

# CAMLIFE

Issue 72  
Winter 2021



DESIGNED FOR ALL

WE'VE DESIGNED  
AN EDUCATION  
WHERE OUR  
GIRLS THRIVE

# FUTURE PROOF

Debbie pictured with the  
BY DESIGN co-creators  
Kate Manners,  
James Henderson,  
Charlotte Forwood and  
Summer Howarth

What if our students' primary pathway to university was no longer determined solely by the Australian Tertiary Admissions Rank (ATAR)?

I am confident that you would want to know what the school had done to prepare for this very significant change, that is, how we were future-proofing your child's success.

The debate is clear - it is not if there will be a change to the prominence of the ATAR, but when, and we are already seeing some movement in this direction. Changes to the future of work and global communities require options for pathways into further education that are beyond the ATAR. Recent position papers such as *ATAR: A Proposal for Change*, have assisted in reigniting current developments. Informed

by the research of many organisations including the Organisation for Economic Co-operation and Development (OECD), the Foundation for Young Australians (FYA) and the University of Melbourne, educators at CGGS have been systematically planning for this change over recent years.

Our first step was to ensure that we were designing a worthwhile education; an education that enabled our students to engage with the world in very authentic ways at school, and one that would assist them in preparing for life beyond school. Secondly, we needed to be able to measure key components of this education that would reflect and demonstrate the learner's interests, capabilities, skills, progress and potential. Finally, we needed to provide an education that would enable our students to thrive in a changing

world whilst ensuring that the experiences value the whole person, their ideas and their ability to demonstrate this.

At CGGS we now intentionally design a worthwhile education for our students and have clearly articulated each of the components of the design process through our BY DESIGN learning architecture. By clarifying the key components, we have also articulated what is important to measure. As we consider our DNA of connection, growth, grit and sustainability, and our transferable skills of leadership, initiative, teamwork and collaboration, planning and organisation, problem solving, creativity and critical thinking, the challenge is how to measure them, and how to measure them in a way that is recognised beyond our school. We call these our proof points.

This is where our work in the two-year partnership with The University of Melbourne's *New Metrics for Success: Transforming what we value in schools* project is a key priority for us at this time. Staff from CGGS are working on developing these metrics to measure these capabilities through progressions that will be recognised (have warranty) across different organisations and institutions.

The final certification or proof point will be a credential or badge that will be located on a platform that can be used by students beyond school. Recent workshops in this partnership have been very affirming as we have been developing progressions for credentialing transferable skills. Information from the CGGS BY DESIGN architecture has been shared with other participants and they have provided very positive

feedback. It is clear that our CGGS educators are at the fore of innovative thinking and practice. We are very excited by this work and hope that we will be trialling some of the credentials later this year.

In this edition of CamLife we will be sharing with you how some staff are using the BY DESIGN architecture, and in our edition later in the year we will share more of our work from The University of Melbourne partnership.

As we continue to introduce new innovative learning opportunities, our experiences of lockdown during the global pandemic in 2020 demonstrated the significance of relationships and the physical experiences of schooling, especially with respect to social connectedness in learning, social interactions

and play. This too informs the design of our learning and the proof points that will be developed.

Ultimately, we will future-proof our students' success through a worthwhile education designed to recognise their uniqueness and enable them to thrive. Most importantly we will continue to be at the forefront of these developments and contribute to this most important conversation and action globally.

With best wishes,  
**Debbie Dunwoody**  
Principal



# BY DESIGN

## A FRESH APPROACH TO EDUCATION

So much in the world is changing.  
Being intentional and explicit about our design of education matters if we want young people to thrive.

In 2018, we made a commitment to build our own learning architecture to underpin all teaching and learning at the school. The aim of this new architecture would be to enable staff to intentionally consider the who, what, how and why of learning at CGGS.

The learning architecture was developed in-house by a dedicated team. The group took into consideration relevant data and research around global trends and best practice in both the workplace and education.

Two years in the making, the result is BY DESIGN, an approach to learning which encompasses our context (who we are and what is important to us), the elements of teaching and learning that we value (how we design) and the opportunities that it affords (what we do and why we do it).

Fundamentally, we believe that educating young people for their future means more than learning discipline-specific knowledge and skills. We want each learning experience to include an explicit focus on the transferable skills they will need in their lives, no matter what career path they choose.

BY DESIGN recognises the need to connect learning to real-world experiences and assists students to understand the 'why' of what they are learning as well as the 'how'. It helps students to see the purpose in their learning more clearly than ever. What they'll be able to show and articulate will not just be the content that has been explored. They will see the value of the learning process and will be able to explain what they did, and what they would do differently to develop and challenge themselves. This will profoundly change the way students converse about their learning with others.

BY DESIGN has given the CGGS education team a common language of learning design and a consistent approach to curriculum and program design. Ongoing Learning, Seasonal Learning and Pop Up Learning experiences are planned using the bespoke BY DESIGN App, teachers ensure that transferable skills such as collaboration or critical thinking are highlighted and explicitly taught within the context of that discipline or experience.

In the pages that follow, we showcase some learning experiences which were designed using the BY DESIGN learning architecture. We hope this helps you, our community, to understand and appreciate this new way of looking at learning and preparing our students for their future.

**WE ARE ALL  
LEARNING  
DESIGNERS**

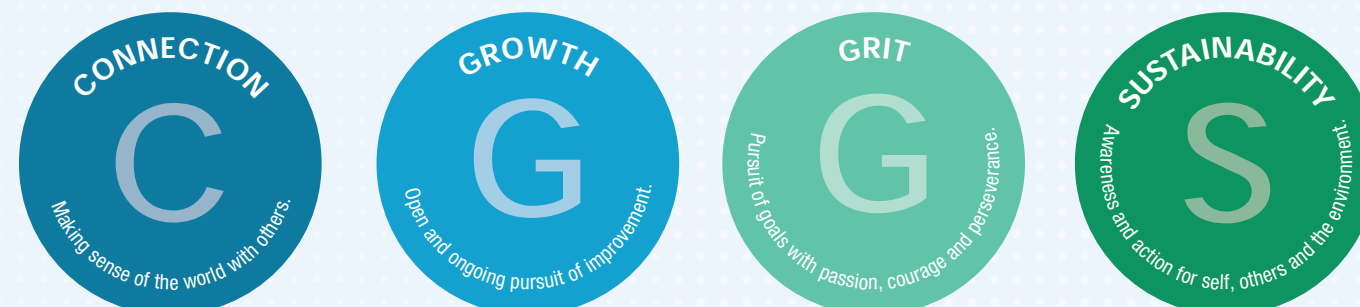


Scan the QR code to view our BY DESIGN learning architecture booklet.

## Our Learning Architecture

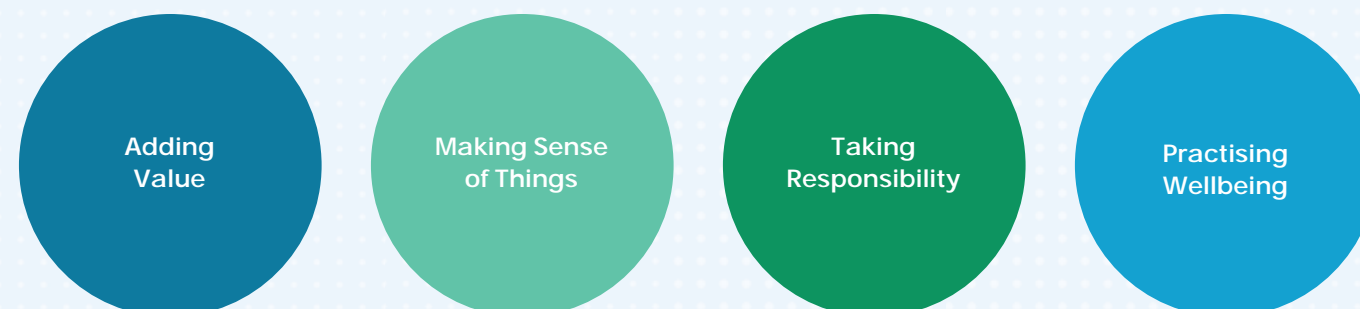
### CGGS DNA / Who we are + What is important

The fundamental characteristics of our community.



### DESIGN PRINCIPLES / How we design

The accumulated wisdom of researchers and practitioners informs us of how our designed learning can be used.



### OUR LEARNING ECOSYSTEM / What we do

We design learning with purpose to be opportunistic and responsive as well as structured and consistent. Every action, interaction and reaction allows us to demonstrate service and value.



### 8 TRANSFERABLE SKILLS / Why we do it

Portable skills that are needed for lifelong learning.





# YEAR 7 ENGLISH

**DNA** Connection + Sustainability

**DESIGN PRINCIPLES** Adding Value + Taking Responsibility

**TRANSFERABLE SKILLS** Teamwork & Collaboration, Problem Solving + Initiative



During 2020, as part of their study of the novel, *How To Bee* by Bren MacDibble, Year 7 English students participated in a cross-subject collaboration to build on the key themes and ideas from the book. This special Pop Up Learning project ran for six weeks alongside their standard ongoing learning and was designed to harness the interests of individuals or groups of students.

2020 Year 7 Coordinator and English teacher, Nirvana Watkins designed the project in collaboration with four other teachers. "In addition to completing their written analysis of the novel, this was the perfect extension to their learning of the key concepts and a fun way for the students to reflect on their subject knowledge through another discipline," says Nirvana.

The project was titled *Beats and Beeps and Beets and Beeps* - a play on both the key themes and subject areas the girls explored.

Students who were interested in the theme, 'Music to Inspire', they participated in the Beats project. Working with Music teacher, Mat Duniam, students learnt about soundscapes, soundtracks and the role of music to convey emotions and moods. Using the composition software Garage Band, students were required to develop an original 30 - 60 second soundtrack for an event or moment of their choice from the novel.

'Physical Agility' was another key theme and the students who chose to explore this enjoyed working with Physical Education teacher, Lauren Law. Participating in the Beeps project, students learnt about fitness, agility and athleticism and the kinds of training that can nurture these. The girls were required to develop and complete a fitness training program with appropriate activities that would improve their agility over time. "Practising the course each week, students were required to keep a logbook of their weekly training sessions, as well as share a video of themselves completing the course on the first and last day so they could track their improvement," says Lauren.

Students who chose to further explore the theme, 'Environmental Sustainability' had the opportunity to work with Geography teacher, Anna Clarkson. Participating in this Beets project saw students learn about propagation, germination, pollination and which vegetables grow best in certain climates. Working in small teams, students were required to grow their own vegetables from seedlings and determine how to get the best possible growth under certain conditions. An animated photo journal was created using Flipbook to document seed growth and measurements.

If Science was of interest, students worked with Head of Science, El Wood to explore the fourth key theme, 'Natural Systems'. In this Beeps project students learnt about systems in nature, natural biological processes, robotics and machinery. Working in small teams, they

were required to create a prototype of a new robot or machine that could help improve the lives of the humans living in the world of the novel.

This cross-subject collaboration resulted in four completely different learning tasks and four completely different learning outcomes - all linked back to English.

Carried out during remote learning, Nirvana says BY DESIGN was the lens through which she could see the opportunity to add value to student learning.

"Students were able to take responsibility for their own learning and leverage the unique circumstances that remote learning created," she says.



To learn more about this case study, scan the QR code to hear from two of our teachers who co-designed this seasonal learning experience.

# JUNIOR SCHOOL READING

**DNA** Growth

**DESIGN PRINCIPLES** Adding Value

**TRANSFERABLE SKILLS** Critical Thinking + Teamwork & Collaboration

Over the past few years, CGGS has purposefully implemented a new and rigorous approach to teaching reading at Junior School to ensure every student develops into a competent and confident reader from the start of their schooling.

Under the leadership of Charlotte Forwood, Director of Learning Design & Development, Emma Hinchliffe, Deputy Head of Junior School and Lisa White, Junior School Enrichment Coordinator, the school has implemented this new approach to reading instruction, which is based on the Science of Reading.

The Science of Reading is an evidence-based approach to reading which focuses on six key areas being Oral Language, Phonemic Awareness (sound awareness), Phonics (letter/sound correspondences), Vocabulary, Comprehension and Fluency. A key part of learning to read is being explicitly taught the alphabetic code.

Charlotte confirms the teaching of reading at CGGS is now based on Gough and Turner's Simple View of Reading.

"While reading is a complex activity, there are two components of equal importance which need to be developed and mastered in order to become a competent reader. Children need to be able to read words accurately and with fluency (decode) and understand the meaning of words being read (language comprehension)," says Charlotte.

This important skill development is being supported by the use of the *Little Learners Love Literacy* program which has been embedded into the Foundation to Year 2 curriculum.

The *Little Learners Love Literacy* program and accompanying resources provide teachers with a well-structured, systematic program where students are taught to read through learning the letters and letter combinations for the 44 sounds in the English language.

An entirely new collection of books, called decodable books, along with matching classroom resources has been purchased. A substantial investment, this new set of books has replaced the previous collection which was filled with predictable and repetitive text, as well as matching bright coloured images which students used to guess many of the words - a behaviour which does not support effective reading decoding.

Charlotte says this new structured approach explicitly teaches the letter/sound correspondences needed to learn to read.

"These new books allow our educators to choose a range of texts to develop students' decoding and fluency skills and most importantly, provide early success in reading," says Charlotte.

"Teaching phonics systematically from day one and giving students ample opportunity to practise with decodable readers, sets students up for reading success from day one," says Emma.

"Reading comprehension is a combination of decoding (word recognition) and language comprehension. Competence in both is required for successful reading," adds Charlotte.

Researchers have found that children learn more quickly if they are taught systematically and explicitly. This approach to learning to read does exactly that. At CGGS, students work through seven phonics-based learning stages. Each stage is sequentially and explicitly taught so that children can learn, practise and apply new skills whilst continuously consolidating their developing skills - working towards mastery.

Emma confirms that this program is part of a wider literacy program which includes exposure to rich literature, information texts and quality stories in the classroom.

"We certainly still encourage our teachers to provide students with a diverse range of texts with which to engage. Whole class read-alouds and shared reading provide opportunities to explicitly develop vocabulary, oral language skills and a love of reading."

Our systematic reading program supports teachers to provide high-quality reading instruction and enables students to experience reading success from the very beginning of their reading journey. Here's to our CGGS girls cracking the code and developing a lifelong love of literacy.





# YEAR 9 MELBOURNE MINDSET



**DNA** Connection + Sustainability

**DESIGN PRINCIPLES** Making Sense of Things + Practising Wellbeing

**TRANSFERABLE SKILLS** Problem Solving + Creativity + Planning & Organisation

Have you ever truly considered what makes Melbourne unique? In August last year, our Year 9 students did just that as they took part in their second seasonal learning experience, a two-day conference called, Melbourne Mindset.

Over the course of the two days, students explored 'their' Melbourne. Taking place during COVID and during remote learning, the girls were required to adhere to the strict 5km radius rule that was in place at the time.

Exploring their own neighbourhood, they got out on foot and applied geographical knowledge and skills in order to develop their own sense of what it means to live in Melbourne, to be part of a Melbourne community and to understand why Melbourne is such a special place.

Students were encouraged to 'think like a Geographer' who sees and understands the world in a very spatial and interconnected way. They captured images that they would use to tell the stories of their local area, but also the distinct period of time in Melbourne... the long COVID lockdown.

Head of Geography, Karoline Walter co-designed the conference with Micah Wilkins, Head of Digital Learning and Innovation and Charlotte Forwood, Director of Learning Design and Development. Karoline was impressed with how much was achieved while learning online and using only the students' own local area.

"Normally the students would explore the CBD. With that not possible, we turned to where they live. Students ventured through their neighbourhoods, looking for secrets and making new discoveries that reflected their developing sense of a Melbourne Mindset."

"It was an enjoyable and active way for students to get outside and not only reconnect with some of their classmates that lived in the area, but it also provided an opportunity to form new connections within their local communities," says Karoline.

The study concluded with the students showcasing their findings and personal concept of a 'Melbourne Mindset' as a walking tour on an interactive Geographical Information System (GIS) map, complete with a walking soundtrack of their choice.

"Students were required to work through the Design Thinking Process to ideate, prototype and test as they developed the interactive map of their local community," says Karoline.

Guest speaker, Sammy J was a highlight of the conference. Students had the opportunity to hear from the famous comedian and fellow Melburnian about 'all things Melbourne' and they gained an insight into his Melbourne. One student stated, "it was such a great intellectual conversation about Melbourne and its history, and we gained a different insight, Sammy's insight into the city that we live in."

The final part of this seasonal learning experience was the opportunity for the Year 9s to step sideways into real-life possibilities and making positive change. Working in small teams, students were challenged to develop a business idea that would solve social and/or economic issues in Melbourne, while being sustainable in both a business and environmentally friendly capacity.

The students pitched their ideas to the City of Melbourne who provided them with feedback and useful resources to refine their ideas. From an app that guides people to put their rubbish in the correct bin, a series of interactive maps that help Melbourne's homeless to the nearest soup kitchen or community shelter, and a sustainable clothing line that addresses the fast fashion issue - the business ideas were broad and covered many issues.

The teams were encouraged to submit their business ideas to the 2020 Pause Awards, a competition where a panel of international judges recognise people or businesses who are having an impact on the world or whose business ideas will have an impact on the world.

The school was delighted to learn that two of our teams were chosen as winners of the 'Young Blood' category. Alongside some of the most creative minds and companies in Australia, 10 of our CGGS students were acknowledged nationally for their new business ideas. We congratulate Monique Thorp, Sue-Jee Jeong, Chloe Wong and Emily Bai, the brains behind the Green Roof Project. "We developed Green Roof to improve the livelihood of Melbourne citizens living beneath the poverty line. The idea is that we would partner with willing Melbourne businesses and set up gardens on their rooftops. Anyone living in economic hardship could work alongside a volunteer gardener to help maintain the gardens and we would pay them by the hour. Relying on donations, this business would bring new green spaces to Melbourne's CBD, as well as provide an income to those less fortunate," says Monique.

We also congratulate Nektaria Toscas, Kate Ryan, Lucy Ying, Annie Liu and Kiren Moloney, the brains behind Bio Kitchen & Garden. "There are three components to our business - a garden, a café and workshops. We will turn a CBD rooftop into a garden, home to solar panels and a solar battery, ensuring our business is as carbon neutral as possible. The kitchen below will be used as a community café and those currently out of work will be able to work as kitchenhands. Our workshops will educate people on how to create their own sustainable and eco-friendly garden and how they can use their garden as an affordable food source," says Nektaria.



To learn more about this case study, scan the QR code to hear from our teachers who co-designed this seasonal learning experience and a student who participated.

# YEAR 7 MATHEMATICS

**DNA** Growth + Grit

**DESIGN PRINCIPLES** Adding Value + Making Sense of Things

**TRANSFERABLE SKILLS** Critical Thinking + Creativity + Communication

As part of the school's Year 7 Mathematics program, CGGS is thrilled to have recently partnered with the organisation, Computer Science in Schools (CS in Schools). This new initiative has been designed to integrate digital technologies into all areas of the curriculum, to help students get ahead with coding and computer science, and to create industry connections.

This innovative program partners schools with volunteer computing professionals in a bid to give secondary school students access to an industry-relevant digital education, that sees them complete school job-ready.

The philanthropic-backed program was co-founded by Dr Hugh Williams, a former tech executive at Google, Microsoft and eBay. Together with fellow expert Selina Williams, he created the CS in Schools program because of their joint concern about the lack of IT education in schools.

"There will be over 100,000 new IT jobs created in Australia by 2024, but fewer than 7,000 university-qualified IT graduates each year. We believe that university entrants aren't choosing IT programmes because many don't get the opportunity to study engaging digital technology courses at school. It's critical for Australia's future that we address this problem," says Dr Williams.

The volunteer professionals, from tech heavyweights such as SEEK, Carsales and Xero, help teachers become experts at teaching relevant industry content to students.

CGGS has been paired with two tech professionals, Nancy Do who works as a software developer at SEEK and Ben Taylor who is a programmer for artificial intelligence software company, Explosion. Once a week for the duration of Term 2 and Term 3, Nancy and Ben will come to CGGS and work with our Year 7 Maths teachers and students.



The school's Head of Digital Learning & Innovation, Micah Wilkins says the partnership with CS in Schools was a no brainer.

"Technology and coding underpin absolutely everything and, sadly, the industry is predominately male-dominated. We really want our CGGS girls to have a strong knowledge and understanding of not only the 'tech language' but also how coding works, how to use it and, if they so desire - how to create something with it."

"Connecting with industry experts is key to understanding the real-world applications of coding. Being partnered with Nancy, a strong female role model, shows our girls that this isn't just an industry for males," says Micah.

Thanks to Ben and Nancy, at the end of Term 3, our Year 7 Mathematics students will have a thorough understanding of the impact that technology, computers and coding have on our lives and this learning will be consolidated with the creation of their own text adventure computer game.

In a cross-subject collaboration, as part of English, students will write their own story (the adventure) and then in Maths, they will bring the story alive when they develop it into their own computer game, using coding.



Head of Mathematics, Anthony Pasinati shares Micah's enthusiasm for this new partnership. Keen to bring the subject alive, he saw huge potential to do just that with CS in Schools - not to mention the benefits it brings for our own staff.

"The beauty of CS in Schools is that the program is not just focussed on upskilling our students. Our teaching staff hugely benefit from the program too. We are all about to learn some valuable new skills, as well as the key knowledge to teach digital technology," says Anthony.

Whilst the program is only in its infancy at CGGS, the school is excited about building a strong partnership, as well as a clear and solid pathway to integrate digital technologies into all areas of the curriculum at the school.

"Exposure to coding skills is becoming as necessary as reading and writing. The profession can have enormous global impact and drive positive change in the world. Giving our students and staff the opportunity to be a potential part of that change is exciting," says Micah.



To learn more about this case study, scan the QR code to hear from two of our Mathematics teachers who are part of this learning experience.



# YEAR 9 ART

## DNA

Connection + Grit

## DESIGN PRINCIPLES

Adding Value +  
Making Sense of Things

## TRANSFERABLE SKILLS

Communication + Leadership  
+ Teamwork & Collaboration

Head of Art & Design, Rachael Miller is an advocate for making every learning experience highly engaging, but most importantly relevant. Enter the CGGS Art Studios and it becomes apparent almost immediately... with essential oils burning and music playing - the space bears many similarities to an industry design studio.

It will therefore come as no surprise that when planning the current Year 9 unit on Pop Art and Hypebeast culture, Rachael completely re-designed it to mirror industry practice. Students were required to respond to a creative brief which resulted in the creation of their own artwork and product - using the technique of screen printing and the styles of Pop Art and iconography of Hypebeast culture.

"Pop Art, Hypebeast culture and screen printing are all very much on trend now. When learning about mass consumerism, it just made sense to build these styles into the project. I wanted the girls to think about the consumer and to create a limited release item that would appeal to a typical Hypebeast," says Rachael.

You've heard of Pop Art and screen printing, but you are probably wondering exactly what a Hypebeast is. Hypebeast is a term that refers to people who collect limited edition releases of clothing, shoes, collectables, art and products - particularly for the purpose of making a statement. Quite often, Hypebeast products are endorsed by celebrities. As an art style, Hypebeast is generally all about logo placement and ensuring the brand is recognisable almost instantly.

With art, it's very easy to get caught up in the end result, the product. However, for Rachael the process is hugely important. The girls were required to consider contemporary culture, art, design appropriation and copyright.

"The aim of the project was for students to thoroughly understand and apply a design process to create a final piece of visual communication. I wanted to stimulate their interest in the industry and make the learning experience as close as I could to their potential work life as a designer," says Rachael.

Inspired by artists such as Andy Warhol, Kaws, Tukai Murakami and Roy Lichtenstein, and with a target market that includes Instagram influencers and fashion fanatics - a suite of on trend tees, totes bags and tea towels emerged.

Look out, these items could just be the next big-ticket item that the world's Hypebeasts are chasing.



To learn more about this case study, scan the QR code to hear from our teachers who co-designed this ongoing learning experience.

# PARTNERSHIPS

At CGGS, we are proud of the local, national and global strategic partnerships we hold with a variety of organisations, institutions and industry professionals. These partnerships provide opportunities to develop new teaching and learning experiences for our staff, students and the wider CGGS community.

In this edition of CamLife we share with you how we are collaborating with some of these partners to benefit our community.

## UNIVERSITY OF MELBOURNE

In 2020, CGGS was honoured to be chosen as one of 37 schools from different sectors across Australia to be involved in a collaborative research project with the University of Melbourne and the Melbourne Graduate School of Education.

*New Metrics for Success: Transforming what we value in schools* is a project that aims to expand the metrics of assessment for Australian school children beyond NAPLAN and the ATAR, and in turn generate new and validated assessment tools that will give a more complete picture of a young person, rather than just relying on a single score. Throughout the two-year project, CGGS will be working with researchers and like-minded leaders to influence the development of new policy and generate real change in schools across all sectors.

To apply for this project, schools were required to provide evidence of how they have been innovative in their practice and in developing educational leaders. Our own BY DESIGN learning architecture was a key part of the evidence provided.

## GIRLS INVENT

Our partnership with Dr Mark Glazebrook, the founder of Girls Invent, commenced in 2016 when the program first launched and has remained strong ever since. In 2021, CGGS is working in collaboration with Girls Invent to run two programs - Beyond Design for Year 7s and Beyond Design + for Year 8s. This includes an opt-in program for students in Year 8 to Year 12 who can access mentoring to further develop their innovative solutions.

## SWINBURNE UNIVERSITY OF TECHNOLOGY

CGGS is thrilled to be working with Swinburne University on a PhD project exploring the effective interplay between emerging technologies (such as robotics, artificial intelligence and machine learning), innovation culture, innovative learning spaces and unique human qualities in order to educate students for a digital future.

A team of Year 10 and Year 11 students is also working with Swinburne University, as part of the *Youth Space Challenge*. This 10-week program sees our students working alongside specialist mentors to dive into the science behind space and ultimately design an experiment to launch into space. A small number of schools will progress to the next stage of the program, where they will refine their experiment to send to the International Space Station.

## HARVARD GRADUATE SCHOOL OF EDUCATION & INDEPENDENT SCHOOLS VICTORIA

CGGS has a close association with Project Zero at Harvard Graduate School of Education. The mission of Project Zero is to understand and enhance learning, thinking and creativity for individuals and groups.

CGGS is currently involved in two projects with Project Zero overseen by Independent Schools Victoria.

CGGS has been involved with the *Idea Into Action Project* for the past three years. Junior School staff have started to use and explore bespoke tools to engage with, and sustain, changes in curriculum design and implementation. Project Zero researchers, Dr Flossie Chua and Professor David Perkins have been using feedback from our staff to further develop these tools with the aim of providing them to educators globally.

CGGS is in its second year of the *Making Thinking Routine Project*, consolidating its already well-developed use of visible thinking routines. Visible thinking routines are a series of steps or set of questions that are used to scaffold and support student thinking.

## THINK IN COLOUR

Founder of Think In Colour, CGGS old grammarian, Jessamy Gee (2002), is well known in professional visual note taking circles. A number of CGGS staff first experienced her talented visual story telling at the ReimaginED conference in 2019. This led to an exploration of visual note taking with our Year 9 Artificial Intelligence seasonal learning experience in 2019. As part of the 2021 Upskill BY DESIGN Program and our staff professional learning program, CGGS staff and students currently have access to an on-demand course (Listen-Think-Draw) created by Think In Colour, to develop their own visual note taking skills and style.





# TO UPSKILL MEANS TO EXPAND YOUR CAPABILITIES

Finding time in the school calendar for new events to take place is always a challenge. However, a team of enthusiastic staff at Senior School were certainly up for the challenge to ensure we could offer our new Upskill BY DESIGN Program.

Off the back of the 2020 COVID lockdowns, the school made the decision to continue to run our Parent/Teacher Learning Conversations online in 2021, which in turn enabled the Upskill Program to run at the same time.

Head of Strategic Initiatives, Kate Manners says the traditional format of Learning Conversations saw students go home at lunchtime to enable parents and staff to meet on site throughout the afternoon and evening.

"There is now no need for students to finish at lunchtime as parents and staff meet virtually for their Learning Conversations. As a result, we now have six full days each year to carry out the Upskill Program, which runs parallel to the Learning Conversations," says a proud Kate.

To upskill means to expand your capabilities and this is exactly why the CGGS Upskill Program was designed. Throughout 2021, the program will encompass the delivery of accredited and non-accredited short courses, co-curricular experiences and other pop-up learning opportunities for all year levels - delivered by staff, industry professionals and, in some instances, our own students.

Students are provided with the opportunity to achieve CGGS micro-credentials, certifying their achievements in specific skills or capabilities that contribute to their digital portfolio. Students can then share these qualifications with employers, industry and tertiary institutions.

Learning experiences within the Upskill Program are often aligned with the year level spotlights - Belonging at Year 7, Identity at Year 8, Co-design at Year 9, Exploring at Year 10, Independence at Year 11, and Connection & Opportunity at Year 12.

"The learning programs recognise that as students move through the school, they become more independent, and their self-efficacy and self-regulation improve. We know that we need to apprentice students in Years 7, 8 and 9 into those self-regulatory behaviours that are more prominent in our older students. Upskill helps to equip them with these capabilities," confirms Kate.

The content for each Upskill day is tailored to be responsive to the needs of each year level, for example there is a focus on financial literacy for Year 10 students. This is an important life skill for women, but sits under a broader exploration of gender equality, a topic the school wanted to amplify learning around.

"Financial intelligence is about students being unapologetic advocates of themselves and their gender. Whilst exploring this topic isn't a panacea to every issue affecting women, it does position our students to be empowered to pursue financial independence for themselves in the future and be forearmed against the challenges that may arise," says Kate.

As a school community, acknowledgement and celebration of Aboriginal culture is embedded as part of what we do. One of the Year 8 Upskill days focused on Indigenous Australian knowledge and traditions, which ties in with their spotlight of Identity.

"Some of our Indigenous students, including graduates from Melbourne Indigenous Transition School (MITS), created a workshop called Deadly Learning for the Year 8s. They took responsibility for leading the girls through the activities they'd designed, providing them with a deeper understanding of why it's important to keep Aboriginal culture alive," says Kate.

For those students who are keen to find part-time work, our Upskill Program also offers barista, food handling, RSA and first aid courses - some of which take place online.

"Elements of each year level's Upskill Program also allow students to become more familiar with self-directed online learning, as the school recognises that workplaces are increasingly moving towards 'team anywhere' models, where these skills will be key," explains Kate.

Every Upskill day also has time dedicated to wellbeing activities. A block of time is set aside for wellbeing and is open to students, their families and staff. Looking at the mind, body and soul, a curated range of activities are intended to revive, refocus, recalibrate and reconnect and can all be accessed on a custom-designed website.

From yoga classes and colour by numbers, to motivational TED Talks, boxing classes and partaking in random acts of kindness, cooking classes and learning magic tricks - the list of wellbeing activities is endless.

Kate believes that schools are the cultural pulse of society, and therefore they need to be dynamic communities willing to be responsive to what the future is going to be for our students.

"Whilst we're only in the first iteration of this program, it certainly enables us to provide opportunities for our students to explore and operate in spaces that reflect the future, not just the now," confirms Kate.

The Upskill Program is another way we guide our students in their learning journey, giving them broader competencies and skills to equip them for the future. To know that this new learning opportunity was born out of how CGGS adapted to restrictions in 2020 makes us very proud, it shows that with agility, we can turn a negative situation into a positive new opportunity.

# UPSKILL PROGRAM





# CREATE BY NUMBERS

**THE TRUE BEAUTY IS THAT MATHS CAN BE APPLIED IN EVERY ASPECT OF LIFE**

**Anthony Pasinati**

Head of Mathematics



Anthony vividly remembers the conversation, "She said, 'Anthony, we need to tell them, we need to promote it, we need to inspire cultural change'. After this discussion, I just knew that I needed to complete a Diploma in Teaching and look for work in a girls' school," says Anthony.

Luckily for CGGS, Anthony did just that and as a result, he joined our community in 2018 as both a Maths and Physics teacher. In 2019, he was promoted to Acting Head of Science for a year and in 2020, he became Head of Mathematics.

"At its essence, I really see my role as a teacher to be a great communicator." Therefore, Anthony thrives on finding different ways to communicate ideas and concepts in a way that works for each of his students. He also has a passion for designing curriculum, along with changing the perception of what good mathematics teaching and learning looks and feels like.

"The perception that all Mathematics needs to be taught by example and consolidated by textbook questions is a harmful one. Don't get me wrong, for some topics, this is still the most effective strategy to model a skill, and help students master it, but it is not the only way," he says.

It will come as no surprise that one of Anthony's goals is for the Mathematics Department at CGGS to change, adapt and constantly look for the best ways to teach our students.

With this in mind, Anthony and the Mathematics Team have enjoyed using the BY DESIGN learning architecture to explore and develop new ways of both teaching and assessing Maths at CGGS.

"BY DESIGN has given the team creative license to innovate and has prompted us to begin to think about what type of skills we want students to develop by the end of their Mathematics education."

"We want our students to be financially and data literate... to be able to interpret the world around them. Our new data intensive world can be difficult to navigate and decisions are now more complex. In short, the students that need to be able to analyse and interpret data are no longer just those looking to

become engineers or computer programmers; it is an essential life skill," confirms Anthony.

As a result, Anthony has introduced a new Financial Literacy unit at Year 9 which explores valuable skills students will need to understand in the real world such as wages, tax, budgets, income, expenses, loans and interest. In addition, the team is currently prioritising the development of Statistics and Probability across all year levels and has just commenced the roll out of a new Year 7 course which focuses on Computer Science - more specifically algorithmic thinking and coding.

Anthony believes that of most importance when teaching Mathematics is that students can see its relevance and are able to apply the learning to their own lives and solve problems they encounter.

"Maths is a great tool set and the true beauty is that it can be applied in every aspect of life. I hope that by teaching it in different ways, our CGGS students really start to enjoy it, understand it and most importantly live it. We want them to interpret and thrive in the world around them," he says.

If you're ever on campus and want to say hi to Anthony, there's a high probability he'll stand out in the population; he's the man who's always in a bow tie. With a collection of over 60, the dilemma is choosing one from his sample.

"The Year 7s give me a really hard time if I am not wearing one. They are now giving me demerit points for incorrect uniform if I don't have one on," he says with a laugh.

We are so thrilled that Anthony made the decision to complete a teaching diploma and is assisting with bringing about the stereotypical change his university lecturer was referring to. Not to mention, doing it right here at CGGS for the benefit of our girls.





## PLAY

Implemented for the first time this year at CGGS, the PLAY (Positivity, Leadership and Activated Youth) program is a great way for Year 5 Ormiston students to enhance their social and leadership skills and to connect with their peers in new ways.

Run by Resilient Youth Australia, the PLAY program is specifically designed as a platform for students to support each other, practice positive values, take responsibility and develop their leadership abilities. CGGS saw this as an excellent opportunity to begin building key leadership skills in our Year 5 students before they enter Year 6 and take on formal leadership roles.

The students recently took part in a full-day workshop with Resilient Youth Australia to learn how to introduce and facilitate safe, fun and interactive games with younger students during recess and lunch without teacher guidance.

Students relished the opportunity to develop their leadership skills and have fun together at the same time. Throughout the program, students learned the importance of giving clear instructions, working as a team, listening to others and giving supportive feedback. Asha from 5G commented, "During the training I saw the world from a teacher's point of view. One stand-out moment for me was when a student I was instructing was very shy to begin with, but over time she became more confident and engaged. I felt like I was achieving what I set out to do."

For the rest of this term, students will be consolidating their skills in preparation to teach the rest of the school community in the second half of this year. "This is a great initiative to build student confidence and leadership skills while creating a positive and resilient school culture," says Kath.

## FIVEDATION

Fivedation has been running as an integral component of the Wellbeing Program at Junior School for several years.

Based on the strong belief that fostering cross-age relationships enhances student connectedness and commitment, at the beginning of Term 1, Year 5 students are assigned to be buddies for a Foundation student.

Initially, the Year 5 students show their buddies around the school and model the school rules and values. They also walk their buddies to assemblies and sit with them each week. All these small acts help support the Foundation student's transition into Junior School life. Setting up this program early in the school year is instrumental, as it enables our young Foundation girls to feel supported in their new environment and comfortable making friends and taking risks in their learning.

As the year progresses, opportunities are woven into the curriculum for the students to meet and share their learning with their buddies regularly.

Foundation teacher, Selena Reedman says that Fivedation plays a big part in helping our students form relationships with others at school. "The program is a highlight for both the Foundation students and the Year 5s alike. All of the buddies get a lot out of the initiative and it is lovely to watch the relationships blossom," she adds enthusiastically.

"Programs like this one, combined with the size of our school, contribute to CGGS' nurturing environment that enables all of the girls to feel known by staff and students," confirms Kath.



# AWARD-WINNING AMELIA!

CGGS is extremely proud to announce that Year 12 student, Amelia Lemanis was selected as the winner of the prestigious 2020 John Button School Prize.

The John Button Prize was created to encourage young Victorians to express their ideas about Australian politics and public policy. As such, the competition provides a platform for informed and independent debate on contemporary issues of great significance to the future of Australia.

Facilitated by The University of Melbourne's School of Government, Amelia was awarded first prize for her essay: *Why Australia needs to Engage in Justice Reinvestment to Reduce Indigenous Incarceration Rates and Help Close the Gap*.

Amelia says her choice of topic was inspired by the Black Lives Matter movement in the United States of America, which she wanted to translate to Australia and Indigenous activism. "The systematic disadvantages Indigenous peoples face is a topic I've always wanted to explore," Amelia explains.

"My essay examines the disadvantage in Australia's justice system, where Aboriginal and Torres Strait Islander peoples, who make up 2% of the population, make up 28% of our prison population (as of 2018). I explore how alternative systems can be a more effective way to reform those in the system, including prevention rather than punishment."

As the 2021 CGGS Literature Captain, Amelia jumped at the opportunity to enter this writing competition after finding out about it from the school's Head of History, Ian Lyell. Amelia said the process of writing her essay involved a lot of research to thoroughly understand the topic, as well as producing multiple drafts which incorporated feedback and guidance from Mr Lyell.

Ian says Amelia's essay makes an important contribution to our national conversation about closing the gap. She makes a persuasive argument about the ineffectiveness of our current justice systems, and the likely benefits of diverting funding from the criminal justice system towards community services to better meet the needs of Indigenous communities.

"I'm immensely proud of Amelia for identifying a real problem facing Australia, conducting thoughtful research into the nature of the problem and possible solutions, and presenting a practical and actionable policy recommendation," says Ian.

Amelia's advice for other students thinking of entering the competition is to pick a topic they're passionate about. "The only way I could digest all the research I carried out was because I was genuinely interested in the topic." Amelia is very humble about her achievement and says she is mainly appreciative that the topic she found so important, also resonated with those who read it.

Congratulations to Amelia on this fantastic achievement!



To read Amelia's award-winning essay, simply scan the QR code.



# CENTENARY FOUNDERS' SERVICE



The Autumn afternoon of Wednesday 5 May could not have been more perfect...

CGGS students and staff gathered in the sun on the steps of St Paul's Cathedral in the city for the Centenary Founders' Service. As they stepped into the grandiose cathedral, the students would realise the significance of this Centenary event and what an important moment in CGGS' history they were about to be a part of.

Soon, they were joined by many valuable members of the CGGS community - old grammarians, former staff and Council Members. There was a general feeling of anticipation but also a gratefulness that we were finally able to hold this special celebration, just over a year after it was initially scheduled to be held.

The moving service began with Murrundindi's Welcome to Country and the Venerable Canon Heather Patacca's welcome to St Paul's Cathedral.

School Chaplain, Reverend Helen Creed and Bella Bruce, 2021 Faith and Worship Captain introduced the theme for the service, taken from our school hymn, 'With grateful hearts and unafraid...'. A fitting theme for the period of time we are living in.

We heard thoughtful reflections from students, past and present, about what Camberwell Girls Grammar School means to them. A moving moment was the candle lighting ceremony to give thanks to the past, present and future of CGGS. The first candle was lit by old grammarian, Roma Drummond OAM from the Class of 1943 as we gave thanks for the legacy of the CGGS community past. The second candle was lit by 2020 School Vice Captains, Eloise Webster and Ashley Olsen as we celebrated the life and energy of the CGGS community present. The third candle was lit by Dr Nikita Weickhardt, current Chair of School Council, as we looked forward with hope to the CGGS community of the future.

Throughout the wonderful service, we were treated to beautiful music and singing by the Founders' Choir, conducted by Cathy Georgiev, and the Senior School Centenary Strings, conducted by Rohan Mack. One of the songs performed was the Centenary Anthem, a special anthem commissioned by the school, based on Micah 6:6-8 and composed by one of Australia's most in-demand choral specialists, Dan Walker.

It was lovely to have old grammarian, Reverend Amanda Lyons from the Class of 2003 deliver an eloquent and inspiring sermon. We were also honoured to have The Most Reverend Dr Philip Freier, Archbishop of Melbourne and the Venerable Greg Allison, Vicar of St Mark's Camberwell and Archdeacon

of Kew in attendance to help us give thanks to our Founders'.

This wonderful service to acknowledge the Centenary of CGGS will surely be remembered fondly by all present as a special moment in the school's history.



## BOOK LAUNCH

# A CENTURY OF STORIES

On Wednesday 21 April, CGGS was thrilled to finally launch *A Century of Stories* - a celebration book published to honour the school's 100th birthday.

Council Members, former Principals, old grammarians, staff, parents and students gathered in the Library for this special occasion. Almost three years in the making, the event was scheduled to take place last year. Needless to say, excitement was certainly in the air as the book was unveiled for the first time.

*A Century of Stories* opens with a short yet comprehensive history and is followed by a series of stories. These stories capture the voices of so many members of our community, conveying the culture, history and values that permeate an education at CGGS. The photographs and light-hearted anecdotes provide a real glimpse into life at CGGS through the decades.

"We really felt a book of stories was appropriate to honour the school's 100th birthday. A formal history was produced for the school's 90th birthday and therefore it was important that this publication had a different look and feel to the one we already have," says Principal, Debbie Dunwoody.

So much has happened in the school's rich 100-year history. There was the Great Depression and WWII; our merger with Ormiston Girls' School - Australia's oldest school for girls; becoming an early adopter of technology and a leader in its use; achieving a long and continued pattern of academic excellence; staying true to our Christian identity; welcoming students of all faiths and cultures; and truly lived our motto - Useful in Service.

From humble beginnings in the St Mark's Church Hall with just eight students and one teacher, to the institution you see today - one of Australia's leading independent schools for girls with over 800 students and 150 staff. Remarkably all of this and much more has been accomplished under the leadership of only seven female Headmistresses/Principals.

"Our school has not only survived, it has thrived," says a proud Debbie.

Guests in attendance enjoyed hearing from the book's publisher, Neil Montagnana-Wallace of Hyphen and author, Jacqui Ross. Neil and Jacqui shared an insight into the work that they carried out to produce the book and they also spoke of the importance of storytelling.

Jacqui carried out almost 50 interviews and spoke fondly of meeting members of the CGGS community. She spent many days at the school meeting our staff and students to get a taste of current CGGS life. She attended reunions where she spoke with former staff and students and she spent months exploring our archives - all in the hope to honour the past, reinforce our identity and look forward to the future.

"The book truly captures the spirit and essence of our school and, most importantly, celebrates 100 continuous years of providing an outstanding education for young women," says Debbie.

Designed to be picked up and read as and when you feel like it, or from cover to cover if you so desire - *A Century of Stories* is for sale now and makes a beautiful coffee table book.

## PURCHASE YOUR COPY TODAY!

You can purchase your own copy from [cggs.vic.edu.au/centenarystoriesbook](http://cggs.vic.edu.au/centenarystoriesbook) or scan the QR code below





LISA WHITE

Junior School Learning  
Enrichment Coordinator

# JOURNEY OF ENRICHMENT



Lisa White started out as a Business Banker in Collins Street, issuing loans to large corporate clients. Fast forward to 2021 and her work is vastly different, but she could not be happier.

As the Junior School's Learning Enrichment Coordinator, Lisa who joined CGGS in 2018, leads a team of three and spends her days working with staff and students to differentiate the curriculum, resources or equipment to suit the school's diverse range of learners.

"I absolutely love my job. The students I have the opportunity to work with make me smile each day through the things they do and say."

"Every day has its rewarding moments... from helping a student to overcome their avoidance of reading or maths, being given a sand 'cupcake' in the playground to eat with my lunch and seeing the moment of pride when a student shares their work," she says proudly.

So how does one go from the finance industry to education? For Lisa, her experience volunteering at a school ski camp was so rewarding she knew she had found her calling. Whilst still in banking, she decided to add a Bachelor of Education to her list of university degrees and enrolled almost immediately.

As soon as she qualified, Lisa commenced teaching VCE Business Management and Indonesian. She speaks fluent Indonesian thanks to spending most of her childhood in Indonesia and Singapore - returning to Australia on her own at 16 years of age to attend boarding school to complete VCE.

"I feel very lucky to have had that nomadic upbringing... attending International Schools in Asia, being immersed in and appreciating other cultures from a young age, developing early independence and, making lifelong friends who are dotted all over the globe who I'm still in contact with," says Lisa.

Whilst on maternity leave, Lisa developed a taste for learning enrichment through her part-time role as Education Coordinator at the Ronald McDonald House, a role she held for seven years.

Her days were dedicated to working with students who were recovering from a long illness or serious injury and she acted as their advocate to return to school. Lisa says she was able to learn from their viewpoint

about the importance of teacher-student relationships and the different ways students learn.

"It gave me a new perspective on teaching, and I knew I would always work in learning enrichment from then on," she says.

It's now been 12 years of working solely in learning enrichment and Lisa believes there will be many more to come. Earlier this year, she completed a Masters in Specialist Inclusive Education so she could learn more about different learning disorders and research-driven intervention strategies to assist students.

Whilst it wasn't the first time she has returned to study - she also holds a Bachelor of Arts (Indonesian), Bachelor of Commerce (Management) and a Bachelor of Education (Primary & Secondary), Lisa says it definitely was more challenging this time around.

"Getting the work / family / study / life balance right was tricky at first but overall, I learned a lot and can put this into practice in my current role."

With four degrees now, each from Deakin University, Lisa is living proof that you don't have to decide right now what you want to be or do in life. Her advice to our students is to enjoy the journey rather than worrying about the final destination. And that's exactly what she has done!

From her time spent in banking, to teaching and working with the families and hospital staff at Ronald McDonald House, to right here at CGGS, Lisa has enjoyed every minute. She's pursued her dreams and passions regardless of her age or where she's been in life.

"Whilst the courses I've completed at Deakin have spanned over 25 years, you'd never know as each time I enrol in a new course, they send me a student ID card with the same picture on it from 1994, when I enrolled in my first course," she says giggling.

Lisa, it's a joy to have you in the CGGS community and for our sake, we do hope this is your final destination... if it helps, we are happy to use the same photo each year on your ID card too!



WORK / LIFE  
BALANCE

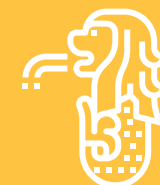


CONTINUE WALKING  
A BRIGHT PATH...



THE WORLD  
IS YOUR OYSTER

START







Year 11 students Charli Lincke and Jacqueline de Mamiel have both had their lives touched by cancer...

Jacq explains that two of her biggest role models - her mum and grandma, were diagnosed with cancer in 2015 and 2016. "My mum was diagnosed with breast cancer and had to undergo multiple surgeries and radiation therapy, while my grandma was diagnosed with blood cancer," says Jacq.

"Too many of my family members and family friends have been diagnosed with cancer. Cancer affects too many Australians - in fact, one in two Australians will get diagnosed with a form of cancer in their lifetime," says Charli.

It was this statistic, combined with their personal experiences, that drove them both to do something big to help raise money and awareness for cancer research.

Charli thought of donating her long locks to be made into a wig for people going through cancer treatment. "I was telling Jacq about this and she got super excited and convinced me to stick with this idea, and said we should shave our heads together - and the rest is history!" says Charli.

For the next few months, the girls worked tirelessly to plan their project and share it with those around them. Their initial aim was to raise \$3,000 for the Cancer Council. "We researched many different organisations that support research and patients. We decided on the

Cancer Council Victoria because their work benefits all Victorians affected by cancer, rather than just patients who have a specific type of cancer," Jacq explains.

When campaigning, the girls wanted to maximise their reach. "We used social media and chatted to friends, family members and extra-curricular groups to let them know about our fundraiser," says Jacq. Charli continues, "with Facebook and Instagram, we were targeting people we already knew, so we used TikTok to reach strangers, and even if they didn't donate, they were still educated about the impact of cancer in the community."

Fast forward to the last day of March, a crowd of excited students, staff and the girls' families gathered on the CGGS oval to witness Charli and Jacq's Super Shave. Head of Maths, Anthony Pasinati hosted the shave and ensured there were plenty of hair-related jokes to entertain the crowd. Both Charli and Jacq's friends, family members and even their teachers took turns chopping small ponytails off the girls' heads before a hairdresser shaved the rest off.

Their hair was donated to the social enterprise, Sustainable Salons. Charli's was long enough to be made into a wig and due to the shorter length of Jacq's, her hair will be used to make a 'hair boom', which is a fabric tube that is filled with hair clippings and used to soak up oil spills in the ocean.

At the shave, the girls spoke passionately to the crowd about their motivations for shaving their hair. Charli



explained why she was thrilled that her hair could be made into a wig. "Cancer treatment is a really hard process, and if I'm able to give someone any sort of joy in their grief, then I am so honoured to do that."

There were cheers and applause as the girls finally saw their freshly shaved heads in a mirror.

The girls raised a whopping \$13,053 - a massive \$10,000 over their initial goal.

Charli and Jacq's courage to make a huge commitment to raise awareness and funds for a cause they are so passionate about is inspiring. The CGGS community is so proud of you for living the school's motto.

# INTERNATIONAL WOMEN'S DAY

## BREAKFAST

The annual International Women's Day (IWD) Breakfast is an important part of the CGGS events calendar. It's an opportunity to celebrate women's achievements, discuss issues faced by women around the world and inspire our students to fight for a better and more equal world.

This year, our guest presenters at the IWD Breakfast were Kathy Kaplan OAM, Founder and President of Impact and old grammarian Lyn Talbot (1983), Board Member of Impact. Impact is a not-profit charity, committed to supporting Victorian women and children fleeing extreme violence at home.

The 2021 International Women's Day theme was 'Choose to Challenge' and Kathy really reinforced that we can all choose to challenge and call out gender bias and inequality. Collectively, we can all help create an inclusive world, free from stereotypes, stigma and violence.

Lyn reminisced on her time at CGGS and spoke about how she became involved with Impact. She expressed how impressed she was by Impact's community spirit and practical hands-on approach and was swept away by the enthusiasm and drive of Founder, Kathy.

Those in attendance were presented with real stories and confronting family violence statistics and the links to gender inequality. Kathy pointed out that it is only when we are challenged that change occurs. Kathy's

call to action for those in attendance was to challenge and call out the key drivers of domestic violence including rigid gender roles, unequal distribution of power in relationships and victim blaming or situation blaming.

Impact have recently established a student leadership and advocacy program, ImpactChamps, that focuses on education, mentoring, leadership and activism for senior students. CGGS is currently working with Impact to involve our students with this valuable and meaningful organisation and look forward to fostering this new partnership.





**I'M A BIG BELIEVER  
IN ENABLING  
STUDENTS TO BE  
CREATORS, NOT  
JUST CONSUMERS**



As loyal as they come, in his 40-year education career, remarkably Kim Perkins has only worked at three schools and in no other industry. His first teaching appointment was at Reece High School in his home town of Devonport, Tasmania. When he moved to Melbourne in 1996, he accepted a role at neighbouring school, Strathcona and in 2008 he joined the CGGS community.

In that time, he's taught it all - Social Science, History, Geography, Drama, Sport Science, Computing and Programming, Information Technology, Multimedia, Podcasting, Cybersafety and Digital Literacy.

Joining CGGS in 2008 as the school's Head of IT, Kim was responsible for overseeing digital learning and the infrastructure of information and communications technology.

"When I joined the school, we had a really limited internet connection. There were two computer labs and a set of laptops in both the Junior and Senior libraries - that was about it," says Kim.

At the time, education was approaching a unique point in its evolution, where major changes were about to happen because of technology and Kim knew the school needed to act fast. Over the next two years, a new technology infrastructure was introduced.

"The school completely replaced the network backbone, servers and telephony. Five video conferencing suites were installed, along with two TV Studios. To this day, the school continues to advance its technology and it is now an exciting and constantly evolving part of the curriculum at all year levels," he says.

In 2015 Kim became Head of Digital Learning, a role dedicated to supporting our teaching staff to integrate technology into their classes. Always up for a challenge, in 2019 he became Head of Media Technologies, a newly created position that you could say was designed just for him.

"My current role is varied but incorporates all manner of technology. It involves supporting our teaching staff in their use of visual technologies such as video, audio and photography. I also manage the ClickView system and the school's digital signage."

Another area that Kim is responsible for is video production and theatre technology. With qualifications in Broadcast Television, it will come as no surprise that you'll often find him in the school's TV Studio. In fact, during 2020, Kim practically relocated his office to the TV Studio.

"Last year was a massive year for me. We had to switch from face-to-face events, to online. This meant that everything from cultural celebrations and presentation nights to school tours and information evenings were all produced from the TV Studio."

"The highlight of 2020 for me was the Year 12 Valedictory Dinner. The fact that we produced such a technically demanding event and brought it live to the students and families of Year 12 was so rewarding and satisfying," Kim says with a smile.

If you can't find him in the TV Studio, you might just find him in Barbara Sutton Hall, either high up in the roof rigging lights or in the bio-box. As the school's resident audio-visual technician, Kim supports our Performing Arts staff and students to bring their creative dreams to life. He spends time mentoring and teaching our students how to manage all aspects of sound and lighting for productions, so they can confidently undertake this aspect of live performance for themselves.

"Be it a House Dance Competition, the weekly assembly or the annual School Production, working with students and staff to help them bring their artistic visions to life on the stage, through the use of lighting and sound is very rewarding. I'm a big believer in giving students the skills to be producers themselves rather than just consumers," says Kim.

A fitness fanatic, lifelong Richmond Tigers supporter, avid traveller and a true Melbourne foodie, there is one thing that might just surprise you about our resident all-round tech guru. Kim is also a fully qualified pilot with a multi-engine rating.

"Something I always tell my students is that if they only stick to the things they know, they may never find the things that excite them. Encouraged by a friend to give it a go, I discovered a new passion and as a result, I've been flying planes for the past 20 years."

So, if Mr Perkins is not calling "lights, camera, action", Captain Perkins can be heard over the aviation airwaves calling "ready for take-off".

Tango Hotel Echo Echo November Delta

**Kim Perkins**  
Head of Media Technologies

# FLIGHTS, CAMERA, ACTION!



OUR GIRLS  
GOT TO VIEW  
THE SEALS IN  
THEIR NATURAL  
HABITAT

# SEAL OF APPROVAL!



There is no better way to learn than by being physically immersed in your subject matter. Year 10 STEAM Marine elective designer and CGGS resident Marine Biologist, Dr Sue Mason completely understands this. After a term of studying Port Phillip Bay, she planned a culmination field trip for her class to experience all they had learnt in the flesh.

A semester-long subject, STEAM Marine is designed for students interested in Marine Science, with content for this elective mainly drawn from VCE Biology and other Science subjects. Students get the opportunity to learn about and experience first-hand our local marine life and environment, as well as the structural, physiological and behavioural adaptations that enhance an organism's survival.

Sue explains that the elective has been designed from her real-life work as a Marine Biologist. "It's based on a lot of the marine education work I did in my previous role as Research Director for the Dolphin Research Institute." Our students are so lucky to get an elective designed by an industry professional!

The 18 students who went on the field trip were accompanied by Sue, two other staff members and the two CGGS STEAM Captains. Setting out early in the morning from the Sorrento Pier, they boarded a boat tour run by Moonraker Dolphin Swims - specialists in educational trips in Port Phillip Bay. Equipped with wetsuits, snorkels, goggles and flippers they literally and metaphorically plunged themselves into the environment.

They stopped at 'Chinaman's Hat', a unique hut-like structure located in the South Channel of Port Phillip Bay, which is a popular gathering spot for Australian fur seals. Here, the girls got to slide into the water and come face to face with the seals, as they observed them in their natural habitat.

CGGS STEAM Captain, Bethany Orme was thrilled to be invited on this adventure with the class and thoroughly enjoyed the experience. "It was a good thing that we were warned not to swim too close to the hut, since the seals enjoyed rolling off the sides with a heavy splash," she says with a giggle.

During the snorkeling expedition the girls also saw manta rays, the elusive weedy sea dragon and, of course, an abundance of fish. "The aim of the excursion was to immerse our students in our local marine environment and experience marine life first-hand. I really think we achieved that, and I feel that the trip solidified all their learning," Sue says enthusiastically.

The field trip wasn't just a fantastic learning experience, but also a fabulous photo opportunity! Sue, who has enjoyed marine and wildlife photography for nearly 20 years, captured fantastic shots of the students and staff in the water, fully engaged in the seals' environment. The girls also took GoPro footage while snorkeling. "Photography is an important tool for marine researchers, it forms important data to be used later on," says Sue.

The girls' investigations into Port Phillip Bay really came to life that day and it's fair to say that this hands-on, immersive learning experience, got the 'seal of approval'.







# GARDEN OF CURIOSITY



Like all 4-year-olds, the students in Lilian Bishop's Early Learning class relish any opportunity to play outside and explore.

The school's Early Learning program intentionally places emphasis on outdoor learning and nature play. "Interacting with nature is known to activate all the senses and has been shown to reduce stress and increase the attention spans of children," says Lilian.

With this in mind, she decided to create a new garden bed in the playground with her young apprentice gardeners and with the expertise and guidance from the school's Landscape Gardener, Martin Conlon.

Lilian taught the children about a variety of herbs, before Martin joined the class, delivering compost and straw for the new garden beds. Tapping into his horticultural expertise, Martin spent the afternoon with the class demonstrating the correct process of planting new seedlings.

"They couldn't get their tiny gardening gloves on quick enough!" Martin says with a laugh.

He taught them how to turn the soil and to loosen the roots before planting and he discussed the benefits of gardening with compost.

"As they worked side by side, the children were highly engaged and fascinated while listening to Martin," Lilian reminisces fondly.

"They really stuffed those plants into the soil!" Martin laughs, "lucky Lilian chose some sturdy plants so they should grow beautifully."

Lilian explains that planting and maintaining these garden beds is one way to engage the children with nature, and helps them develop cognitively and physically through hands-on outdoor experiences.

"The children learn about lifecycles, what plants need to grow and how to take care of living things. They develop core skills including problem solving and reasoning, creativity, curiosity, social and emotional learning," says Lilian.

Their working with Martin doesn't stop now the garden beds are complete. The Early Learning staff and students are thrilled to be collaborating with Martin to develop a new outdoor learning space, including playground and garden for the Centre.

A true learning community, this activity proves that every member of CGGS can be an educator.



# PICNIC AT HANGING ROCK

VCE PRODUCTION

Audiences were thrilled to attend the VCE Theatre Studies production of Picnic at Hanging Rock. The Year 12 Theatre Studies students directed, staged, costumed, designed and acted in this mesmerising take on the haunting Australian classic. How wonderful it was to see theatre back on stage. Congratulations to all involved.



The return of in-person House Events was met with much excitement! It's fair to say House Dance, Athletics and Cross Country have been the highlight of the girls' year so far. House Dance, which was hosted in March 2021, was the first live House performance the girls have participated in since Term 3 2019!

## HOUSE CROSS COUNTRY



## HOUSE ATHLETICS



# HOUSE DANCE





# MEET OUR SCHOOL CAPTAINS



**SOPHIA  
GIAGOUidakis**  
*School Captain*

## What do you wish to achieve in 2021?

I hope that the legacy I leave portrays my authentic actions and unique personality. CGGS is renowned for its strong community, so I aspire to further foster that sense of connectedness.

## What do you like about being a leader?

Being a leader of the school has improved my organisation skills in everyday life. I have improved on many soft skills such as communication, teamwork and problem-solving. I also enjoy running activities for the girls to improve their school experience.

## What subjects are you studying in 2021?

English, French, PE, Chemistry and Further Mathematics.

## What is your favourite co-curricular activity/event?

By far, House Dance is my favourite! Through this event, I've built close relationships with students from other year levels.

## What do you love about CGGS?

This question is the easiest one to answer - the tight-knit community! Being at the school for nearly six years, I have been able to witness how well all the girls get along and how kind they are to each other.

## Where do you see yourself five years from now?

In this day and age, who knows what's around the corner! Hopefully, I will be studying a course I am interested in and maintaining a balanced lifestyle!

## Who inspires you?

Grace Tame. Grace was announced as Australian of the Year for 2021, for her strong advocacy for survivors of sexual assault. Her personal story is certainly eye-opening and I am inspired by the way she has publicly shared her story.

## If you could have dinner with one person, dead or alive, who would it be and why?

Unquestionably, I would love to have dinner with Liza Koshy. I feel that over time, Liza has found her own path in terms of her content and grown into her authentic self. I feel I can really connect with her energy, and she is the kind of person you can have a laugh with, but a deep chat as well.

## Where do you see yourself five years from now?

I am constantly changing my mind on what I want to study, but right now I would like to study Commerce. In five years, I will probably still be studying to ultimately have a job that I love!

## Who inspires you?

Jacinda Ardern. Her incredible leadership of New Zealand inspires me greatly and she is a strong role model to girls all around the world.

## If you could have dinner with one person, dead or alive, who would it be and why?

Freddie Mercury. I absolutely love his music and I think it would be so cool to actually meet him and talk with him.

## Who inspires you?

My dad and my cat! As someone who bares a large amount of responsibility in many facets of his life, my dad encounters significant challenges and is able to raise himself and others around him to meet those challenges and remain strong. My cat, Panna Cotta, inspires me to look after myself and prioritise self-care and wellbeing as she spends entire days sleeping and making herself and others happy.

## If you could have dinner with one person, dead or alive, who would it be and why?

I would like to have dinner with Grace Tame, the Australian of the Year for 2021. Her work as an activist for women's rights and journey to change archaic laws for the progression of women's rights is incredibly admirable. It would be interesting to understand the various struggles she faced by challenging the system, all the while dealing with her own personal struggles



**ELOISE  
WEBSTER**  
*School Vice Captain*

## What do you wish to achieve in 2021?

I want to ensure I lead the school as authentically as possible and be the best role model I can be. I want to enjoy every aspect of my final year at CGGS, and leave the school knowing I got the most out of my education here.

## What do you like about being a leader?

I love working with so many different people and seeing our ideas come to fruition. While it can be challenging at times, I love being able to learn and

grow through my position. I also love that I can inspire younger year levels and see them grow.

## What subjects are you studying in 2021?

English Language, Chemistry, French and PE.

## What is your favourite co-curricular activity/event?

There are so many to choose from, but if I had to choose one I would say that GSV Diving is my favourite. I love being able to represent the school in a sport I love and seeing everyone improve after their hard work makes the 7am trainings worth it.

## What do you love about CGGS?

I love that everyone is given the opportunity to give everything a go and discover what their passions are. Everyone's individual strengths and talents are fostered and this makes for a very vibrant school.

## What subjects are you studying in 2021?

English, History, Psychology, Maths Methods and Physics.

## What is your favourite co-curricular activity/event?

It would have to be a tie between GSV weekly sports, Orchestra and SRC. These activities ground me and keep me sane in the height of stressful periods.

## What do you love about CGGS?

I really love the support I receive from my teachers and the staff. I also like the culture of everyone being a leader in their own respect.

## Where do you see yourself five years from now?

I see myself working hard towards my career goals, but also looking after myself and enjoying hobbies. I also wish to be supporting my family and siblings through their own goals and ambitions.



**ASHLEY  
OLSEN**  
*School Vice Captain*

## What do you wish to achieve in 2021?

I would love to promote communication and support amongst all members of the community. It's important to me that everyone has a voice and is able to be heard and supported.

## What do you like about being a leader?

Leadership to me means being a channel for our community to voice their thoughts and opinions and to act on these in order to make positive change. I enjoy listening to others and being a driver for change on their behalf.

# CLASS OF 2020

When faced with incredible challenges in their final year of school, the CGGS Class of 2020 rose up in the face of adversity. They adapted to new learning styles, led with courage and came up with creative ways to remain connected.

These young women are living proof that they are not letting the events of 2020 define them. Instead, they harnessed new opportunities and potential new ways of working, connecting and learning.

It was the school's delight to hold our annual Celebration Assembly in February, where we were able to welcome back a number of students from the Class of 2020 to reminisce on their Year 12 experience and offer words of wisdom for the students following them.

2020 School Captain, Felicia Spiridonos spoke about the incredible connection between the Class of 2020. "You've often heard me refer to this group of girls as a little family of 73 and this still stands true. When I think of the word family, I think of a group that dreams, laughs, plays and loves together; those whom you can always count on. Always present, not only in the good times. No matter where along the journey each girl became a part of the family, CGGS will be that special place where we've grown, formed lifelong friendships, found ourselves in the Labyrinth, laughed, cried, and celebrated together."



Another returning student was the 2020 Dux of School, Tilly Dunn who spoke to the current students about goal setting. "You need to figure out what success realistically means for you and set goals to help yourself get there. This is not only important in VCE but all aspects of life. Don't compare yourself to your peers, whether that be your SAC results or how many hours you study because everyone is different and learns differently, you need to find what is best for you."

Angelique Zhou, one of the 2020 School Drama captains discussed risk taking and the importance of asking questions, and also shared advice on adapting to change. "When things don't go as you've planned, rather than blaming yourself and external situations, ask yourself how you can adapt and become resilient toward change, loss and transition".

Everyone was moved at the end of the assembly when the three 2020 School Captains, on behalf of the Class of 2020, presented Mrs Dunwoody

with a Japanese maple tree to be planted on the school grounds, along with a plaque expressing their gratitude for the support they received in their difficult final year of school. They hope the tree will act as a reminder of our Centenary year, a year that presented many hurdles for all, but also showed us we can grow from what we go through in life.

A beautiful gift and symbol that will remain on the grounds of CGGS for many years to come and will forever remind us of the Class of 2020.

We congratulate them for their incredible resilience, flexibility and determination throughout the year and wish them all the best for this next chapter in their lives!

## VCE RESULTS

11% ATARS > 98  
26% ATARS > 95  
58% ATARS > 85

## 4 PERFECT STUDY SCORES

## 100% OF STUDENTS RECEIVED A TERTIARY OFFER

## SUCCESS STORIES

> Chelsey Catena and Angelique Zhou were selected to perform in Top Class Drama and Theatre Studies 2021 in March due to their outstanding grades for their 2020 VCE Theatre Studies performance examinations. In addition, Chelsey's work was one of just 18 selected to perform in Top Acts - a fully produced concert highlighting the best works across the Top Class series.

> Angelique Zhou was accepted into the Victorian College of the Arts to study a Bachelor of Fine Arts (Theatre). On average approximately 2,000 students apply for up to 24 spots in the course which are rarely given to students straight out of high school.

> VCE Music Style and Composition student, Helena Liu was selected in the VCE Top Class Sound 2021. Her string quartet composition, *Ocean of Sorrow* was performed live in Top Class Sound in February.



# THINK IN COLOUR



JESSAMY GEE 2002

GRAPHIC RECORDER

THE 'S  
BRAIN VISUALS



LIVE

Old grammarian Jessamy Gee (2002) is passionate about the value of visual communication and how visuals help us to engage with, understand and remember information, so much so that she turned it into her career. Jessamy has harnessed the power of graphics and shares her talent with companies and individuals as a graphic recorder. "The human brain loves visuals; we can get the gist of a visual scene in one tenth of a second," Jessamy explains. "Visuals help us to understand content better and to form strong memories that will be easier to recall later."

Graphic recording is a form of note taking that captures, organises and synthesises information, in real time, using a combination of words, shapes and images. "It is both a process that helps facilitate discussion, increase engagement, boost comprehension and memory retention; and a product - an artefact to take away from the session that's much more interesting to look at than a report that no one's going to actually read!" explains Jessamy.

Jessamy is one of the leading graphic recorders in Australia, the Founder and Director of her company, Think in Colour and also the President of Graphic Recorders Australia. Her work in this field has taken her to hundreds of workshops, presentations and conferences for many companies, both locally and around the world. Jessamy's business easily pivoted online in 2020, "I was very lucky to be able to continue working during lockdown and serving my clients at virtual workshops, webinars, and online conferences."

During her time at CGGS, Jessamy was an enthusiastic artist. She held the roles of Lawrence Art Captain and School Art Captain. Her Year 12 subjects included Art, Studio Art and Visual Communication. Her passion for the creative arts started at home, both her mother and grandmother were artists so Jessamy has always been immersed in the creative world.

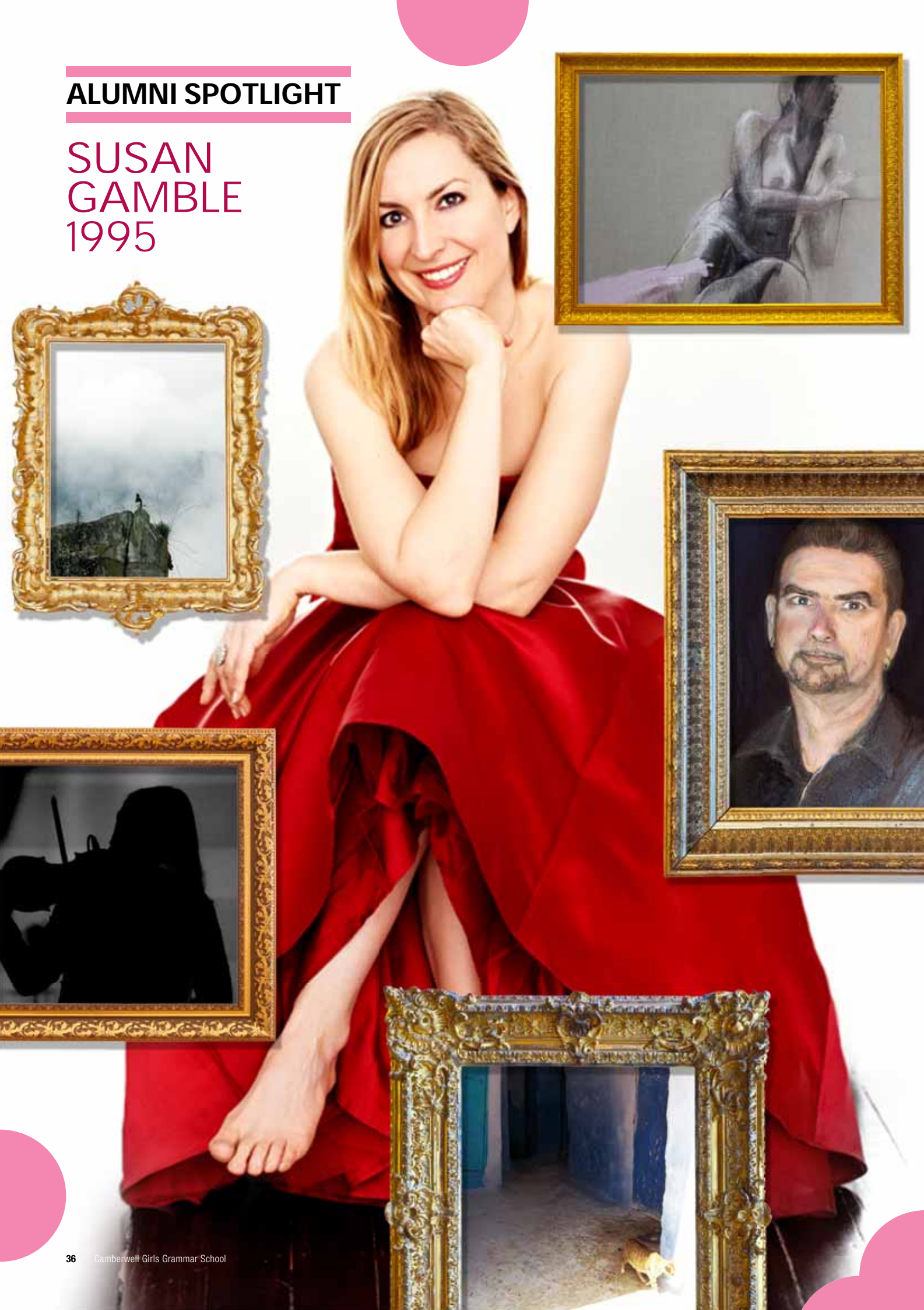
A successful entrepreneur, Jessamy started her business, Think In Colour, at the age of 25 and hasn't looked back. "I can't imagine working for anyone else now. I love the freedom it affords me, how much control I have over how I spend my time and the type of work I want to do," she explains. She says she has learned so much through her business in the last 10 years and adds, "I actually have grown to really enjoy the business side of things. The main challenges for me are ensuring I have a good balance in my life, being realistic about my strengths and weaknesses, and knowing what and when to outsource."

In recent years, Jessamy has reconnected with CGGS and taught some basic principles of graphic recording for note-taking and study to current CGGS students. Jessamy knows how much value this skill can add to their study. "For some students, it's like uncovering their natural way to note-take. For others, there may be one or two things that really resonate - like how to use colour effectively to organise information - that they will integrate into their own existing note-taking style. It's awesome to see schools getting behind developing these skills early - I wish I'd known how to take notes this way when I was at school!"



## ALUMNI SPOTLIGHT

SUSAN  
GAMBLE  
1995



With a skill set that spans the creative gamut and includes being an adept singer and musician, composer and arranger, an ingenious photographer, a gifted painter and a talented actress, not to mention a whiz in interactive media, Susan Gamble (1995) is the epitome of multi-layered creativity. She says she's happiest when ensconced in a creative project of some sort and enjoys exploring the symbiotic relationship between art forms and how they can be combined to create a richer, more dynamic whole.

### SUSAN CREDITS CGGS FOR GIVING HER THE CONFIDENCE TO DREAM BIG

Susan's work has evolved through the years but she has been passionate about the arts for as long as she can remember. Starting at CGGS in Grade 5, Susan thoroughly enjoyed her time at the school, especially the opportunities pursuing her artistic passions. Susan credits her CGGS teachers for giving her the confidence to dream big and for exposing her to many art forms.

"We were encouraged to explore many mediums, from ceramics to printmaking, photography to leatherwork, graphic design and everything in between", says Susan. At lunchtime, she could be found in either the Art, Drama or Music Departments. She was always involved in school productions, the orchestra, choir and many other co-curricular activities. Susan says the skills she picked up at CGGS did more than influence her career path. "As Schofield's House Music Captain, I had the opportunity to write and arrange vocal parts for 'Going to the Chapel of Love' which many years later I recycled for a friend's wedding. I've gone on to develop and use this skill in multiple music projects."

Susan's passion for both the visual and performing arts guided her studies post school. She first completed a Bachelor of Performing Arts with a double major in Drama and Music. She then went on to complete a Bachelor of Fine Art in Drawing and a Master of Arts in Animation and Interactive Media. When looking to create a better balance between her creative pursuits, financial stability and a

flexible schedule, Susan decided to go back to study and completed a Certificate IV in Small Business Management. She used this new knowledge to establish two concurrent and ongoing businesses: her art and design boutique business, Gambled Genesis and her piano teaching studio, Piano Lessons 4 Kids. This is the perfect mix for Susan, allowing her the flexibility to work on her art projects while still enjoying a stable income from teaching.

"During the day I work on my art and music projects, be it working in my studio painting a portrait, preparing photographic works for an exhibition or composing, arranging and rehearsing for one of my music projects. Four afternoons a week, when the final school bell rings I receive a procession of enthusiastic piano students ranging from 4-year-olds to VCE students and parents. I am proud to say some of my students have gone on to tertiary music studies or have received school music scholarships," Susan says proudly.

Susan has won many awards throughout her career. Her work is regularly exhibited in art galleries and local shows, her digital productions have been screened

at film festivals and she has performed live at many music festivals and theatres. She has had roles in various musical theatre and operatic productions, and has been a concert soloist. The list goes on but one of her longest-standing artistic endeavours is her audio-visual collective *The Spheres*, which she co-created over 15 years ago. *The Spheres* create pieces marrying music and visuals, making sure neither medium is prioritised over the other. *The Spheres* has taken Susan on many ventures, "creating AV shows in music and media festivals dotted around the east coast of Australia, from illuminating a 360-degree solar performance dome with our films, to projection mapping onto buildings and bridges. We have performed in most of the live venues around Melbourne including Federation Square."

Susan shows so much enthusiasm and curiosity with everything she does - we cannot wait to see where her career and creative adventures take her next.



master of  
many



## From the PFA



The beginning of 2021 saw the CGGS community return to a new normal. As we are still learning how to adapt our activities in a COVID safe manner, providing social events for our community has been a bit more challenging than in previous years. Despite this, we were happy to deliver a number of events to greet the new school year.

We welcomed the Year 7 parents and new Junior School parents at special morning teas. These events provided a great opportunity for parents to meet others in their child's year level.

The PFA is proud to support a group of dads who recently formed the CGGS Dads' Group. Holding an inaugural BBQ for dads and father figures within the CGGS community, over 80 guests came together over dinner in the Senior School Courtyard. To all CGGS dads and father figures, keep an eye out for forthcoming information and events held by this new group. Not only is it a great way to meet other dads in the community, it will offer more opportunities to engage with our daughters in various fun activities.

Our whole school Welcome Evening saw over 100 parents and staff gather on a balmy evening in the Senior School Courtyard to ring in the new school year. A wonderful evening was had by all, with guests being entertained by a roaming magician. My thanks go to Susannah Jepson and the Foundation Team for organising the event and to our wonderful committee members for their work serving the delicious food prepared by Pinwheel & Co.

The PFA also supported the Ormiston Welcome Picnic, which saw Junior School families spread across the Ormiston grounds for an informal evening. Students and their siblings enjoyed the new outdoor play equipment that was installed in the Ormiston grounds over the summer break. It was a delight to see the students playing on the equipment, funded by the PFA as part of our commitment of \$100,000 for 100 Years.

We celebrated the wonderful mums in the CGGS community at the annual Mother's Day Breakfast. Barbara Sutton Hall came alive with chatter and laughter, as almost 250 mothers, students and staff came together to enjoy a delicious breakfast. Many mums were lucky recipients of some wonderful prizes tailored to spoil them for Mother's Day.

The Second Hand Uniform Shop has been operating by appointment only and continued to generate great revenue for the PFA.

It would be remiss of me not to thank all families for their financial contribution to the PFA this year. I am told that the amount raised was the highest in recent memory. I thank you all for your support and look forward to spending these funds on items and programs that enhance our daughters' education and time at Camberwell Girls Grammar School.

As we become more certain of the current environment, I am happy to see more activities organised by the Class Representatives. More PFA events will also be promoted in the second half of the year. We look forward to continuing our support of the CGGS community during 2021.

**Dr Rob Webster OAM**  
PFA President

## \$100,000 FOR 100 YEARS

The Parents & Friends Association was proud to support the school's centenary year by committing to spend \$100,000 for 100 years on new equipment.

The list of items purchased includes:

- Banks of portable modern chairs for Barbara Sutton Hall
- Enclosed trailer to support the Outdoor Education Program
- Additional play equipment for Junior School grounds
- Kiln to support the Senior School Art program (yet to be installed)



## From the OGA President

I still remember the day, the exact moment, when the Class of 1996 walked out of the school's beloved black gates for the last time as students of Camberwell Girls Grammar School.

Each grammarian leaves the school ready to embrace the world with passion, grounded in our School Motto, Utilis in Ministerium and proudly upholding our values. Each of us taking our own individual path, confident in who we are with the inherent drive to make an impact on the world. I am so thankful for the education I received and the many role models of principals and teachers who continue to inspire me today. What I have appreciated most is the commitment to seeing each person as the beautiful individual they are. Helping them to become the best version of

themselves by building courage and inspiring you to think bigger and always strive to do the best you can in every situation; helping you see and be part of the bigger picture, our global world.

Over time, we each find ways to give back and contribute to our community. Being part of the OGA is a special way to continue the connection with the school, form friendships with past students of all decades and to be of service to the school as well.

We continue to learn and to approach life with an open and curious mindset, with a hope and faith in the path ahead. What is wonderful to see is the belief in being open to awe and wonder, which I think we will see more of, as we see how the world starts opening

## The best way to predict the future is to create it.

again with the pandemic. Over the last year, we have seen such incredible strength and resilience and it is heartening to see how our school continues to foster the learnings and leverage opportunities, the grace of our school continues.

Best wishes,  
**Cara Davey**  
OGA President

## Remaining Connected

**We are excited to announce that reunions are back!** Mark your diary now and keep an eye out for save the dates and invitations.

For those whose reunion was canceled in 2020, we have scheduled your reunion to be celebrated this year.

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.

**Saturday 28 August**  
**12.30pm-2.30pm**

**Class of 1980** - 40 Year Reunion  
**Class of 1981** - 40 Year Reunion

**Friday 3 September**  
**6.00pm-8.00pm**

**Class of 2015** - 5 Year Reunion  
**Class of 2016** - 5 Year Reunion  
**Class of 2010** - 10 Year Reunion  
**Class of 2011** - 10 Year Reunion

**Saturday 4 September**  
**3.00pm-5.00pm**

**Class of 2000** - 20 Year Reunion  
**Class of 2001** - 20 Year Reunion  
**Class of 1990** - 30 Year Reunion  
**Class of 1991** - 30 Year Reunion

**Wednesday 8 September**  
**12.30pm-2.30pm**

**Class of 1970** - 50 Year Reunion

**Thursday 9 September**  
**12.30pm-2.30pm**

**Class of 1971** - 50 Year Reunion

**Thursday 7 October**  
**5.30pm-7.00pm**

**Class of 2019** - 1 Year Reunion

**Friday 5 November**  
**6.00pm-8.00pm**

**Class of 2020** - 1 Year Reunion

**Saturday 20 November**  
**2.00pm-5.00pm**

**Centenary Garden Party**

## 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)

## BE SOCIAL!

### FACEBOOK

Camberwell Girls Old Grammarians

### LINKED IN

Camberwell Girls Grammar School Old Grammarians Association (OGA)

## GOLF STARS



On Monday 19 April, CGGS was represented in the Women's Interschool Golf Challenge Cup played at Commonwealth Gold Club.

Thirty schools were represented in this annual event celebrating women in golf and raising funds for McAuley Community Womens Service Resources.

CGGS was represented by Fiona Leggett (Watt, 1977), Andrea Donaldson (1977), Jennifer Darbyshire (1977) and Sue Davey (Martin, 1975).

Our team placed a very credible third place to Clarendon College in first place. St. Margaret's narrowly defeating Camberwell by one stroke to place second.

This competition has been running since 1929 where twelve independent girls schools participated. The event is now open to players who are past students of a member school and who hold a current GA Handicap of 35 or less.

For more information or for any golfers interested in playing in 2022, please contact Karen Bartram on +61 03 9811 8501.



# General News

**Mandy Mandie** (Sharpe, 1977)  
Mandy was awarded an OAM at the Australia Day Honours for 2021 for service to the community through charitable organisations.



Mandy is the Founder of the Koala Kids Foundation, which she started in 2005 with her son. Koala Kids goal is to provide happy moments to children and young people during cancer treatment - as well as to their families and healthcare team. Up until early this year, Mandy was Program Director for Koala Kids, but is now Voluntary Executive Director.

In addition to her work at Koala Kids, Mandy has been a committee member of the Snowdome Foundation since 2009 and in 2016 was a founding member of the Ross Dennerstein Foundation.

In March this year, Mandy was named as one of the winners of the ProBono Australia 2021 Impact 25. From more than 400 nominations, to a shortlist of 150, the 25 winners were chosen for their tireless and inspiring contribution to the not-for-profit sector.

**Dr Jenni Ibrahim** (Kirby, 1967)  
Jenni, a former psychologist, passed away in January this year and was posthumously awarded an OAM for service to community health in the Australia Day Honours for 2021.

For more than 20 years, Jenni had been living with a chronic lung condition, after suffering from a life-threatening bout of pneumonia, which left her with permanent lung damage. Jenni was a very active member of LIFE, the first Australian support group specifically for people with chronic lung disease. Despite her own health problems, Jenni tirelessly gave of her time with enthusiasm, concern and friendship. She was not only a member, but also a coordinator at LIFE for many years.



Jenni was a representative of Health Consumer's Council of Western Australia and held a variety of positions with WA Health.

She did so much for others and expected nothing in return. Jenni will always be remembered for being strong, smart, caring, giving and humble.

**Sophie Stafford** (2008)



Sophie was recently accepted as a barrister on Foley's List, an independent group of over 300 barristers servicing the legal community in all areas of practice. Well respected and with a long tradition of service excellence, Foley's List is Australia's leading barristers' group.

On 6 May 2021, Sophie signed the roll of counsel and became available to accept briefs through Foley's List in criminal law and quasi-criminal law.

Prior to becoming a barrister, Sophie gained a strong foundation in advocacy and written work in criminal and regulatory matters.

As a solicitor for over four years with Doogue + George, and before that, Dribbin & Brown, Sophie appeared daily in contested and uncontested matters. She developed comprehensive litigation skills in indictable crime as well as Royal Commissions, coronial inquiries, coercive hearings and professional disciplinary matters. Most recently, she was an associate to his Honour Judge Michael O'Connell at the County Court of Victoria.

**Rebecca Waldron** (2016)  
Rebecca was invited to work as one of the University of Melbourne - 180 Degrees Consultants.

The University of Melbourne's branch of 180 Degrees Consulting was founded in 2012. Their aim is to bring together high-achieving and creative students who are passionate about making a genuine impact to the world around them. These consultants are connected with leading non-profit and social enterprises in Victoria to conduct 10-week long projects to assist clients with their most pressing issues.

Consultants are provided the opportunity and skills to make a genuine and lasting social impact. They work hand-in-hand with leading Melbourne-based non-profits, tackling their toughest problems as an organisation, and complement the knowledge acquired from their degree



with practical work experience. The consultants are supported throughout their tenure by a network of Team Leaders, Executives and Mentors from professional management consulting firms. Rebecca's organisation is in the paediatric cancer area.

# Significant Birthdays

We wish to congratulate the following old grammarians on celebrating significant birthdays from January to June 2021.

**Happy 80th Birthday**  
Patricia Relph (1957), Di Tibbits (Paarman, 1958), Elaine Letho (Rolph, 1958), Winsome Gladigau (Berry, 1958), Wendy Chilvers (Walters, 1958), Felicity O'Leskin (Maggs, 1958), Ruth McGennissen (1958), Wendy Billings (Hairke, 1958), Lenis Wells (1956), Barb Joyce (Calderwood, 1958), Rev. Patricia Bouma (Barnard, 1958), Margaret Luke (Proudfoot, 1959), Pris Gormley (White, 1958), Valrie Kollmorgen (Penny, 1958), Carolyn Sadler (Withers, 1956), Helen Schiller (Lardner, 1959) and Sue May (Hancock, 1958).

**Happy 81st Birthday**  
Anne Sandie (Dorling, 1956), Noelene Dean (Nash, 1957), Louise Brearley Messer (1957), Janice Hone (1958), Margaret Porritt (Newhouse, 1958), Susan Hodges (Thompson, 1958), Lorraine Warren (Bloom, 1957) and Janne Oborn (Dewar, 1957)

**Happy 82nd Birthday**  
Helen Lane (Boyce, 1957), Jeanette Hudson (Hopkins, 1956) and Margaret Rudman (McRitchie, 1957)

**Happy 83rd Birthday**  
Rhona Pamamull (Adamson, 1957)

**Happy 84th Birthday**  
Patsy Legg (Birkett, 1952), Helen Barlow (Sayer, 1954) and Nancy Greenslade (Shaw, 1954)

**Happy 85th Birthday**  
Pamela Patterson (Wade, 1952), Shirley Kemp (Fairbrother, 1953) and Lorraine Nelson (Sambell, 1953)

**Happy 86th Birthday**  
Judy Steinicke (Atkinson, 1951), Heather Collins (1953) and Pat Singleton (1951)

**Happy 87th Birthday**  
Gwenyth Spencer (Clarke, 1950), Margaret Warner (Murton, 1950), June Close (1950), Lois Quon (Alexander, 1950), Beverley Burnie (Geechoun, 1950) and Pamela Green (Law, 1951)

**Happy 88th Birthday**  
Joy Daniels (Ellis, 1950), Dorothy Dunne (Spicer, 1949), Margaret Grummet (Pollock, 1949) and Lois Brunt (Radnell, 1950)

**Happy 89th Birthday**  
Barbara Briggs (Dillon, 1949)

**Happy 90th Birthday**  
Elaine Rawson (McLellan, 1948)

**Happy 91st Birthday**  
Marjorie Gribble (Bird, 1948) and Heather Schroeder (Fraser, 1947)

**Happy 92nd Birthday**  
Judith Gunnarsson (Foote, 1945)

**Happy 93rd Birthday**  
Elinor Moore (Briant, 1944) and Kathleen Williams (Bilsborrow, 1944)

**Happy 97th Birthday**  
June Hayes-Barber (1940)

**Happy 99th Birthday**  
Pat Hayes (Rathjen, 1940)

## WE REMEMBER

The CGGS community was saddened to hear of the passing of the following old grammarians. We send our condolences to their family and friends.

**Dr Jenni Ibrahim** (Kirby, 1967)  
Jenni passed away on 9 January 2021. She remained friends with Sue Fisher (Elton, 1967) and Cate McKenzie OAM (1967).

**Jill Greeve** (Campbell, 1951)  
Jill passed away on 8 February 2021. She was a sister to June Hillard (Campbell, 1951).

**Joy Young** (Haggar, 1947)  
Joy passed away peacefully on 9 January 2021. Joy was lifelong friends with Phyllis Jaensch (Cook, 1950), who she started kindergarten with. She was godmother to one of Phyllis's children.



# OUR NEW BRAND



## The school's in-house marketing team is excited to launch the new CGGS brand.

Over a year in the making, the team of four, Belinda Kranjic, Keith Logan, Georgia Bennett and Andreanne Boileau can finally reveal why you are now seeing bright characters everywhere.

A big departure from traditional school advertising, a core part of our new brand is a series of original illustrations that capture the spirit and rich experience of being a part of the CGGS community.

Developed during the COVID-19 lockdown, the team was faced with challenges unlike any other year. But the uncertainty that came with the pandemic eventually became the silver lining.

"We are surrounded by schools, so we always knew that what we developed had to stand out. The pandemic really encouraged us to be bold and take a risk," says Belinda, Marketing Manager.

Keith, the school's Art Director is responsible for developing the unique illustrations.

"Not knowing if we'd be able to get back to school and photograph students, it became clear that illustration was a pathway that could solve many of our challenges. The more we investigated it as a visual language

the more enthusiastic we became. We knew this was an opportunity for us to be unique in the education sector," confirms Keith.

Colour is also an important part of the new brand and our palette has shifted into a more buoyant, vibrant space. "We have intentionally applied our new palette in an unorthodox manner because it not only speaks to the rich tapestry of our school, but it also says we are comfortable in our own skin... we're not afraid to be different," says Keith.

"Purple and green have a long history of being connected to women's equality and are the official International Women's Day brand colours. You will find that a few of our characters embody these values. Their purple and green skin reflect how we educate our girls to be strong, independent young women," says Belinda.

The new brand rollout not only includes a print and digital campaign, but an exciting new website is being developed too. Expect to see a slew of new CGGS characters, animation and a brighter interactive experience when visiting our online presence.

"This is an exciting departure from where we were. Illustration opens up so many creative possibilities and allows us to engage in a different way. It also lets us showcase our entire community including students, staff, parents and even our Therapy Dog Ivy," says Belinda.

Exciting things are coming... so watch this space!

# SCHOOL TOURS & OPEN MORNINGS



## OPEN MORNINGS

At our Open Morning sessions you will hear from our Principal, Debbie Dunwoody. Through her presentation, you will learn all about an education at CGGS and what makes our vibrant community so special. Following the presentation, school tours will be taken and at the end of the tour you will have the opportunity to meet our Principal, Heads of School and the Admissions team to ask any questions.

**Saturday 24 July, 2021**

### BOOKINGS

Bookings for Open Mornings and School Tours are essential and can be made online at [cggs.vic.edu.au/schooltours](https://cggs.vic.edu.au/schooltours)

### Admissions Office

(+61) 3 9811 8503 [admissions@cggs.vic.edu.au](mailto:admissions@cggs.vic.edu.au)

## SCHOOL TOURS

At our School Tours sessions you will be taken on a guided tour of our schools and at the end of the tour you will have the opportunity to meet our Principal, Heads of School and the Admissions team to ask any questions.

**Friday 20 August, 2021**  
**Tuesday 7 September, 2021**  
**Friday 8 October, 2021**  
**Thursday 11 November, 2021**





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**Senior School / Administration**  
2 Torrington Street  
Canterbury VIC 3126  
T (+613) 9813 1166

**Junior School / Ormiston**  
4 Mont Albert Road  
Canterbury VIC 3126  
T (+613) 9813 1965

camgram@cogs.vic.edu.au  
**cogs.vic.edu.au**  
ABN 79 004 166 349  
CRICOS 00141J

