame to give hope and comfort to those whom society too frequently forgets - the victims of poverty, disease, and social injustice. She always remained gracious and elegant in her role, and I would love to hear about her own experiences and thoughts about the large responsibilities placed upon her shoulders.

**What new interests or hobbies have you taken up during the pandemic?**  
I have loved going on walks around the local park to get a bit of fresh air and immerse myself in the beauty of nature. When in lockdown, being able to just get outside and take your mind off studying and other stresses was so freeing and calming, and it allowed me to take some time for myself. It is something that I hope I will continue to be able to do going forward.

## CHARLI LINCKE SCHOOL VICE CAPTAIN

**What do you wish to achieve in 2022?**  
I want to help reconnect everyone and cultivate an environment that has strong community wellbeing. After all the disconnect from various lockdowns, now more than ever, putting the focus onto the strength of our community is so important.

**What do you like about being a leader?**  
I like inspiring people to pursue their passions and I guess that's why I applied for the position. So many of my hobbies and passions have been born from the leaders in my life encouraging me to explore new things and expand my knowledge and skills on things I love.

**What subjects are you studying in 2022?**  
Art, English, Physics, Biology and Chemistry.

**What is your favourite co-curricular activity/event at CGGS?**  
I do way too many co-curricular activities, so I don't really have a favourite! I love GSV hockey. Oh, and House Music because it's always really colourful and energetic.

**What do you love about CGGS?**  
I think we're different from a lot of other schools in the area, the culture is so uplifting and supportive. I love that our school always makes way for new initiatives and encourages us to develop our interests, as well as encouraging good relationships between students.

**Who inspires you?**  
I'm inspired by my aunty. Her resilience and willingness to overcome adversity is so amazing. She's probably one of the strongest people I know, and an amazing woman to look up to, she works as a botanist, an area where women are grossly misrepresented.

**If you could have dinner with one person, dead or alive, who would it be and why?**  
Chadwick Boseman. He seemed to have such a gentle presence. It's amazing to me that his character in the Black Panther movie was the first black superhero. And this was filmed while he was undergoing cancer treatment.

## ISABEL D'SOUZA SCHOOL VICE CAPTAIN

**What do you wish to achieve in 2022?**  
Something I would like to achieve in 2022 is to prioritise myself more, especially heading into one of the busiest years of schooling. I would like to actively set aside time every day to check in with myself or just have some down time to de-stress, in the hope to achieve a more sustainable schedule.

**What do you like about being a leader?**  
As a leader I like learning different things about myself, whether they are strengths or weaknesses, in the hope to continuously improve. Another thing that leadership has brought me is a newfound growth of confidence in allowing myself to strengthen my own positive self-image.

**What subjects are you studying in 2022?**  
Math Methods, English Language, Biology, Physical Education and Theatre.

**What is your favourite co-curricular activity/event at CGGS?**  
My favourite co-curricular activity would absolutely be anything out of the Performing Arts Department, whether it is House Drama, Dance, Music or the productions - I love them all. CGGS pours its heart and soul into creating these events and whether I am participating or just watching it is something that always sparks a warm and fuzzy feeling.

**What do you love about CGGS?**  
I love that CGGS has such a strong focus on topics such as wellbeing, consent and diversity, specifically our connection with the Indigenous Australian culture. I truly respect our school in going out of the way to make it an incredibly inclusive environment for everyone.

**Who inspires you?**  
Ms Lyons inspires me. She is not only a Theatre and Drama teacher at CGGS, but she is a friend, she is a support system, and she is the kindest human being. She has this incredible manner of expressing herself whilst lifting every single person up and multitasking like there is no tomorrow. Ms Lyons knows how to effortlessly raise someone's spirits and I aspire to build that quality within myself.

**What new interests or hobbies have you taken up during the pandemic?**  
I have really gotten into movies. I started a document where I give all the movies and TV shows I watch a score based on a set of criteria including, cinematography, miss-en-scène, plot and acting. It's a lot of fun and forces me to pay more attention instead of just going on my phone during the movie.

Connectivity and inclusivity are key themes we are keen to promote in 2022

**If you could have dinner with one person, dead or alive, who would it be and why?**  
I am an avid fan of the singer, Harry Styles. Not only do I believe that he is a wondrous artist, but I love the message he portrays through his interactions with his fans, interviewers, and other celebrities. He always emphasises to 'Treat People with Kindness'!

**What new interests or hobbies have you taken up during the pandemic?**  
I took up painting! It is the most mind refreshing hobby I have done in quite some time. Doing something creative was the break I needed away from my screen. Painting is challenging, and it can be very frustrating at times but in the end, I have found it very rewarding, and I am keen to start my next project!

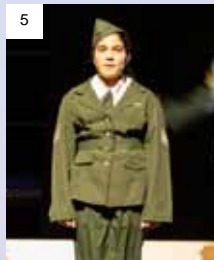
# PERFORMING ARTS

## On Stage... Off Stage!

CGGS students were lucky enough to squeeze in three on stage performances the week before Melbourne plunged into its fifth lockdown. On Monday 12 July, Cast A of the Middle School Production, *The Light Burns Blue*, ran their dress rehearsal before performing in front of a crowd of around 90, the same evening. On Tuesday 13 July, Cast B got to do the same! These performance dates had already been moved from Term 2, so the cast were thrilled to finally be able to perform for an audience. With the feeling in the air that a lockdown was eminent, the decision was made to bring the House Music performances forward to be livestreamed to their peers on Thursday 15 July during periods 5 and 6. Low and behold, a lockdown was announced that afternoon to commence that evening at 11.59pm - perfect timing we'd say!

## From Stage to Screen

Although House Drama couldn't be performed on stage this year due to Lockdown 6.0, the House Drama and House Technical Captains switched their vision and turned their detailed theatrical scripts into short films. They took unfortunate circumstances and turned it into a positive, jumping on the opportunity to film, edit and produce their own short films. It wasn't what they had originally planned, but it was a new challenge they were excited to pursue. What resulted were four fantastic, high quality pieces exploring consumerism, trauma, fear and exploration. Well done girls!



The Light Burns Blue: Images 1 - 10  
House Music: Images 11 - 18  
House Drama: Images 19 - 26

It has been a challenging two years for our VCE Art & Design students - thrust in and out of remote learning and having to create works of art from home, as opposed to in the school's art studios with access to all the supplies required.

However, in true CGGS style, the girls simply got on with what they do best and the results speak for themselves.

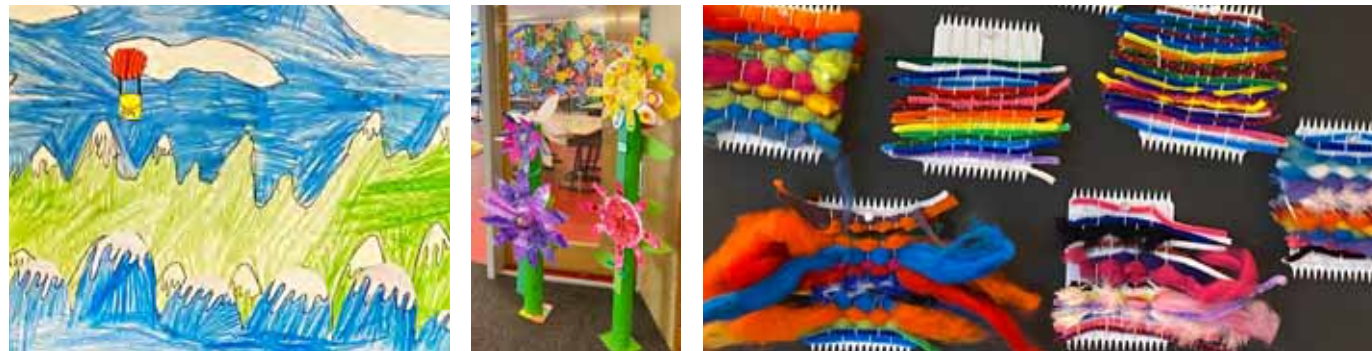
Their final creations were curated into a virtual exhibition - a collection of works from our Studio Art and Visual Communication and Design students. From paintings, photography, ceramics, sculpture and digital creations, the works were varied and represented the unique style of each artist.

We congratulate the girls and our wonderful CGGS Art & Design Staff who supported and guided them through the journey.



# VCE ART & DESIGN





# ORMISTON ART SHOW

Every year, Junior School Art Teacher, Fiona Gibson never fails to create a magnificent Art Show - displaying multiple works from every student at Ormiston. This year was no different! Every work in the show was beautifully photographed and curated in a series of Padlet galleries for the community to enjoy. Congratulations to all our budding artists!





**The Purple Hanging**  
*Lent and Advent*

- > Includes a path to represent the journey through Lent.
- > The path starts at 'the burning bush', an allusion to the story of Moses.
- > The path is broken at points, suggesting that our journeys are not always straightforward.
- > The path leads to a silver symbol that can be interpreted as a cross for Lent or a star for Christmas.



**The Red Hanging**  
*Pentecost*

- > Includes three girls dancing. Pentecost is the celebration of the Holy Spirit as she moves, inspires and energises us.
- > The girls are connected by a vibrant gold/red thread - suggesting how the Holy Spirit unites us.
- > The girls are from different cultural backgrounds. This relates to the story of Pentecost in Acts, where the disciples are empowered to communicate to people from every part of the world in their own language.



**The Green Hanging**  
*Season after Pentecost*

- > Includes an Australian tree, with pink flowers on it.
- > The season after Pentecost or 'ordinary time', or the 'Season after Trinity Sunday' can be thought of as a season of growth, the growth of the Church in the world.



**The Gold / White Hanging**

- > This is the most traditional image. The gold and white relates to the joyful messages of both the Christmas and Easter seasons, when we celebrate God's taking on human flesh in the life of Jesus, and God defeating all that binds human life in the resurrection of Jesus.
- > It is also used for Trinity Sunday, the Sunday after Pentecost.
- > In the centre are the two Greek letters 'alpha' and 'omega' - a traditional reference to God as 'the beginning and the end' of all life.
- > The image includes 12 rays of light (the 12 tribes of Jacob; the 12 disciples), and 10 bursts of gold (the 10 Commandments).

The images chosen inspire conversation about our journey with God

When students and staff enter our chapel at Junior School, depending on the time of year, they now see one of four different altar hangings.

Handmade by the wonderful women at Dream Stitches, the hangings were a gift for the school's 100th birthday from the CGGS Old Grammarian's Association.

Created in seasonal colours, each hanging tells a different story and will be a sign, as people enter the chapel, of where in the Church Calendar we are.

School Chaplain, Helen Creed said the altar hangings are a beautiful new addition to the chapel.

"They have been designed with the audience of students in mind. The images chosen are intended to provide opportunities for students to talk about the meaning of each season, and our journey with God," says Helen.

The school was delighted that it could support Dream Stitches and commission them to create the altar hangings.

A community-based sewing program, Dream Stitches teaches migrant and refugee women sewing skills while enabling them to develop friendships in their new country. The program is sponsored by The Anglican Diocese of Melbourne, in partnership with the Anglican Parish of Box Hill and Anglicare Victoria.

"The school has supported Dream Stitches for many years. It was a really lovely, creative project to work on together," confirms Helen.

# SHINE BRIGHT

## INSPIRING WOMEN PROGRAM

### Inaugural Inspiring Women Ceremony

With the event being postponed from 2020, nothing was going to stop the school from holding the inaugural Inspiring Women Honouring Ceremony.

On the evening of Thursday 15 July 2021, just three hours after The Premier announced that Melbourne would be plunged into another lockdown, we proceeded with our event as planned. It was a delight to welcome this outstanding group of CGGS alumnae and their families into Robinson Hall for this special occasion.

Mingling over canapés and refreshments, the special guests enjoyed meeting one another, before being formally honoured and celebrated.

The achievements of each of the 18 women were read to the audience by current students. From doctor to lawyer, musician to scientist, podcaster to military officer and everything in between - each woman had an extraordinary story to tell.

Each honouree made a response and shared what it is that has inspired each of them. While no two stories were the same, one thing is for certain, each honouree has made a significant contribution within their area of expertise and to the broader community.

The ceremony concluded with the unveiling of the Inspiring Women Wall. This prominent space in the school will serve as a permanent inspiration to the current students and the gallery will grow annually, as additional women are honoured.

Taking place one year after it was supposed to be held, this intimate ceremony went off without a hitch and all guests made it home before midnight - the start of Lockdown 5.0!

### 2021 Honourees

It is the school's pleasure to introduce you to the 2021 Inspiring Women. On the following pages we share with you the profiles of our latest honourees. Please enjoy reading about the broad achievements of this fine group of women.



2022  
NOMINATIONS  
NOW OPEN

If you know a woman connected with CGGS who is deserving of this honour, please head to the school's website and nominate them now. Nominations close Friday 14 January 2022.

[cggs.vic.edu.au/inspiringwomen](https://cggs.vic.edu.au/inspiringwomen)



**MRS JOAN CHILD AO**  
[OLLE, 1937]

Joan Child first came into prominence in Australian politics following the death of her husband, leaving her with five young sons to raise and care for. She took on menial tasks that gave her time to take the younger ones to school and to be home for them after school.

Joan joined the Australian Labor Party (ALP) in 1967, partly for companionship but also to help workers whose conditions, were very basic and arbitrary. She stood for the Federal seat of Henty in 1972 and marginally failed to beat the incumbent by just 300 votes.

She won the seat in 1974, when nobody but her local branch members gave her any hope. Labor had never won the seat since its creation in 1912. She worked tirelessly in her electorate for the benefit of her constituents.

She lost the seat in 1975 in the landslide against Gough Whitlam but continued to work in the community, as well as for Clyde Holding and Dr Jim Cairns. She was also the Executive Officer of the State Colleges of the Victoria Staff Association. Joan was very passionate about two things – education and the advancement of women. She won back the seat of Henty in 1980, was active in caucus and parliamentary committees and was confirmed as the first female Speaker of the House of Representatives in 1985.

Joan presided as Speaker with dignity but what is less well known was that, as Presiding Officer, she had to administer five parliamentary offices. She oversaw the massive and complicated move from the Old Parliament House to the New Parliament House. She was also Permanent Parliament Delegate to the European Parliament and spent a lot of her time overseas representing the Australian Government.

Joan retired in 1990, but was still active in her branch activities, as a prolific fundraiser and continually giving strategic and tactical advice to a number of Labor candidates. She was a passionate gardener, knitter, horse racing enthusiast, Scrabble player, ardent test cricket follower, one time sponsor and long time supporter of the Hawthorn Football Club and a terrific cook. Joan died peacefully at home in 2013, aged 91.



**MS GEORGIE HERBERT**  
[1998]

*BCom (Sport Management),  
BA (History), MBus (Marketing),  
MMgt (Sport Management)*

Following school, Georgie completed Commerce (Sport Management) and Arts (History) undergraduate degrees at Deakin University, before pursuing a career in the sport industry. Over the next 20 years, Georgie worked at the Melbourne Football Club, Hockey Australia and Football Victoria, where she oversaw the establishment of the Melbourne Victory women's team in the W-League.

Georgie then spent eight seasons as Commercial Operations Manager for the AFL Players' Association. During this period, Georgie completed both a Master of Business (Marketing) at RMIT and a Master of Management (Sport Management) at La Trobe University. Parallel to her career in sports management, Georgie became a passionate advocate for ovarian cancer awareness and a prolific fundraiser for the Ovarian Cancer Research Foundation (OCRF), following her mum, Mandy's diagnosis with the disease in 2006.

Combining her love of sport with her philanthropic pursuits, Georgie established Mands' Mob, a team of fun-runners who participated annually in Run Melbourne, raising funds for the OCRF to support their quest to find an early detection test. In 2009, its first year, the team had just nine runners but grew to more than 100 Mobsters five years later. Adding sportsman's nights, auctions, raffles and trivia events to raise further funds and awareness, The Mob raised more than \$500,000 before being retired following Mandy's death in early 2017.

With her mum's passing, Georgie's desire to see ovarian cancer survivability increase through early detection only grew stronger, so she combined forces with Channel Nine Sports Presenter, Clint Stanaway to establish the Silver Lining Ride. The inaugural Ride saw Georgie pedal from Adelaide to Melbourne, a total of 1068km with a group of mates in late 2017. Georgie has led a team of cyclists each year since and over four years, the Ride has banked more than \$400,000 in donations for ovarian cancer research and generated over \$1.5 million worth of publicity.

Through the establishment of the Silver Lining Ride, Georgie became close to the dedicated team of staff at the OCRF and in late 2020, Georgie joined the OCRF as Philanthropy and Corporate Partnerships Manager to continue her philanthropic work.



**MS RUTH DUNN**  
[THOROLD, 1959]

*TSTC, BEd (Counselling), BA, MPS*

After 13 happy years as a student at Camberwell Girls Grammar School, Ruth Dunn went on to teach English, History and Geography at secondary level in Melbourne (including at CGGS) and also in London.

As a single mother of three, she returned to study and completed a Psychology Degree and a post graduate qualification in Counselling in the early 1980s. A rich and varied career as a Psychologist followed.

In 2002, Ruth received her Masters Degree in Psychoanalytic Studies. She worked in the area of addiction, as the coordinator of a residential rehabilitation program. With her passionate belief in womens' rights, she established a halfway house for women and children, and worked closely with sexual abuse organisations.

Ruth's next position was as the Victorian Director of the Vietnam Veterans Counselling Service (VVCS), which provided services for the management of Post-Traumatic Stress Disorder (PTSD) to veterans and their families. She established a country outreach program to bring services to veterans in isolated areas and facilitated lifestyle groups for veterans and their wives.

Ruth established a private practice in Hawthorn and worked in the areas of addiction, trauma, relationship counselling, group work and supervision. She was the Director of the Gestalt Institute of Melbourne and trained and supervised counsellors at a tertiary level. She was the Vice President of the Balint Society of Australia and New Zealand (BSANZ), setting up a training pathway, facilitating groups and presenting at conferences overseas.

Currently, Ruth facilitates online debriefing, supervision and support groups for doctors, mental health professionals and front-line workers.

Another passion that gives her much pleasure is volunteering at the Melbourne Indigenous Transition School (MITS), offering mentoring, counselling and friendship to students and staff.



**MRS PAMELA HORE**  
[BEASLEY, 1959]

Pamela Hore commenced work as a secretary to a firm of accountants in 1959. Based on her knowledge of accounting learned at CGGS, courtesy of her teacher, Mrs Cecile Eunice Storey (Benjamin), Pamela participated in Company Share and Taxation Audits.

Later, she worked in the family shoe making business, until its closure in May 1988, achieving a 100% recovery of all debts owed to the company. Front and centre of mind during Pamela's working life were Cecile's

words, "good administration is the base of all good business".

Employment at the Local Government Aged Care Department followed. Initially cleaning houses, before being invited to organise the delivery of home care services through rostering and matching staff with clients. Pamela ended her career 16 years later as an Intake Officer. During this time, Pamela was called to advocate for her godmother who became a victim of elder abuse.

In mid-2004, Pamela volunteered at the Victorian arm of Alzheimer's Australia, assisting on the help line. In addition, she participated in the education of fifth year medical students to enhance their understanding of dementia. Pamela represented the organisation at Local, State and Federal Government meetings to improve the safety of those living with dementia. To this day, Pamela continues advocacy work with Dementia Australia, often based on what she learnt caring for her loved ones impacted by dementia.

In 2006, the Victorian Boer War Memorial Committee required a Minute Secretary and Pamela filled the role for a ten-year period.

Her work with the Boer War Committee assisted in the raising of funds to have permanent recognition of Australia's Boer War soldiers placed on ANZAC Parade in Canberra, with the commissioning of a memorial dedicated to their memory.

Pamela also volunteers with Eastern Health, carrying out work as a consumer representative. She has inspired the next generation of doctors to be more empathetic with the families of their patients who are suffering with dementia-related illnesses. Through her own medical experiences, Pamela has assisted Eastern Health in seeking continuous improvement in their systems and protocols which will ultimately benefit the many patients they treat.

Pamela's personal passion is researching and writing about the lives of her family members who came before.



**PROFESSOR MICHELLE LEECH**  
[1981]

*MBBS Hons, FRACP, PhD*

As Deputy Dean Medicine Professor at Monash University, Michelle Leech oversees the delivery of the flagship medical program across multiple campuses. Michelle ensures that the learning objectives and outcomes of both the direct and graduate entry degrees are aligned. She also coordinates a range of academic initiatives for Monash medical students and is currently the Deputy Chair of the Postgraduate Medical Council of Victoria, and Vice President of Medical Deans Australia and New Zealand.

Michelle is the Head of the Rheumatoid Arthritis Clinic at Monash Health. She also maintains an active research profile as part of the rheumatology research group in the School of Clinical Sciences at Monash Health. Her clinical research interests include cytokine biology, glucocorticoid action and cell cycle proteins in the context of Rheumatoid Arthritis pathogenesis, as well as medical and interprofessional education. Michelle's work has been published in medical journals including – Nature Reviews Rheumatology, The Lancet Rheumatology and Arthritis & Rheumatology.

Prior to her role as Deputy Dean, Michelle held a number of teaching and leadership positions within Monash's Medical Program. She is a recipient of the Australian Medical Students' Association National Teaching Award – the highest teaching accolade. Michelle previously served as the Medical Director of Arthritis Australia and held positions on a number of National Rheumatology Advisory Boards. She is the outgoing Chair of the Clinical Examination Committee of the Royal Australasian College of Physicians National Exam Panel.

A proud Monash alumna, Michelle holds a Bachelor of Medicine and Bachelor of Surgery (MBBS) Hons and PhD, and is a Fellow of the Royal Australasian College of Physicians (FRACP).



**MS MARGARET PORRITT**  
[NEWHOUSE, 1958]

Margaret Porritt is an iconic fashion influencer with almost 50 years in the fashion industry.

Growing up, Margaret admired the talents of her mother who was a milliner and she developed an appreciation for aesthetics and design from a young age. After working in the United Kingdom for Norman Hartnell, former dressmaker to the Queen, Margaret undertook a millinery apprenticeship with her mother. Married at 20, Margaret had three boys by the age of 26. She also proudly worked in a small boutique in the west end of Melbourne called The Orange Poodle.

After 12 years, Margaret's marriage ended. On receiving her settlement, she used it as a deposit to purchase an investment property. In addition, she also put a deposit on The Orange Poodle, where she continued to work hard whilst raising the three boys on her own. The goodwill generated paid off this investment over the first two years and, within three months of purchasing the store she opened a second store.

In 1972, she decided to change the name of The Orange Poodle and FEATHERS was soon born. Stocking Australian designer labels, FEATHERS eventually branched into eight locations, carrying both Australian apparel and footwear.

In 1995, after 25 years carrying Australian designs, Margaret decided to launch her own range known as Feathers by Margaret Porritt. During her career, Margaret won numerous awards, including the Victorian Telstra Business Women's Award and Rag Trader's Retailer of the Year. Margaret was also inducted into the Business Women's Hall of Fame and she was recognised as the Metropolitan Fair Trader of the Year for Excellence in Customer Service.

FEATHERS Boutique has grown to become one of Melbourne's most iconic fashion brands - with 15 retail stores and a thriving online store. FEATHERS has over 40 valued employees who Margaret treats like family, with many staff members having been in the company for over 20 years.

FEATHERS focusses on offering generations of Australian women the opportunity to wear quality, on-trend designer styles at an affordable price. Margaret credits the brand's success to three main elements – her team, the quality of the fabrics and manufacturing, and the ability to rapidly turn around product from design-phase to shop floor.

Margaret and FEATHERS has seen itself through a global financial crisis, a recession and now a global pandemic. The brand has survived because Margaret is an eternal survivor. Margaret attributes the success of FEATHERS to its ability to constantly evolve and reinventing itself. In 2022, FEATHERS will celebrate its 50th birthday.



**MRS AMANDA MANDIE OAM**  
[SHARPE, 1977]

Amanda Mandie, better known as Mandy Mandie has extensive experience in philanthropy. She has also worked as a journalist, event manager, public relations executive and held various roles in marketing and fundraising for over 40 years.

In 2005, together with her son Nick, Mandy founded Koala Kids – an organisation dedicated to supporting children and young people during cancer treatment. The aim is to bring happy moments to the patient, their family, and their healthcare team. Mandy is responsible for gathering a diverse and

enthusiastic group of professional people who all share her passion.

The Koala Kids Foundation was established in 2015 and today operates as an independent, volunteer driven not-for-profit organisation. The vision of Koala Kids is to touch every child and young person with cancer in Victoria. Its mission is that its volunteers provide small things that bring happy moments and make a difference during treatment.

The Koala Kids volunteers, supporters, program partners and hospital staff are all inspired by Mandy's enthusiasm and passion and like Mandy, they too believe happy helps!

In 1995, Mandy's brother died suddenly from a cardiac arrest, aged 37 and leaving behind an expectant wife and two young boys, both under five. When a very fit and healthy 47 year old son of a close girlfriend and colleague also died suddenly from an unexplained cardiac arrest, Mandy became a founder of End UCD,

also known as sudden unexplained cardiac arrest. Today the not-for-profit collaborates with The Baker Foundation to join the dots on 2,000 unexplained cardiac deaths in Australian men, predominantly aged 30 to 50.

After the death of a friend's nine year old daughter from Leukaemia in 2009, Mandy became a founding member of The Snowdome Foundation. Today, more than ten years later, The Snowdome Foundation accelerates new cancer therapies for Australians with blood cancers.

In January 2021, Mandy was awarded an OAM in the Australia Day Honors for her commitment to charitable causes.

Mandy is a people person who loves connecting like-minded people. She has two children and a wonderful husband who supports her in all her interests, including her love of philanthropy and the Richmond Football Club.



**DR JACQUI RICHMOND**  
[1991]

*BNurs, MPubHealth, PhD*

For over 20 years, Jacqui Richmond has dedicated her career to improving the health outcomes for people living with blood borne viruses, specifically chronic Hepatitis B and C. Jacqui is a registered nurse who completed a Masters of Public Health in 2000 and a PhD at the University of Melbourne in 2006.

A specialist nurse and educator, Jacqui is a proud advocate for people living with Hepatitis B and C and is passionate about addressing the social determinants of health through the

delivery of quality, individualised health care, free from judgement and discrimination. In 2006, she was the first nurse to be awarded the Duke Clinical Research Institute Post-Doctoral Hepatology Research Fellowship in North Carolina, USA.

Jacqui's research interests are focused on exploring problems of practice encountered in the delivery of health care and highlighting the lived experience of Hepatitis B and C. The broad focus of Jacqui's work is the translation of research into practice to build the capacity of the health workforce to test, treat and manage the health care needs of people living with Hepatitis B and C. Jacqui's extensive professional network encompasses partnerships with the community, not-for-profit, alcohol and other drug and multicultural health organisations, and the medical and nursing sectors.

Jacqui has advised the Federal and Victorian Government responses to Hepatitis B and C and she currently works as a Senior Research Fellow at the Burnet Institute in the Eliminate Hepatitis C Australia Partnership. She is a nursing leader in Australia's efforts to meet the World Health

Organisation's goal to eliminate Hepatitis B and C by 2030.

Jacqui is currently a sessional teacher in the School of Nursing and Midwifery, Faculty of Health at Deakin University. She is an Honorary Research Fellow at the Australian Research Centre in Sex, Health and Society at La Trobe University and Senior Fellow at the Department of Nursing, Faculty of Medicine, Dentistry and Health Services at University of Melbourne.

Jacqui commenced at CGGS in Year 1 and completed Year 12 in 1991. She lives in Melbourne with her husband and three children.



**MS NICOLA RIVERS**  
[1994]

*LLB, BA, MEnv*

Nicola Rivers is an Environmental Lawyer who has worked for 20 years in public environmental law and policy. After graduating with a double degree in Arts and Law, Nicola worked for the Federal Environment Department and the Attorney-General's Department on a range of environmental and international law and policy issues. She then worked for the State Government, developing early climate change legislation, and advising on water issues. She also worked in the Western Australia Environmental Defenders

Office, where she was the Legal Advisor to rural communities who were working to protect their local environment.

Nicola is now Co-CEO of Environmental Justice Australia (EJA), a leading public interest environmental law organisation that seeks to create a world where our laws help people and nature thrive. She has worked for EJA for over a decade, previously as Director of Advocacy and Research where she led the organisation's work to secure stronger environmental laws. She led EJA's clean air campaign which engaged with grassroots environment groups and local communities around Australia to protect our right to clean air. She led EJA's Federal and State advocacy work on climate and water law, and national nature laws.

Nicola is passionate about women's leadership and models this through the co-leadership of Environmental Justice Australia. Nicola has also co-founded and co-directed two social enterprises – The Riparian Project to raise awareness about river health, and the Rock and Ranges Brewing Co-operative, a community owned brewery based in regional Victoria.

Nicola holds her Master's in Environmental Management and is a Fellow of the Centre for Sustainability Leadership. She is also an alumnae of the Melbourne Business School through the For Purpose Executive Leadership Program. Nicola has two lively children who keep her on her toes and a very supportive partner who helps to make all these achievements possible.



**MRS CECILE EUNICE STOREY AM**  
[BENJAMIN]

*BCom, DipEd, BEd*

As a teacher, lobbyist and internationalist, Cecile Storey championed women's equality and human rights through her many roles.

One of only five female students completing a Commerce Degree at Melbourne University in the mid 1950s, Cecile discovered that becoming a female stockbroker was unheard of. So, she turned to teaching - first at CGGS from 1958-1961 and later at Strathcona for over 20 years. Cecile taught the principles of government, commerce and law.

After her three children reached school age, Cecile's frustrations with the barriers for women led her to do more. She joined the Victorian Association of Teachers in Independent Schools, where she lobbied for equal pay and maternity leave, and was President for two years. Later she developed curriculum for Year 12 students, including units on Women in Local Government and Politics. She was also a Year 12 examiner.

Seeing that more work needed to be done, Cecile became an active member of the Family Planning Association, ensuring that women had access to reproductive advice. She was also President from 1981-1983. Cecile lobbied for the introduction of the 1977 Victorian Equal Opportunity Act and she served on the Victorian Premier's Committee for Equal Opportunity from 1975-1977. She was the voice for women on the Australian Government's Committee on Discrimination from 1974-1982.

Strongly committed to human rights, Cecile joined the United Nations Association of Australia, serving terms as State and Federal President, promoting the work of UNICEF and UNESCO, and attending international

conferences, including the four World Conferences on Women.

Cecile had a long association with La Trobe University. She was a Council Member for 12 years and Chair of the Housing and Buildings Committees. She was also Deputy Chancellor from 1981-1985.

Cecile's work was recognised with the award of an AM in 1984, and posthumous induction into the 2004 Victorian Honour Roll of Women. When she died in 1997, latecomers to her funeral service had to stand, a testament to how many lives Cecile had impressed by her commitment to improve the lives of others.



**DR REBECCA SPINDLER**  
[1987]

*BSc, PhD*

Rebecca Spindler has been engaged in the Australian and international conservation science sector for over 20 years. She completed a Bachelor of Science at the University of Melbourne and went on to complete a PhD in Marsupial Reproductive Biology in the Department of Zoology.

Rebecca was offered a position at the Smithsonian Institution in Washington DC as a post-doctoral fellow, where she spent seven years in the Conservation Biology Institute.

She worked in the laboratory to understand and improve the reproductive success of endangered species including cheetahs, clouded leopards, jaguars and giant pandas. Rebecca established the Smithsonian's Neotropical Carnivore Initiative and with colleagues from Brazil, collaborated on a multidisciplinary project aimed at improving the health and conservation of jaguars.

In 2000, Rebecca was invited to China to help with the reproductive success of giant pandas in captivity. This led to her attending the giant panda breeding season every year for six years at the Wolong Nature Reserve and the Giant Panda Breeding Centre in Chengdu. When not there, Rebecca spent time with colleagues in the ProCarnivorous NGO and learned a great deal about working with landowners to protect jaguars and other carnivores where they co-exist with people.

In 2004, Rebecca moved to Canada to work for the Toronto Zoo as the Curator of Reproduction. She managed the gamete and endocrine laboratories and examined the impact of genetic makeup on reproductive success.

In 2007, she returned home to Australia to take up the role of Head of Science and Conservation at the Taronga Conservation Society. She was honoured to work with scientists from disciplines such as wildlife pathology, reproduction, nutrition, genetics, behaviour and ecology to provide decision makers with the best possible information on wildlife health and conservation in New South Wales.

Rebecca is now the Executive Manager for Science and Conservation for Bush Heritage Australia. She is privileged to work with some of Australia's traditional owners, top ecologists and expert land managers to design and implement the best possible land management and restoration to keep our Country healthy.

Rebecca has worked as an adjunct Lecturer at the University of New South Wales and an Associate Lecturer at the University of Sydney. She has been involved in many committees and advisory management boards in both academic and government sectors.



**PROFESSOR DELENE WEBER**  
[MARSH, 1987]

*BForSc(Hons), MForSc, PhD*

Delene Weber has always been passionate about the environment. This passion began with family holidays to national parks but was fuelled by inspirational teachers including her Geography teacher, Mrs Conway and many others who encouraged her to pursue this passion.

Studying Forest Science at the University of Melbourne, then later at Southern Illinois University, Delene connected with her 'tribe' of fun-loving people who were determined to

make a positive impact in the way forests and our environment were protected.

In university breaks, she travelled and worked in amazing places such as Gippsland, Tasmania, Canada and the United States. Eventually moving to South Carolina with John, her now husband, she pursued a rewarding career coordinating environmental education in parks.

She returned to Australia in 1998 to get married, to complete a PhD and to begin a position with the University of South Australia. Delene has received multiple national teaching awards and has published widely on the topic of environmental values, the importance of greenspace and bushfires. Inspiring students to care for the environment and respect Aboriginal knowledge is one of the most rewarding parts of her job.

While Delene's career continues to be rewarding, it has been the love and support of friends and family that has always been the most important to her. Her favourite times are those she spends with her two beautiful children, her fabulous husband, and her amazing friends and family.

Delene is incredibly grateful for her experience at CGGS and hopes to catch up with more of the brilliant people who shaped her and convinced her that she could make a difference. She is especially grateful to the grammarians she keeps in touch with regularly.



# From the President



*Pictured below are some of our long-standing volunteers (Year 12 parents) who we farewell this year*

I look back at my fairly optimistic column in the mid-year magazine and reflect on what subsequently happened. Another semester of lockdowns and the inability to hold PFA events.

Having said that however, the PFA supported many internal events where parents could not be in attendance including sporting presentations, musical performances and other special occasions in the life of the school.

Again, the team of Year Level Representatives undertook the hard yards ensuring the year levels were able to stay in touch with various virtual events and catch-ups. Their enthusiasm and work a fine example to all of us.

A highlight was the weekly publications which contained the PFA quiz and I know it became a regular feature in many households after dinner on a Thursday evening.

As usual, the PFA supported the school in the acquisition of equipment and materials where appropriate and on the advice of Mrs Dunwoody. It is pleasing to report that the replacement kiln in the Senior School Art Studios is finally installed and operational. The PFA has dipped into its reserves to meet some of the commitments in 2021.

At the AGM of the PFA earlier this year, there was somewhat of a changing of the guard with new members of the PFA committee becoming under studies for a number of the parents of Years 12s who will leave the PFA

Committee in 2022. The enthusiasm of the new committee members was demonstrated at the monthly Zoom meetings.

We were excited to launch the PFA Community Raffle in Term 4. Having limited contact with the CGGS community over the past 18 months, we thought it would be nice to connect with every family and staff member to show our support with a PFA chocolate bar with the chance to win some lucky prizes.

One lucky family from each year level, from Early Learning to Year 12, was the lucky recipient of a \$250 Red Balloon voucher and another won a CGGS Centenary Merchandise Hamper.

We hope this sparked joy to all and helped everyone feel connected with the PFA and school community.

I look forward to welcoming you back to CGGS in person in 2022 and wish the entire school community best wishes for the festive season.

**Dr Rob Webster OAM**  
*PFA President*

# Celebrating Our Volunteers

The CGGS community is fortunate to have amazing parent volunteers who support the school in a variety of ways and are role models for our students.

The PFA comprises of a committee of dedicated parents who, for many years have helped the school run events, raise funds, and connect families. They undertake many roles including volunteering as a committee member, a volunteer for Friends of Sport, The Arts, and STEAM, the CGGS Dads Group and as a Year Level Rep.

The past two years have proven difficult for most, however our wonderful parent volunteers have always been at the forefront, supporting students, staff, and families by keeping them engaged and connected with each other and the school.

**There are a number of Year 12 parents whose support has been constant, not only in recent times, but during the entire time their children have been at CGGS. We would like to acknowledge and thank the following parent volunteers who we sadly farewell at the end of the year.**

## Ray Barmby and Maria Ventura

Ray and Maria have supported the school since their daughter, Ella started at CGGS in 2016. Ray is the outgoing PFA Treasurer and has spent years on the PFA Committee. Together, Ray and Maria have volunteered at many CGGS events – cooking BBQs, serving food, setting up and packing down, you name it, they've done it. They have also supported numerous PFA programs over the years.

## Heather Masterman

Heather has been a committed parent volunteer since her daughter, Eloise started at Ormiston in Year 5 in 2014. Heather regularly and keenly volunteered to assist at Junior School events and continued her support for the six years while Eloise was in Senior School.

## Jo Ellingworth

Jo has been an amazing parent volunteer since her eldest daughter, Tiarnie started at CGGS in 2011. Over this period of time, Jo has taken on the role as a Year Level Rep, PFA Committee member, Friends of Sport parent lead, Second Hand Uniform Shop parent lead, PFA Event Volunteer, and generally supported the school across many areas. Jo was also the Parent Representative on the Uniform Committee.

## Jenni Webster

Jenni and Jo have been volunteer 'partners' since Jenni's daughter, Eloise started with Jo's youngest daughter, Chelsea in Year 7 in 2016. Like Jo, Jenni has been a wonderful supporter of the school as a PFA Committee Member, a Friends of Sport parent lead, a Second Hand Uniform Shop parent lead, and a PFA event volunteer. Jenni has always offered to help whenever volunteer support has been requested.

## Liz Sutton

Liz has been a Year Level Rep along with Jo, Jenni and Vivienne since her daughter, Caitlin started at CGGS in 2016. Always ready to help, Liz has spent many hours supporting the school and helping the PFA deliver events for the community.

## Vivienne Wang

Vivienne's daughters, Maggie and Catherine started at CGGS in 2016 and it was then that Vivienne, along with Jenni, Jo and Liz, became a Year Level Rep. She continued to support the CGGS community over the years by volunteering at PFA events and helping families in her year level.

## Dr Rob Webster OAM

Rob volunteered to take the helm of the PFA in 2019 when he was elected President. As RSL President, Rob brought to this volunteer role a wealth of experience in understanding the needs of communities and committees. Rob has attended many CGGS events, representing the PFA and assisting when needed.

## Nancy Goletsos

Nancy has been an integral part of the CGGS Community since her daughters, Ashley and Riley started at the school in 2016. She has volunteered as a Year Level Rep for both girl's year levels throughout their schooling and in this role has been a wonderful support for many CGGS families. Always willing to help, Nancy has volunteered every year at PFA events, Welcome Morning Teas and Orientation Days and in the Second Hand Uniform Shop. She has been a huge supporter of the PFA and generally supported the school whenever she could.

## Fiona Robertson

Fiona has been a regular parent volunteer since her daughter, Claire started in Year 7 in 2016. During this time, as a PFA Committee Member and Friends of The Arts parent lead, Fiona has supported the school at many events. She has prepared food and event decorations on weekends and provided general help whenever it has been needed. Fiona has always provided interesting and engaging ideas, many of which have become PFA initiatives.

As their daughters have just completed their final year of schooling at CGGS, we are sad to farewell these amazing parent volunteers and valued members of the school community. Thank you all for your service and support of the CGGS community.

The school is thrilled to announce the launch of a new parent group in 2022 for past parents of CGGS. We welcome the volunteers above and all other past parent volunteers to join, with the goal to continue to foster those connections made throughout your daughter's time at CGGS.

If you would like to be involved in the Parents & Friends Association, become a parent volunteer, or are interested in the CGGS Past Parents Group, we welcome your support and invite you to contact:

## Susannah Jepson

Community Relationships Coordinator  
jepsons@cggs.vic.edu.au



# Message from the OGA

As our beautiful city starts opening from being the most locked-down city in the world, I have been reflecting on the times we have shared, lived, endured and survived and the uncertain path ahead that we continue to experience. 2021, our take two of our beloved school's centenary year, has seen so many events cancelled for the second, third or fourth time. Families and friends still not being able to see each other in real life and connect in our normal ways. There has been such creativity in finding ways to stay and remain connected - finding ways to 'see' each other virtually, to celebrate the milestones and share the moments of our lives. Our perseverance and resilience have been truly tested and strengthened. The perseverance to know that we can always find a way if we keep our hearts and minds open.

This resilience, grit, determination, and perseverance I believe was fundamental to the values that were fostered during my time at Camberwell - keeping a can-do attitude, remaining positive in the face of adversity and thinking with a lateral, solution focused mindset. Utills in Ministerium - to show kindness, help and give back where you can. Each day we are creating memories and each day is another day that we are creating history - in years to come we will look back and remember these times. When we do I hope there are moments that make you smile, warm your heart and bring you remembered joy - so let's start making the moments now so that when we do look back, we will do so and smile.

There is always hope and light, I have seen such beautiful moments of kindness, it truly warms your heart and is the reminder that tomorrow is another day and to be kind always, as we truly never know what another person is experiencing or feeling.

I would like to take this opportunity to say thank you to Karen Bartram for her kindness, care and genuine support; her phone calls to old grammarians have brightened our days and bring such joy - it means a lot that the school continues to connect and care for us.

As we look towards 2022, I have been starting to consider which planner to buy - I am going to keep the faith that next year catch-ups and events will happen, somehow... we've got this!

**Cara Davey**  
OGA President

# Remaining Connected

We are delighted to announce that postponed reunions from 2020 and 2021 are scheduled to take place in 2022. We will host these alongside the 2022 reunions. If your year is listed below, you are scheduled for a reunion. Please save the date and invitations will be

**Garden Party**  
**Saturday 26 March 2022**  
2.00pm - 5.00pm

**Classes of 2010 / 2011 / 2012**  
**10 Year Reunions**  
**Friday 13 May 2022**  
6.00pm - 8.00pm

**Classes of 2000 / 2001 / 2002**  
**20 Year Reunions**  
**Friday 13 May 2022**  
7.00pm - 9.00pm

**Classes of 1990 / 1991 / 1992**  
**30 Year Reunions**  
**Saturday 20 August 2022**  
3.00pm - 5.00pm

**Classes of 1980 / 1981 / 1982**  
**40 Year Reunions**  
**Saturday 20 August 2022**  
4.00pm - 6.00pm

**Class of 1972**  
**50 Year Reunion**  
**Wednesday 24 August 2022**  
11.45am - 2.00pm

sent closer to the time. Although some reunions are listed on the same dates and times, please know they are being held as separate events in different locations within the school.

**Class of 1971**  
**50 Year Reunion**  
**Thursday 25 August 2022**  
11.45am - 2.00pm

**Class of 1970**  
**50 Year Reunion**  
**Friday 26 August 2022**  
11.45am - 2.00pm

**Sapphire Circle Lunch**  
**Saturday 22 October 2022**  
12.00pm - 3.00pm

**Classes of 2019 / 2020 / 2021**  
**1 Year Reunions**  
**Wednesday 23 November 2022**  
5.30pm - 7.00pm

**Classes of 2015 / 2016 / 2017**  
**5 Year Reunions**  
**Wednesday 23 November 2022**  
6.30pm - 8.30pm



Catherine has been a member of the Girl Guides movement since she was a teenager and was a member of the State Council from 1986 - 2001. Her other Guiding roles include Regional Commissioner for the Goulburn Valley from 1981-1986, District Commissioner at East Doncaster and Victorian State Advisor, Lone Guides, Girl Guides Australia.

Catherine says her lifelong commitment to the Guiding movement stemmed from a determination to help young girls. "So many young women have something fantastic in them, but they don't know how to express it. Being a Girl Guide gives them confidence and skills and helps them become useful citizens," she says.

As well as her service to the Guiding movement, Catherine has represented the Goulburn Valley and Mooroopna branches of the Australian Red Cross in various roles and along with her husband Ken, (who also received an OAM at the same time), were founding members of the Goulburn Valley Branch of the Australian Bone Marrow Donors Registry.

## Linda Weatherson PSM (1973)

Linda received the Public Service Medal in recognition for her outstanding public service to social welfare initiatives in Victoria.



Linda has worked in the public sector for more than 30 years and is a Director of the Executive Leadership Team at the City of Melbourne. She is a passionate advocate for the provision of higher quality services for the community's most vulnerable and for better policies for homelessness, disability and child and family services.

Linda is committed to social justice and equity and volunteers at Old Trinity as Manager of Women's Football and as Events Coordinator. She is also a Board Member of Early Childhood Management Services. Linda was recognised in the Top 50 Public Sector Women for 2020, recognising women for their leadership, inspiration, and accomplishment.

We congratulate both Catherine and Linda for receiving these prestigious awards and for their dedicated and outstanding work in the community. We are proud to include their names on the Old Grammarian Honours Board displayed at the school in the Barbara Sutton Hall Foyer.

## Ruby Dawe (2020)

Ruby is studying a Bachelor of Law/ Arts (majoring in French language) at Queensland's Griffith University. Ruby was recently awarded the Griffith University Sir Samuel Griffith Scholarship. This three year scholarship is awarded for both academic achievement (an ATAR over 95) and merit.

"I know how expensive a law degree can be; this scholarship will change my life and I am so grateful for it," says a happy Ruby.

Ruby has also been accepted into the Griffith Honours College, a college for high achieving students, focusing on professional development to give students the skills required for a successful career. She has been paired with an academic mentor at the university who specialises in international

law and human rights, areas that Ruby is particularly interested in. She is also the 2022 Secretary of the university club, ENACTUS, a global organisation which focuses on social justice and enterprise within the university and the community.

Ruby is passionate about law and justice, specifically areas of law reform and ensuring the legal system is fair and accessible to all members of the community. She has discovered that criminology is another area of study that is of interest, focusing more on victims and perpetrators of crime, in conjunction with the more factual content that is involved in a law degree. Ruby is considering combining both degrees and going into the field of international law, working for an international law firm. She plans on moving overseas after university seeing where this possibility may take her.

She is very passionate about the arts, which she was heavily involved in at CCGS. Some of her favourite memories were made in the CCGS Drama Department - participating in school productions, House Dance and Drama.

She has a strong interest in languages and hopes to do an exchange or take her studies overseas, possibly to a French-speaking country where she can put her language skills to use.



Ruby sites her CCGS Year 11 school exchange to France as pivotal in shaping her plans. Visiting Reims, Ruby fell in love with France, its people and its cities and she knew that when she could, she would return to live and work there. "My mindset really changed on that trip and I often think back to it when I get stressed or unmotivated to remember what I'm working towards."

Since moving to Brisbane, Ruby has developed a strong interest in skateboarding, finding it a great way to unwind. "Living on campus in the middle of a forest does have its perks, namely sunset skates through the bush tracks."

## Celeste Staaf (2017)

Celeste recently completed a Bachelor of Engineering (Honours) at Swinburne University, majoring in Product Design.

She is highly passionate about women in engineering and developing products for women by women. Celeste feels many young females are deterred from entering engineering or STEM fields due to the male dominance within or believing it too difficult

or unattainable. Similarly, Celeste felt this at the beginning of her degree but soon realised that it is achievable, believing that women can and do excel further than their male counterparts.



She has a strong passion for creativity, technology, and product design, combining her love of innovation and research to assist in practically resolving issues. She especially loves being hands on when it comes to understanding user needs, ensuring that the product meets the brief and customer requirements.

"I am excited by the potential of engineering to generate original products to be designed and constructed for the betterment of not just human lives, but animals and the natural environment."

Celeste's honours project this year saw her collaborate with start-up company, Milkdrop developing the first iteration of their new breast pump, Droplet which is anticipated for market release in 2023. Droplet is a soft and quiet breast pump that improves the way mothers collect their breastmilk by mitigating common problems like discomfort, noise, and skin damage. She has enjoyed the opportunity to contribute to resolving this issue impacting millions of women globally. This experience has informed her of the severe lack of products designed by women for women and she hopes to continue down the FemTech path, working to resolve overlooked issues affecting the female identifying population.

Celeste says she was incredibly fortunate to attend the CCGS History and Science tour to America which sparked a greater interest in venturing down the science path with her tertiary studies.

## BE SOCIAL!

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Camberwell Girls Old Grammarians

### LINKEDIN

Camberwell Girls Grammar School Old Grammarians Association (OGA)

## UPDATE YOUR DETAILS

Have you moved or changed your contact details? If so, you can easily update your details online. Simply visit the community section of our website at [cggs.vic.edu.au](http://cggs.vic.edu.au)

# Significant Birthdays

We wish to congratulate the following old grammarians on celebrating significant birthdays from July to December 2021.



able to celebrate her special day with family and friends. A telegram from the Queen and messages from the Governor General and Prime Minister, Scott Morrison were warmly received by Grace.

The school sent Grace a copy of the Centenary book, A Century of Stories along with a lovely bouquet of flowers.

Grace is still very interested in the happenings of CGGS and frequently recalls memories of her time here. We were delighted to play a small part in making Grace's day one to remember.

### Happy 80th Birthday

Clare Maglen (Quibell, 1959)  
Pamela Hore (Beasley, 1959)  
Barbara Mathers (Wallace, 1958)  
Helen McHugh (Woods, 1959)  
Judith Weate (Kerrigan, 1958)  
Andrea Gaythorpe (Davies, 1959)

### Happy 81st Birthday

Joyce Howe (Coombe, 1957)  
Christine Gordon (Puttman, 1958)  
Jo-Anne Carter (Chambers, 1959)  
Beverley Vlanic (Hawke, 1957)  
Patricia McClare (Whately, 1957)  
Lorraine McMaster (Moran, 1958)

### Happy 82nd Birthday

Jennifer Strachan (Stone, 1956)  
Julia Monger (Forbes, 1957)  
Margaret Johnson (Ballard, 1957)  
Barbara Rusmir (Patterson, 1957)  
Judith Harding (1957)  
Beverly Williams (Dear, 1957)  
Andrea Purvis (1957)  
Joan Sedawie (Wall, 1956)

### Happy 83rd Birthday

Beverley Thyer (Meyer, 1955)  
Jennifer Hamilton (Levick, 1955)  
Elizabeth Cope (Millership, 1956)  
Mhairi Macleod (1956)

### Happy 84th Birthday

Jenny Lane (Tattam, 1955)  
Elaine Small (1955)  
Elaine Cohen (Howell, 1953)  
Pamela Dewar (Cartwright, 1955)  
Margaret Grouse (Cooke, 1954)  
Meryl Loy (Dunstan, 1957)

### Happy 85th Birthday

June Taylor (1953)  
Merle Newell (Callaghan, 1953)  
Anita Tolley (Riches, 1953)  
Jill Barnes (1953)  
Roma McCullough (Dodds, 1953)

### Happy 86th Birthday

Valerie Von Lagoda (King, 1951)  
Peggy Horner (Hill, 1951)  
Glen Rennie (1952)  
Margaret Macdougall (Outtrim, 1953)

### Happy 87th Birthday

Gwen McDonald (Widmer, 1951)  
Joan Bisset (Wardle, 1950)  
Marion Mathieson (Sword, 1951)  
Florence Kaye (Cant, 1952)

### Happy 88th Birthday

Judith Cream (Macaulay, 1950)  
Pat Kerr (Brown, 1951)  
June Hillard (Campbell, 1951)

### Happy 89th Birthday

Joan Chapman (Clarke, 1949)  
Phyllis Jaensch (Cook, 1950)  
Dawn Harvey (Hulme, 1949)  
Faye Curnow (Rennie, 1949)  
Jill Freake (Walker, 1950)

### Happy 90th Birthday

Shirley Hiah (Geechoun, 1949)  
Margaret Collier (Harley, 1947)

### Happy 91st Birthday

Dorothy Hoffman (Golder, 1947)  
Joan Williams (Fisher, 1947)

### Happy 92nd Birthday

Joyce Craig (Winter, 1945)  
Peggy Stirling (Bilsborrow, 1946)  
Betty Wade (Strong, 1947)  
Noel Waite (McPherson, 1946)

### Happy 93rd Birthday

Maree Strapp (Gribbon, 1945)  
Joyce Haines (Crick, 1944)  
Eleanor Hancock (1944)

### Happy 94th Birthday

Margaret Smith (Ashton, 1938)

### Happy 96th Birthday

Roma Drummond (Brunt, 1943)  
Dot Aydon (Chivers, 1942)

### Happy 99th Birthday

Gwendda Dick (Harwood, 1939)

### Happy 100th Birthday

Grace Lovell (Vale, 1934)

# We Remember

### Dawn Black (Lovell, 1958)

Sadly, Dawn passed away on 4 November 2021. Dawn was lifelong friends with Lorraine McMaster (Moran, 1958) and Helen Tweeddale (Sare, 1958). Dawn, Helen and Lorraine met in 1953 at school and remained friends for 68 years. Dawn will be greatly missed by Lorraine and Helen.

### Patricia McGlashan (Callinan, 1951)

Patricia passed away peacefully on 29 January 2021 at Cabrini Hospital aged 87 years. Deepest sympathy to Patricia's family.

### Lynne Miller (Stone, 1961)

Sadly, Lynne passed away in October after a short illness. She was an old Ormistonian from 1948 and went on to complete her schooling at CGGS. Sympathies to her family and friends.

### Jacqueline Anne Milne (Frith, 1954)

Jacqueline (Jacquie) was a dear friend, with a zest for life and travel which we enjoyed together from our school days. School friends are a distinctive part of our lives and are forever linked with our formative years.



Jacquie was born on 16 July 1938 in Sydney, and at the age of 12, the family moved to Melbourne where Jacquie enrolled at CGGS. She was an above average student and a good swimmer. Training under Murray Rose, she earned a reputation of swimming like a dolphin. Jacquie competed for Taylor House winning the Intermediate Swimming Trophy in 1952, and in 1953, the Senior Swimming Trophy.

In 1954, a school trip to Herron Island, Queensland by rail, was no mean feat, far from the luxury air-conditioned carriages of today and wearing our school uniforms all the way! We thoroughly enjoyed the experience and the simple cabins on Herron, became a fun source of reminiscing for years to come.

After leaving school in 1954, Jacqui was employed at The Herald newspaper as a cadet reporter on the Stock Exchange. She then worked as a secretary in advertising. Following this she travelled to the UK and her adventurous spirit led her to work in London, promoting the Australian wine industry.

Travelling then to the USA, she worked as secretary to the Ethiopian Ambassador and spent much time involved with the United Nations. Leaving America and returning to Australia, Jacqui held a secretarial position at the CSIRO.

In January 1958, Jacquie's family invited me away on an outback road trip across the Nullarbor to Perth, a trip filled with wonderful memories. A few years later we took a trip to the UK for a working holiday and finding our feet away from home involved staying in a flat full of other young women. These shared experiences were an important part of our education and preparation for life ahead.

Jacquie had a great sense of style, sewing her own beautiful gowns. The fifties and beyond was the era for balls, which afforded her many opportunities to dance the night away. She was an active committee member of the famous Wool Ball.

On 31st December 1974, Jacqui married Ian Milne and had one daughter, Fritha. Ian and Jacquie lived in Tylden in the Macedon Ranges for the past 20 years and they enjoyed visiting their daughter's family in Brisbane, and spending time with her 3 grandchildren, Hamish, Ollie, and Archie.

Jacquie passed away on Friday 12 June 2020.

A friend is one of the nicest things you can have and one of the nicest things you can be; Jacquie was one of the nicest friends to have.

*Written by long- time friend, Elaine Small (1955)*

### Enid Purser (Cox, 1937)



It was with such sadness that we learnt of Enid's passing on 26 October 2021 at the age of 99. Enid loved CGGS and always kept very fond memories of her time here.

Enid was a special guest of the Sapphire Circle in 2019, where she had recently celebrated her 97th birthday and it was such a delight to have her with us on that day.

"A life lived well for the girl in 1937 who drives and serves well," said daughter, Pauline Purser (1967).

### Diana Smith - Former Staff Member

It was with great sadness that the school learnt of the death of Miss Diana Smith on July 23 this year.



Miss Smith was on the staff for 21 years and served under three principals, Miss Dorothy Hall, Miss Barbara Sutton and Dr Barbara Fary. She held the positions of Senior Mistress, Head of Mathematics, Head of Computer Studies, Year 10 and Year 11 Coordinator, and Social Service Coordinator.

Her students will remember her as a highly skilled teacher, enabling them to understand and enjoy the challenges in mathematics and in computing. She was known for her enthusiasm, patience and humour.

From 1979 to 1989, we realise the significant role Miss Smith played in the development of the curriculum through the introduction of the computer. With the support of the Principal, Miss Barbara Sutton, Diana bought the first computer to CGGS, a successful initiative that led to students' use of personal computers in the 1980s. Her commitment led to the purchase of Apple computers and to the development of Computer Studies at all levels.

Her tireless energy led to clubs, workshops and evening sessions being offered to parents, staff and students. Moreover, she saw the need to keep herself abreast of this new field and enrolled and completed a graduate diploma in Computer Studies. The result of her endeavours was the selection of CGGS to be part of a telecommunication project in 1985. Computers at the school were linked, via the telephone, to computers in other states or countries. This process enabled students to learn search strategies for finding material in databases.

In 1988, Diana won a Travel Award given by the Victorian Association of the Teachers of Independent Schools. With additional support from CGGS, she visited schools in the United States to study computer-based learning.

Miss Smith was very supportive of the enrolment of international students. She took a keen interest in their welfare as indeed she did in all her students. She was a true 'people person'. The various roles she held at CGGS show not only her academic skills but her ability to relate to people. Her colleagues and her students remember her with the deepest affection and admiration.

Diana left CGGS in 1989 and 1991 she joined the staff of the Foundation Programme at Trinity College, Melbourne University, soon becoming Director of Studies. She had a brilliant career there, culminating in being appointed Director of the Foundation. Her contribution to education was recognised widely. She received an International Award for Excellence and Innovation in Education. In 2003, a few of her CGGS friends were privileged to attend Trinity College Chapel to witness Diana being installed as a Fellow of Trinity College. Knowing her as we did, we were not surprised at the recognition. We were so proud of what she had achieved. Diana was an amazing person.

She is greatly missed.

*Written by former student and staff member, June Close (1950)*

### Nicky Smith - Former Staff Member

Nicky will be sadly missed but never forgotten.

Nicky was indeed... and will always be... a timeless icon in so many peoples' lives. She was passionate about teaching. As an outstanding French teacher, Nicky strived relentlessly to guide her students toward a special understanding of how much life could be contained in written words. She made every lesson incredibly interesting and profoundly important. Her students were so absorbed in her classes - she made French come to life, and her students knew she respected them.

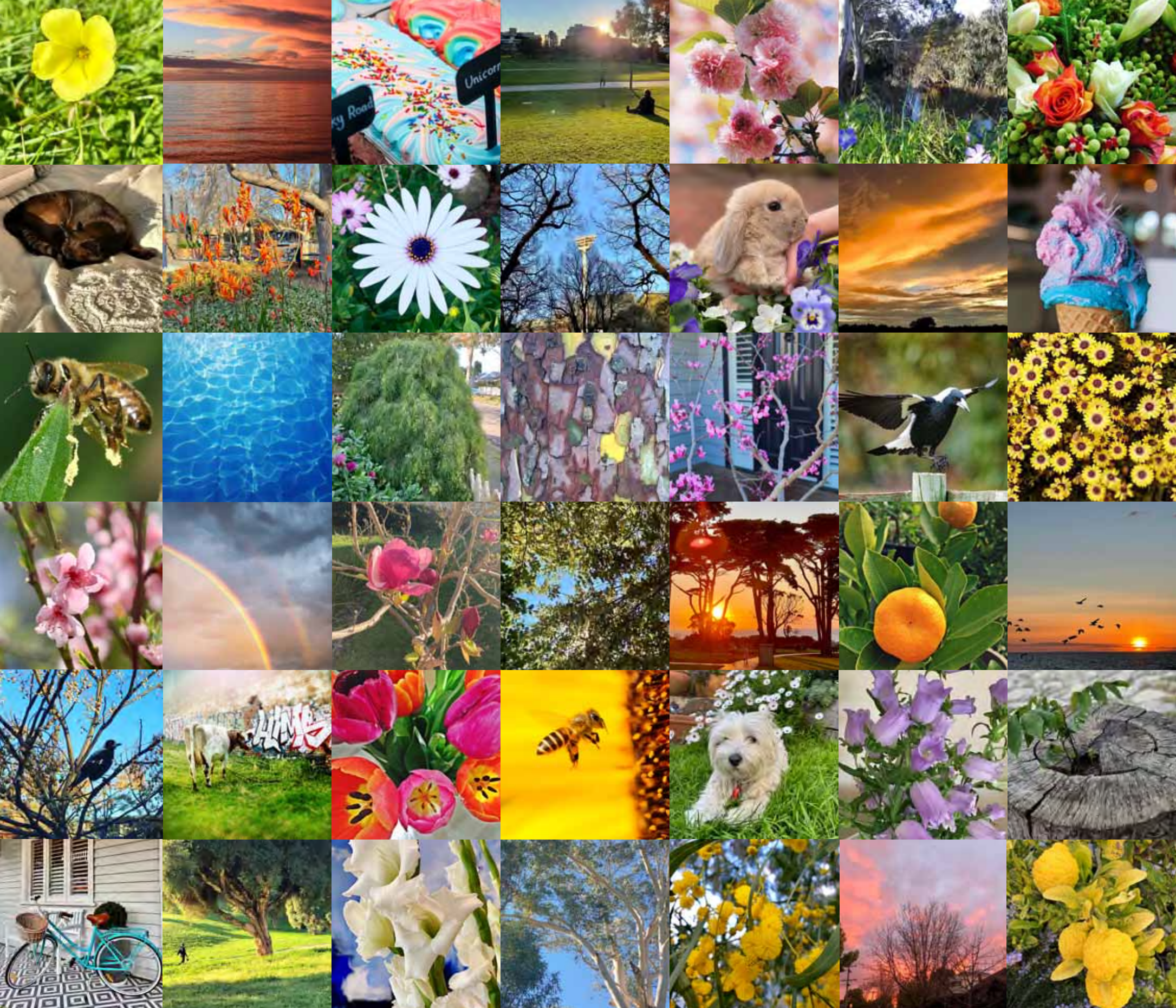
Nicky had a delivery that was both gentle and powerful at the same time. She had command of the classroom and had control of every student's attention span. Students could imagine they were walking the streets of the Champs-Élysées, eating in a French restaurant, or planning a trip to regional France.

Nicky was truly gifted in the art of delivering knowledge to a huge variety of students in individually, custom-wrapped methods that worked for each one of those often-divergent personalities. Every mind was important to her, and she felt it worth her time to search for just the right keys to open that mind. And, when she found those keys, she used them effectively to make learning exciting and pleasurable for each of her students.

Those who studied under Nicky Smith will remember that she was an incomparable teacher, an enduring challenge to mediocrity and complacency, but also a friend. Nicky treasured her family, her children and her grandchildren.

Nicky, you will be always remembered.

*Written by former staff member, Lorna Probst*



# SAVE THE DATE

## CENTENARY GALA

*a magical evening of celebration*

Our Centenary Gala will be a magical evening of celebration and entertainment, welcoming everyone from the CGGS community to commemorate 100 years of our fine school.

**Saturday 30 July 2022**  
**6.30pm – 11.00pm**

**Tickets on sale in the new year.**

## THE JOY OF SPRING

As Spring sprung in Melbourne, we welcomed everything about this beautiful new season. The warmth, the pops of colour, the bees, the new growth, the fresh air and the longer days. This new season was exactly what Melbourne needed in the middle of Lockdown 6.0.

We set the CGGS community a challenge - to get snap happy and show us what Spring looks like to them. Here we share some of the photo highlights that beautifully document the joy of Spring - through the eyes of our students, parents and staff.



All the amazing submissions are on Instagram @camberwellgirls

Camberwell Girls Grammar School  
1920 2020  Year Anniversary



# TAKE A VIRTUAL TOUR

Scan the QR code with your smart device  
or visit [cggs.youtour.com.au](https://cggs.youtour.com.au) to experience  
a virtual tour of the school.

## 2022 INFORMATION MORNINGS

Friday 11 February  
Saturday 18 June  
Saturday 23 July  
Tuesday 6 September (Virtual Event)

## 2022 SCHOOL TOURS

Tuesday 29 March  
Tuesday 24 May  
Friday 19 August  
Friday 7 October  
Wednesday 9 November  
(Twilight Tour)

## BOOKINGS OPENING IN 2022

Bookings for Information Mornings and  
School Tours are essential and will open  
in January 2022.

Visit [cggs.vic.edu.au/schooltours](https://cggs.vic.edu.au/schooltours)  
for further information.

# SCHOLARSHIPS FOR 2023 ENTRY NOW OPEN

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