

# GAMLIFE

Issue 74  
Winter 2022

thrive!



# Built on Relationships

Inspiring our students to be motivated learners who respond to challenges with compassion, curiosity and courage is at the heart of our Camberwell Girls Grammar School education. It is through our new Strategic Plan that we prioritise and commit to our ambitions to ensure a relevant and dynamic education that will provide students with the knowledge, skills, attitudes and mindsets to respond to such challenges.

In April, we were delighted to launch our Strategic Plan 2022-2025. This plan recognises the importance of preparing young people for a changing professional world. It has been developed with key learnings from the pandemic and consultation with different stakeholder groups.

As the need for students to demonstrate their learning, interests, broader skills and capabilities becomes more prominent, at CGGS we design education that is holistic and contemporary, so every day our students are challenged in their learning and build confidence to grow academically.

It is important that wellbeing underpins all we do, because when wellbeing levels are at their optimum, students flourish and better adapt to a changing world. In tandem with our extensive curricular and co-curricular programs, our wellbeing programs enable students to learn about themselves and others, with a purpose of understanding diversity, inclusion and creating a more just and sustainable world.

It was back in 2017 that Kath Woolcock, our Deputy Head of Senior School - Student Wellbeing, undertook an extensive review from Foundation - Year 12 of our wellbeing curriculum and initiatives to ensure that we were offering the highest quality programs, supported by evidence. Over the ensuing years, programs have been continually reviewed and adapted by wellbeing teams to support students and staff. This was a very intentional focus during the challenging periods of remote learning during 2020 and 2021. In addition, it is important to note that in 2017 CGGS was also appointed as a Lead School in the Department of Education and Training's Respectful Relationships program, a leadership role that we continue to hold and one that sees us support many local independent and government schools.

We are now launching this important wellbeing work in our CGGS school-wide wellbeing program, 360° of Being. Kath Woolcock has continued to lead this project with teams across all year levels. The program is designed under five domains which are detailed in this edition of CamLife.

Each of the five wellbeing domains are facilitated by quality relationships - how we understand ourselves, our relationships with those who we interact with locally and globally, as well as our relationship with the environment. Quality relationships build connectedness and belonging, and bring joy to our community.

At CGGS we are committed to wellbeing and strong relationships. It is through this commitment that we are able to be the best versions of ourselves, anticipate opportunities and be active contributors in building a more just a sustainable world.

With best wishes,

**Debbie Dunwoody**  
*Principal*

**Strategic Plan**  
**2022-2025**

We design holistic learning for all, to build confidence, resilience, agency and wellbeing in each young person. We ensure that they are a partner in their education at CGGS.



*Pictured with Debbie: School Wellbeing Captain, Charity and Wellbeing Mentor, Abigail.*

In this edition of CamLife we have used confetti as a visual device to convey how wellbeing permeates throughout our entire experience at CGGS. It surrounds us and underpins everything we do.

We design education that is holistic.

# Creating the Optimum School Environment

If the past two years have taught us anything, it's that we need to take care of ourselves - both mentally and physically... our own wellbeing has never been more important.

At CGGS, the concept of wellbeing is not a new one. In fact, for decades, we have had a team dedicated to wellbeing because we know, when wellbeing is at its optimum, students thrive.

Wellbeing is being well and it is something that is unique and personal to everyone. Each person's state of wellbeing is totally different to somebody else's. Wellbeing is complex and dynamic, and the truth of the matter is, everybody functions more effectively when they are both mentally and physically happy and healthy.

We want our students to shine... shine bright, so at CGGS wellbeing is embedded into every facet of school life. In fact, it underpins everything we do.

Along with our academic and co-curricular programs, our own school-wide wellbeing program, 360° of Being, creates the optimum school environment where we value our diversity, embrace our differences and empower our students to pursue their passions.

At CGGS, we work together to build a more connected and caring community and as a result, every student is known, supported and understood. She feels safe and connected; enjoys positive emotions and develops positive relationships; finds purpose and joy in what she does; celebrates her own and others' achievements and is confident to establish her own identity so she can confidently explore the world and her future with a sense of direction, engagement and optimism. Quite simply, she shines bright.

360° of Being is a holistic approach to wellbeing. Our program recognises that student voice, advocacy, participation, engagement and investment are pivotal to its success. Incorporating five key domains, we design wellbeing initiatives and programs in an age-appropriate and sequential manner.

*In this edition of CamLife, we present to you the Wellbeing Model, explore the five domains, introduce key members of the Wellbeing Team and provide a whole school overview.*

Wellbeing has never been more important.



Year 2 students Evie, Olivia, Akira and Aryana enjoy learning together.

# Academic Catalyst

Cognitive Engagement

Creating and nurturing lifelong learners underpins an education at CGGS. Both academic endeavour and student wellbeing are visible and equally valued because we know and understand that high levels of wellbeing act as a catalyst for academic engagement and achievement.

"Research tells us that when wellbeing is at its optimum for a whole school community, students are more likely to thrive. This is best achieved through an integrated and multi-dimensional approach which links culture, pedagogy and practice," says Kath Woolcock, Deputy Head of Senior School - Student Wellbeing.

Dr Charlotte Forwood, Director of Learning Design & Development agrees with Kath. She says the CGGS programs provide students with opportunities to

develop skills that are aligned with being a lifelong learner.

The school's BY DESIGN learning framework articulates our aspirations for our students. It informs the planning and implementation of our academic and wellbeing programs. Alongside the academic and co-curricular programs, the wellbeing program inspires students to develop the knowledge, skillset and mindset to be lifelong learners.

"Being a lifelong learner requires a certain level of grit, a strong sense of identity and a belief in the importance of learning and its accessibility. Fundamental to this is the development of a 'can-do' mindset, which incorporates self-efficacy, self-regulation and self-awareness," says Charlotte.

Charlotte also cites playfulness, rigour, curiosity and connection as essential elements of developing lifelong learning at CGGS.

"We purposely design learning experiences that are intellectually playful, knowing that students are challenged to think creatively and critically, while maintaining a level of curiosity," she says.

A series of initiatives and programs at different ages and stages of learning come under the wellbeing umbrella at CGGS. Each is purposefully designed to not only encourage academic growth and understanding but to ensure students are well-rounded, thoughtful, compassionate and have a positive and confident outlook.

Kath says that whilst there is convincing evidence linking wellbeing and academic attainment, it doesn't stop there.

"There is evidence that good wellbeing is also associated with other educational outcomes including increased self esteem, positive transition from primary to secondary school, long term engagement and creativity."

360° of Being has been designed to help students build resilience and to explore the world and their future with a sense of direction, engagement and optimism.

"I'm really proud of our students and graduates, knowing they leave CGGS with a sense of who they

are, alongside a passion and agency that enables them to connect and make valuable contributions to the world beyond school."

"The intertwining of our wellbeing, academic and co-curricular programs ensures a culture of lifelong learning and academic achievement is embedded within CGGS," confirms Kath.



View the CGGS BY DESIGN framework.

We foster a culture of lifelong learning.

School Chaplain, Rev Helen Creed says an education at CGGS is designed for everybody, because quite simply, we are everybody.

"We really get great joy from welcoming students of all faiths and backgrounds into our community. We respect and celebrate the uniqueness of everyone," confirms Helen.

CGGS began in the hall of St Mark's Church and this rich heritage and Christian foundation remains vital for the school today.

The Christian perspective reminds us that individual wellbeing is not possible without contributing to the wellbeing of others. This is the meaning of the school motto, *Utilis in Ministerium* (Useful in Service), a motto that calls us to serve the needs of others as part of our sacred identity and divine purpose.

"Our Christian identity offers strong guidance in our care of each other and all students are offered opportunities to consider life as sacred, and to connect with the divine through worship, including prayer, songs and biblical stories," says Helen.

Worship is focused on the person of Jesus, and invites students to know themselves as loved unconditionally by God. Those who identify as Christian are nurtured in their faith journeys, with opportunities to be baptised and confirmed. While those who identify as members of other religious traditions are offered true hospitality and encouraged in their own quest for spiritual connection.

In Religious Education, students engage in spiritual and philosophical learning through exploration of how religion helps people develop a sense of identity, as well as belonging to a community.

"The origins of the Christian Church and who Jesus is are features of this learning, as are the components of many other religions and worldviews within our contemporary society," says Rev Dr Duncan Reid, Head of Religious Education.

The school has a Faith & Worship Captain, Faith & Service Captain and Interfaith Captains. Alongside the School Chaplain, these Captains work together to nurture the Christian and religious life of the school. In addition, there is a faith group known as Mustard, open to any senior school students. The group meets weekly to share Christian fun and fellowship.

While beliefs are one aspect of a religious worldview, a key focus for us is the lived experience of connecting with the divine.

"As a community, we seek to draw upon the endless reserves of hope, loving-kindness and compassion offered by God to all in lean times as well as in times of plenty," says Helen.

A key focus is connecting with the divine.

*Pictured in the School Chapel with Rev Creed are Mustard Mentor, Bella, Faith & Worship Captain, Annie, Interfaith Captain, Salwa and School Faith & Service Captain, Emily.*

We are Everybody

# Nurtured by Nature

Research is advancing our understanding of how time in nature can improve our mental health and sharpen our cognition, yet our increasing reliance on technology, combined with a global trend toward urban living, means many of us are spending even less time outdoors.

We are hardwired to be emotionally connected to nature. Our ancestors were hunters and gatherers and had strong connections to the land. Many generations grew up exploring and playing outside - riding bikes, climbing trees, catching tadpoles... memories that stay in our hearts forever. Memories that we want the children of today to also have.

Richard Louv, a well-known author and international speaker on this topic, often speaks about the impact of nature, particularly on young children. As Co-Founder and Chair of the Children and Nature Network, he argues that direct exposure to nature is not only vital but essential for a child's healthy physical and emotional development, as well as their ability to learn.

Whilst our children do not have the freedom to play and explore as we did when we were young, Louv believes we must be careful not to create 'containerised kids'. He has even coined the term 'nature-deficit-disorder', not a medical diagnosis but a description of the growing gap between human beings and nature, and the implications of this on health and wellbeing of current and future generations.

With a growing body of research pointing to the beneficial effects that exposure to the natural world has on health, it becomes very certain that nature is not only nice to have around us, it is a must have for physical health and cognitive function.

Nature provides a continuous source of change because no one day is ever the same. There is always variations in the weather with temperatures rising and falling, and plants and flowers changing their appearance at different times throughout the year. These ongoing cycles of change in the natural environment foster creativity, resilience and flexibility as we are required to continually adjust to what is happening around us.

"Just stepping outside and taking the time to appreciate the planet that sustains us can provide a real sense of calm, belonging, purpose and awareness of self and others, says School Principal, Debbie Dunwoody.

As a school, we play a vital role in ensuring our CGGS students have many opportunities to be exposed and immersed in nature - to enjoy all it has to offer and to reap its many benefits.

Through our Education Outdoors Program, students are immersed in nature whilst at camp and provided with many opportunities to challenge themselves in a safe, secure and supportive setting. While our Overseas Tours and Exchange Program enables students to experience a real change of environment, by experiencing a new culture and all it has to offer.

Participation in weekly sport not only provides a great opportunity to improve and enhance fitness but also develops team skills and social skills, while enjoying competition against peers and students from other schools.

If the weather permits and also if practical, our educators from time-to-time opt to set their classes up outside in the schools grounds, working from many of our green courtyards and grounds to teach their lessons.

Meanwhile, at Junior School, play is a huge part of the curriculum and our Junior School educators create many lessons that enable our youngest students to learn directly in and from nature.

"We value and recognise the importance and richness of play for children's learning, and the close relationship between nature, play, learning and development," says Paul Donohue, Head of Junior School.

Across both campuses, our students are encouraged to enjoy their daily breaks outdoors. Our landscaped grounds are home to beautiful calming gardens, multiple outdoor play spaces and a variety of courtyards. An abundance of carefully selected native flora is immersed among many established trees, and pops of floral colour and texture surround us at CGGS.

"We aim to foster a real emotional connection to nature because we know if our students have positive experiences in it, they are more likely to become stewards of its care," says Debbie with a smile.

Nature soothes, nature heals, nature restores, nature connects... nature is vital for our wellbeing.

EL4 students, Chloe, Aivi and Heidi enjoy their new playground.



We aim to foster a real emotional connection to nature.

# Teamwork Makes the Dream Work

It is said that it takes a village to raise a child, it is also said that teamwork makes the dream work - these are both well-known sayings that, although cliché, speak so accurately to how we approach wellbeing at CGGS.

Research has proven that by embedding wellbeing practices into all aspects of a school community - staff, students and families, we are more likely to have a direct and positive impact on students' personal and academic outcomes.

We know when it comes to the wellbeing of our students, the onus is not just on them. The CGGS wellbeing approach is based on the understanding that effective partnerships between students, staff and parents enriches the student experience at school, from both an academic and wellbeing perspective. It's a true collaboration and there are many ways that CGGS integrates wellbeing practices into the culture of the school to ensure we create the optimum environment, where students can thrive.

Healthy relationships come in many forms, and modelling and educating students on respectful relationships is of utmost importance. CGGS has been a lead school for the Victorian Government's Respectful Relationships Initiative since 2017 and is a trailblazer in respectful relationships education. We understand that relationships are multifaceted, and a large part of our wellbeing program focuses on exploring what different relationships look like with individuals and with communities, and how they can positively and negatively affect us and our wellbeing.

As a parent, being involved in your child's school community and building a relationship with the school has been proven to be beneficial to overall student performance and wellbeing. "We know and research has shown that if parents are actively involved and connected to their child's schooling, whether that be volunteering, being part of a committee or simply going to school events, it can improve student

achievement, reduce absenteeism, and help promote a stronger family connection," explains Cathy Poyser, Deputy Principal / Head of Senior School.

Justin Daffy, father of Zara (Year 7) and Emma (Year 10) is an active member of the CGGS community. He attends as many school events as he can and was one of the first members of the newly formed CGGS Dads Group.

"Attending events and volunteering gives me the opportunity to show Emma and Zara that I'm fully invested in their education and wellbeing," Justin explains.

He continues, "I think it's hugely important for our children to have the opportunity to learn from a wide range of positive role models - their teachers in the classroom, their parents at home, or other adults in the community. By being active in the CGGS community, I'm hoping to be a positive role model for not only my girls, but also their friends, and the broader community."

"Having mum and dad help at events and seeing them in the audience when we perform is really nice," Emma says.

To enable parents, staff and students to draw upon evidence-based tools when thinking about their wellbeing and the wellbeing of others, CGGS invests time working in partnership with external experts. The school provides a range of resources and education opportunities for this to happen.

"We have a Wellbeing Hub on our parent portal that allows parents to access articles, fact sheets, research and other evidenced-based resources on important parenting topics," explains Deputy Head of Senior School - Student Wellbeing, Kath Woolcock. For well over a decade, in collaboration with Camberwell Grammar School, we have run an annual

Parent Education Seminar series. Together, we engage experts in their field to develop workshops and keynote presentations on topics that relate to overall wellbeing, academic achievement, mental health or other current issues relevant to students.

"Just this year, we've already held sessions on understanding the adolescent brain, how to thrive in Year 12 and the effects of online bullying," says Kath.

By establishing strong partnerships, we are able to establish and model healthy behaviours and expectations, and support students' academic and personal growth so that they have the foundation to thrive.

When you join CGGS, you join a vibrant community of like-minded people. A community that welcomes everybody to actively participate and contribute to the life of the school. We encourage you to become involved in your child's education as there are many benefits for all involved.

Justin, father of Zara and Emma is actively involved in the CGGS community.



Respectful Relationships

I'm hoping to be a positive role model.

We are all looking for ways to live a happier, more fulfilling life and there is so much that can be done to improve our physical and mental wellbeing.

Wellbeing should be everybody's top priority and there are many simple behaviours that you can adopt to ensure you are looking after your body, mind and soul - remember they can't be separated, as everything is connected.

You must start with 'number one'. Self-care is a skill, and with the rush of life, it is very easy to forget the vessel in which you live. We recommend trying some of these wellbeing self-care tips. Whilst you can't always change your situation, you can change your mindset. If you choose to see the glass as half full and not half empty, the possibilities are endless.

# How to Thrive



## Helpful tips to get you thriving!

### A Positive Life Starts With a Positive Mind

Positive thoughts lead to positive outcomes. If you wake up each day with a positive mindset and a can-do attitude, your day will naturally start off better than if you begin the day with negative thoughts. By focusing on the positive, good things are more likely to happen.

### The More Grateful I Am, The More Beauty I See

Write down three things that you're grateful for every day. Recognising and remembering positive experiences will lift your spirits. If we write down the positives, we remind ourselves that there is actually a lot to be grateful for.

### Be Kind to Yourself

Feeling all of your emotions is part of the journey. The harder you resist your feelings, the longer they'll stay with you. Owning your feelings will help you feel happier sooner and help you cope better in difficult situations. Don't be too hard on yourself, be kind.

### Talk It Out

Talking about your feelings can help you work through them. Don't bottle them up, there is a network of good people around you. Talk with the people you trust - your friends, your parents, your teachers, your siblings. You'll feel better for doing so.

### Happy Body, Happy Mind

It's no secret that exercise is good for us. Physical activity can help to improve bone and muscle health, lower the risk of disease and injury, and improve life expectancy. Exercising also releases endorphins,

which boost your mood and energy. It's a no brainer, try and make time for exercise!

### A Healthy Outside Starts from the Inside

What you put into your body fuels you! Try to drink one more glass of water than you normally would. Don't skip meals. Try and stick to a balanced diet full of all the good things - fruit, vegetables, whole grains, protein, essential oils, vitamins and minerals.

### Make Time for Nature

We spend much of our lives indoors, usually in air-conditioning or heating. The emotional, mental and spiritual healing that exists in nature is beyond powerful. Try to put your bare feet on the ground regularly and allow your skin to come in contact with nature. It helps to reduce stress, lower blood pressure, heart rate and muscle tension.

### Quiet the Mind and the Soul will Speak

A few minutes of daily meditation can have a big impact on your life. By meditating we focus on being more mindful of what we are doing when we are doing it. It can make you feel calm and relaxed and can reduce stress levels, anxiety and help you cope better in difficult situations. If you're a beginner, give guided meditation a go first - there's an abundance of apps to get you started.

### Permission to Say No

Saying "no" is actually one of the greatest forms of self-care. Your energy is a finite resource, and you can't say "yes" to people at the expense of your own self-care. It's important for you to look out for what is truly best for you. By saying "no" you're learning to prioritise what is truly important.

### Unplug

Technology, we can't live without it. But we can control the dose we give ourselves. Try to be more intentional with what you're using tech for. Most importantly, focus on using tech for good. Take a day a week to do a digital detox and be mindful of what you notice when you aren't online.

### Do What You Love and Do A Lot of It

Our favourite hobbies are not only fun, they are good for us, which makes them a winning combination. Hobbies give us time for ourselves and the chance to do something we love. This is not only beneficial for our state of mind, but our physical wellbeing too. This all leads to reduced stress, increased cognitive function, new connections and most importantly - quality you time.

### Kindness is a Gift Everyone Can Afford to Give

Helping others may not change the world, but it could change it for one person. Best of it all, it's contagious. The more you help others, the more people will want to do the same and kindness will spread. Spend some time thinking about kind gestures that you could do for other people - both strangers and people you know.

### Sleep Tight

Sleep plays a huge part in our wellbeing. Poor sleep, or not enough of it, has strong links to poor mental and physical health. In short, sleep helps your brain and your body to function at its best. So, ensuring you get enough quality sleep is vital. Primary school students should be getting between 9 to 12 hours and secondary school students should be getting between 8 to 11 hours of sleep per night.



# Wellbeing Team

## JUNIOR SCHOOL



All staff are actively involved & invested in wellbeing.

Our Junior School, encompassing Early Learning, is big enough to offer an extensive education, but small enough to ensure each student is known and valued.

Under the leadership of our Head of Junior School, Paul Donohue and Deputy Head of Junior School, Emma Hinchliffe, all staff at Ormiston are actively involved and invested in student wellbeing.

Our Early Learning Centre educators and Foundation - Year 6 classroom teachers are the wellbeing leads. They each develop vital connections with their students and are responsible for their wellbeing in

the first instance. Counsellors, Nurses, the School Chaplain and Learning Diversity staff also form part of the Junior School Wellbeing Team and provide support when required.

Using a collaborative approach, working closely with parents and students, the Wellbeing Team proactively manages all student wellbeing and welfare matters.

Education is a partnership and at CGGS our Junior School team is committed to working alongside our students and parents every step of the way. It is an invaluable relationship, with the common goal of

seeking the very best for each of our students. We aim to ensure that each student leaves the school confident, and with the knowledge that they have achieved their full academic and personal potential.

*At time of production, two key staff were absent and therefore are not profiled on the following pages: Angela Follacchio, EL4 Educator and Mikaela Stanaway, Year 2 Teacher.*

**Ramila Sadikeen**  
EL4 Educator

**What do you enjoy most about working with our littlest learners?**

I enjoy the innocence, the wonder and the twinkle in their eyes, and their unwavering enthusiasm and thirst to learn.

**Why is wellbeing important at such a young age?**

Wellbeing is central to a child's sense of belonging in the early years. When children are secure and safe their sense of identity becomes strong and their sense of wellbeing increases.

**What does wellbeing look like in your class?**

It is a space of calm inclusion where we all feel empowered to be who we are!

**What's your favourite wellbeing activity to do with the children?**

Staying connected to nature by exploring the yard with open-ended activities.

**What has your class taught you?**

To be in the moment and appreciate the wonder of life.

**Esther Wong**  
ELC Coordinator + EL3 Educator

**What do you enjoy most about working with our littlest learners?**

Being able to observe, teach, learn and co-construct alongside children, as they develop their connection to people, place, and the environment is the most enjoyable part of my job.

**Why is wellbeing important at such a young age?**

Developing a strong sense of wellbeing is vital as it supports children to feel safe, secure, included, cared for, and in turn to show empathy towards others and the environment.

**What does wellbeing look like in your class?**

It is adaptive, flexible and individualised to the child. The foundation of my practice is 'relationships' - building secure attachments to both teachers and members of the CGGS community.

**What's your favourite wellbeing activity to do with the children?**

Wellbeing is very much integrated into the everyday routine, curriculum, and classroom, so there isn't one activity alone I can identify as being a favourite.

**What has your class taught you?**

They are constantly teaching me new things. A life lesson that they've taught me is to always be curious and to find creativity in all things.

**Jacqui Laird**  
EL3 Educator

**What do you enjoy most about working with our littlest learners?**

Knowing I am truly making a positive impact on a child's development.

**Why is wellbeing important at such a young age?**

Wellbeing is for everyday and every age, the earlier we can instil children with the tools to support wellbeing, the more innate it will become as they grow.

**What does wellbeing look like in your class?**

Wellbeing ensures children feel safe, secure, confident and comfortable.

**What's your favourite wellbeing activity to do with the children?**

Breathing exercises, stretching and movement.

**What has your class taught you?**

To be present! When working with young children, they always bring you back to the now.



## Anjali de Quadros

Year 4 Teacher

### Why is wellbeing important?

Human connection is at the heart of what enriches our lives. If we understand ourselves well, we can better connect with others and form deep lifelong connections to people, places and communities.

### What does wellbeing look like in your class?

A classroom filled with warmth, care, kindness, compassion, empathy and fun.

### What has your class taught you?

The value of sincerity and creativity.

### What is your favourite wellbeing activity to do with your class?

Meditation is a vital way to encourage the students to be more present and to reduce stress and anxiety.

### What is something your class doesn't know about you?

I love singing and I used to sing in a choir.

## Angela Columbine

Year 1 Teacher

### Why is wellbeing important?

Wellbeing enables us to feel a sense of balance in our lives and to ensure the scales are not tipped too far one way.

### What does wellbeing look like in your class?

The students in Year 1 know that every single person is valued, every voice is important and that we all have different skills.

### What has your class taught you?

To laugh hard and often!

### What is your favourite wellbeing activity to do with your class?

Our developmental play program allows for creativity, collaboration and respectful communication between the students. We also love having rainforest music playing to help us calm down or focus.

### What is something your class doesn't know about you?

I won a gold medal playing Volleyball in the World Masters Games.

## Selena Reedman

Foundation Teacher

### Why is wellbeing important?

It is very hard to learn and give to others if you are struggling.

### What does wellbeing look like in your class?

Care, compassion, kindness, acknowledging feelings and differences, continuing to try even if it is hard.

### What has your class taught you?

Things will not always go as planned and that is okay.

### What is your favourite wellbeing activity to do with your class?

Mindful colouring, with the lights dimmed, and relaxing music playing!

## Liz Warren

Year 3 Teacher

### Why is wellbeing important?

Life is busy and we often don't take the time to look after ourselves.

### What does wellbeing look like in your class?

Building a culture of trust and a safe space for students to feel comfortable to be themselves.

### What has your class taught you?

To laugh... at myself!

### What is your favourite wellbeing activity to do with your class?

Meditation

### What is something your class doesn't know about you?

That kitchen dancing plays a big part in my wellbeing at home!

## Katrina Cheong

Year 6 Teacher

### Why is wellbeing important?

Wellbeing sits at the heart of everything. It's very hard to concentrate if there is something bothering you or something on your mind.

### What does wellbeing look like in your class?

An environment where students are able to express and identify their emotions and have a range of strategies to manage them.

### What has your class taught you?

The importance of play!

### What is your favourite wellbeing activity to do with your class?

Weekly written reflections or round circle discussions where students share the things they enjoyed, things that went well or things they are proud of.

### What is something your class doesn't know about you?

I experienced my first earthquake (6.8) when I was 9 years old in the Philippines. I would wake up in the middle of the night for about a year afterwards.

## Craig Goodwin

Year 5 Teacher

### Why is wellbeing important?

To be the best we can be we need to have the foundations in place - we need to feel safe, healthy and cared for.

### What does wellbeing look like in your class?

Celebrating each other with 'shout outs' and not shying away from evaluating challenging times.

### What has your class taught you?

Wellbeing conversations with individuals, small groups and the whole class are particularly important.

### What is your favourite wellbeing activity to do with your class?

Strength spotting - students identify and share the strengths of other students.

### What is something your class doesn't know about you?

I spent a month living in Tanzania and exploring the Serengeti before having kids.



**Amelia Hart**  
Year 4 Teacher

**Why is wellbeing important?**

Having a strong and well-adapted sense of wellbeing can help overcome difficulties and help us achieve our goals in life.

**What does wellbeing look like in your class?**

Providing a safe and supportive space for the students to fully express themselves.

**What has your class taught you?**

Wellbeing looks and feels different for everyone, therefore cater to the individual.

**What is your favourite wellbeing activity to do with your class?**

Playing Buzz and Chinese Whispers - we ALL get belly laughs.

**What is something your class doesn't know about you?**

I own around 80 pairs of shoes!

**Fiorella Soci**  
Year 5 Teacher

**Why is wellbeing important?**

Because feeling happy and safe allows for learning.

**What does wellbeing look like in your class?**

Treating everyone the way that you want to be treated.

**What has your class taught you?**

Friendships matter!

**What is your favourite wellbeing activity to do with your class?**

We always have an end of the day song where we have a little dance.

**Jasvinder Gill**  
Year 6 Teacher

**Why is wellbeing important?**

It is fundamental to feeling healthy and happy.

**What does wellbeing look like in your class?**

Laughter and lots of discussions.

**What has your class taught you?**

Reflecting and re-living memories is not only fun but lets you realise how far you have come and how much you have achieved.

**What is your favourite wellbeing activity to do with your class?**

Dancing and running.

**What is something your class doesn't know about you?**

When I was in Year 6 I used to go roller skating with my friends every Saturday at the rollerama.



# Wellbeing Team

## SENIOR SCHOOL



We work collaboratively with students & parents.

All staff at the Senior School are actively involved and invested in student wellbeing. Our Deputy Principal / Head of Senior School, Cathy Poyser and Deputy Head of Senior School - Student Wellbeing, Kath Woolcock lead a team of staff dedicated to student wellbeing and welfare.

Year Level Coordinators (YLC) develop vital connections with their students and are responsible for their wellbeing - working collaboratively to achieve desired goals, both academic and co-curricular. Each year level has a dedicated learning hub and common area that they share with their Year Level Coordinator.

In Years 7 - 9, each Form Class has two Form Tutors to assist with the care and support of every student in these important years. Form Tutors have allocated time every day to spend with their students. In Years 10 - 12, students belong to a Form Class and the Form Teacher takes on this supportive role.

A dedicated Student Services Centre is home to School Nurses, Counsellors and the School Chaplain. The Learning Diversity Team sits close by. These specialist staff all form part of the Wellbeing Team and their doors are always open.

We use a collaborative approach, working closely with parents, students and the Wellbeing Team to proactively manage all student wellbeing matters.

Our Senior School offers the independence and sense of community that students need to succeed. We guide our students so that they develop into young people of compassion and determination, who take responsibility for their learning, and for the welfare of others. They leave CGGS ready to make an impact on the world.

**Maria Litchfield**

Year 8 Coordinator  
English Teacher

**What do you enjoy most about being a YLC?**

My favourite part is how connected I feel to my cohort. They openly share their triumphs, concerns and passions with me and I get to see how much they grow across the year.

**What's your favourite thing about your year level?**

They are truly willing to give everything a go. Whether I ask them to join me in some meditative breathing or a hula hoop competition, they are invested and excited.

**What has your year level taught you?**

Through their open acceptance of my goofy side, they have taught me to embrace having fun and finding time to 'play' in the day.

**What advice would you give yourself at your year level's age?**

Take time to pause and appreciate the friends, teachers and environment around you. We can get caught up in what is next and forget to celebrate what has been achieved.

**What's something your year level doesn't know about you?**

I am oddly skilled at being able to identify a song within 5 seconds of it starting.

**Tuba Ozak**

Year 7 Coordinator  
Psychology & Science Teacher

**What do you enjoy most about being a YLC?**

Interacting and supporting students.

**What's your favourite thing about your year level?**

Their kindness towards others and their inclusivity.

**What has your year level taught you?**

Don't sweat the small things!

**What advice would you give yourself at your year level's age?**

Do something outside of your comfort zone to find those hidden gems.

**What's something your year level doesn't know about you?**

There's quite a few things... I speak Turkish, I've travelled to 42 countries, I love painting and I also teach History and Sociology.

**Tom Clark**

Year 9 Coordinator  
Geography & French Teacher

**What do you enjoy most about being a YLC?**

Working with the team around me. We all work together to make CCGS a great place to learn and be.

**What's your favourite thing about your year level?**

Their energy and sense of humour - every day is an absolute treat!

**What has your year level taught you?**

So many things - though one lesson that resonates is that no matter how busy you are, there is always time for a chat or a laugh!

**What advice would you give yourself at your year level's age?**

If you can, follow your interests, as that will create passion and curiosity.

**What's something your year level doesn't know about you?**

My greatest sporting achievement is winning 1st place in a horse show competition... for having the horse with the longest tail... no skills required, just a hairbrush!

**Nareen Robinson**

Year 11 Coordinator  
Health & Physical Education Teacher

**What do you enjoy most about being a YLC?**

Having the time to foster relationships over the course of our two year partnership and building their trust in me as their supporter and advocate. Also, providing a safe, fun and inclusive environment where everybody can do and be their very best.

**What's your favourite thing about your year level?**

They are incredibly independent and their care for each other is outstanding.

**What has your year level taught you?**

Given the year has still been unsettling and unpredictable, they are truly living our motto of 'Bouncing Back Better'. I find this very inspirational and their dedication to being better helps me to do the same.

**What advice would you give yourself at your year level's age?**

Don't ever give up the things you enjoy. Genuinely invest in your friendships.

**What's something your year level doesn't know about you?**

I would rather go barefoot than wear heels to the Soiree! At high school I played the Trombone, French Horn and sang in the choir. I was a House Music Captain and also a Sports Captain. I dream of winning the GSV Senior Softball Final before I retire... that's probably not surprising!

**Georgia Biggs**

Year 10 Coordinator  
English & VCE English Language Teacher

**What do you enjoy most about being a YLC?**

The rapport I'm able to foster with my students. As well as being a support and advocate for them as they move through different experiences in their life.

**What's your favourite thing about your year level?**

All the ways they encompass intelligence, compassion, quirkiness and creativity, and of course, their humour!

**What has your year level taught you?**

Open and honest communication often leads to growth and self-discovery and builds connections with people.

**What advice would you give yourself at your year level's age?**

It's ok to be multifaceted in ones interests and pursuits. In fact, embrace these contradictions. Loving Taylor Swift and little known artists can both exist. Reading the canonical classics and seeking comfort in trashy reality TV is also fine!

**What's something your year level doesn't know about you?**

My favourite films are The Godfather trilogy. I don't think my Year 10s would think it's 'on brand' for me.

**Andrew Burnell**

Year 12 Coordinator  
Mathematics Teacher

**What do you enjoy most about being a YLC?**

By providing a caring and nurturing environment, you have the capacity as a YLC to make a genuine difference to the students in your year group. It is also such a joy to see so much personal growth in the students over the course of the two years.

**What's your favourite thing about your year level?**

Their enduring optimism, gratitude and care for each other is incredible. They are a very, very special year group.

**What has your year level taught you?**

The manner with which they have navigated through the past two challenging years of their schooling with such resilience, fills me with so much hope that the future of our country is going to be in a very good and capable hands.

**What advice would you give yourself at your year level's age?**

Take advantage of all the wonderful opportunities available at the school and be as involved in as much of the life of the school as possible.

**What's something your year level doesn't know about you?**

Every morning of the week from Monday to Friday, I am up at 5am to go to the gym.

# Whole School Overview

360° of Being, our bespoke Wellbeing Program has been designed in an age-appropriate and sequential manner, building annually on the skills and learnings from the previous year.

A whole school approach, every year level from Early Learning to Year 12 has a dedicated theme or focus that caters for the stage of development and schooling that students are in. In saying this, the programs are flexible and dynamic and therefore, easily tailored to

the differing needs, issues and events happening at the time - and this is a signature strength of the CGGS wellbeing approach.

Kath Woolcock, the school's Deputy Head of Senior School - Student Wellbeing spent a year developing 360° of Being. She believes that by embedding wellbeing into all aspects of the school, including culture, the curriculum and explicit wellbeing teaching, we are setting students up for success.

"Ultimately, the aim of this scaffolded approach is to ensure that once our CGGS students reach VCE, they are equipped with the wellbeing tools required to thrive, both in their final years of school and also, their future," says Kath.

Here we share the wellbeing themes that form the focus of each year level at CGGS.

## Senior School

Undoubtedly, the six years spent at secondary school are some of the best years of a student's life, but they are also years filled with much personal change as young people develop into adults. At Senior School, each student is provided with the opportunity to cultivate a sense of identity and agency, generate academic tenacity and connect with their community and the environment.

### YEAR 7 CONNECTED COMMUNITY

As the newest members of the Senior School community, the focus is on effectively transitioning into a new environment through the building of strong connections and relationships with all members of the school.

- > Creating a toolkit of skills to seamlessly transition into Senior School
- > Developing emotional intelligence to feel connected and comfortable
- > Developing respectful and healthy relationships
- > Identifying personal, school and community values to create a sense of belonging and identity
- > Developing and applying organisational and study habits

### YEAR 8 SELF-DISCOVERY

The notion of self-discovery, including respect for self and others is the focus. Examining signature character strengths, celebrating wins, learning from our failures and positive self-talk are key priorities.

- > Using character strengths to guide positive actions and behaviours
- > Making considered decisions
- > Developing a growth mindset and exploring the pitfalls of perfectionism
- > Exploring the role of social media - the positives and the negatives

### YEAR 9 PERSONAL GROWTH

It's an exciting year, there's more choice in subjects and entering the senior years of secondary school is now on the horizon. However, with this added independence and additional opportunities, there comes more challenges and opportunities, therefore the focus is on finding balance.

- > Applying emotional awareness and self-regulation
- > Developing strategies for responding to stress
- > Understanding good self-care and seeking help
- > Amplify good study strategies and organisational practices
- > Investigate the digital world, developing good digital wellbeing and literacy skills

## Junior School

Developing a sense of identity through the establishment of strong connections with family, community, culture and environment are at the core of wellbeing at Ormiston. At Junior School our classroom wellbeing program is called BRAVE (Building Resilience and Valuing Everyone) which correlates with how we support student's wellbeing developmentally from Early Learning to Year 6.

### EL - YEAR 2 UNDERSTANDING ME

In these formative years, we focus on students developing a clear understanding of themselves, the people around them and the environment.

- > Identifying strengths of self and others
- > Expressing emotions
- > Exploring positive coping strategies
- > Adoption of cooperative behaviours
- > Developing a growth mindset
- > Practising gratitude
- > Introduction to digital wellbeing and cyber safety

### YEAR 3 & 4 BUILDING CONNECTIONS

It takes effort to build and maintain strong connections with others, and therefore, the middle primary years are focused primarily on doing just this.

- > Recognising personal character strengths and strengths in others
- > Developing relationship building and conflict resolution strategies
- > Building emotional intelligence
- > Implementing positive coping strategies
- > Developing strong digital citizenship skills
- > Practising mindfulness

### YEAR 5 & 6 COMMITTING TO CHALLENGE

In preparation for the transition to secondary school, there are many challenges, opportunities and additional responsibilities placed on students in the upper primary years. Wellbeing at this age is focused on stepping up, developing courage and taking personal control.

- > Using personal character strengths
- > Understanding their changing minds and bodies
- > Applying and regulating emotional intelligence
- > Making positive choices
- > Identifying and exploring strong role models
- > Applying leadership skills
- > Supporting their own and others' digital wellbeing

### YEAR 10 PURPOSE & PASSION

The last year before entering VCE, a time where students collate the skills and resources gained to make informed decisions leading into their final years at school, both from an academic and personal standpoint.

- > Reflecting on character strengths through the lens of leadership and to guide decision making
- > Identifying passions and talents to make informed subject decisions
- > Introduction to career pathways
- > Examination preparation
- > Procrastination - eliminating distractions and setting deadlines
- > Increased self-care with an emphasis on sleep, exercise and stress management
- > The digital world and how it correlates with belonging, community and culture

### YEAR 11 & 12 FORWARD THINKING & FUTURE THINKING

Whilst the entire education journey is preparing students for their future, it is the VCE years that are vital. This is a time of focus, dedication, responsibility and leadership - all in preparation for tertiary studies, future careers and lifelong learning.

- > Development of leadership and mentoring capabilities
- > Maximising study potential
- > Exploring tertiary options and careers planning
- > Learning valuable life skills including financial literacy and general business skills
- > Personal safety strategies

### 6 PILLARS OF VCE

To ensure our students have the tools and support to thrive during these two years, CGGS has developed the 6 Pillars of VCE, a program and framework that focuses on building further awareness and good habits in the following vital areas:

- Sleep
- Physical activity
- Nutrition
- Mental wellbeing and self-care
- Study routines and study breaks
- Support network

## Wellbeing Initiatives

The following wellbeing initiatives all take place throughout the year, running alongside what is taught in the classroom. The aim of these initiatives is to build cross-level relationships, to bring interest groups together, and to create the optimum school environment where CGGS students are known, feel safe and connected - an environment where they can thrive.

Whole School Digital Literacy & Citizenship

Student Representative Council

House Round Robins

Love Your Body Week

Foundation & Y5 Fivedation Mentor Program

CamberWELL Week

Junior School Sustainability Squad

Y11 Forward Thinking Program

Y5 Positivity, Leadership & Activated Youth (PLAY) Program

Senior School Pride Group

Lead School Respectful Relationships Initiative

Year Level Camps

Assemblies

Senior School FROGGIES Environment Group

VCE Headstart Program

Senior School House Mentor Program

Y7 & Y9 Soul Sibling Buddy Program

Senior School Birthday Buddy Program

Celebrating Diversity Week

Senior School Student Wellbeing Action Group

Chapel & Church Services

Y11 Life Skills Program

Environment Week

Senior School Leadership Excellence in Action Program

Social & Emotional Learning Program

Mustard Christian Faith Group

Health & PE Week

Study Smart Program

House Competitions

# The Great Outdoors



Our Year 5, 6 & 7 students were hit with all four seasons whilst on their respective camps in early June. Rain, hail, shine... and snow - they experienced it all! The weather however did not slow them down as they canoed, hiked, cycled, rock climbed, cooked and much more all week long.



# SPORT

# House Spirit



House Spirit and camaraderie was at an all-time high during Semester 2 as students competed in the House Cross Country and House Athletics Carnivals. Both days provided glorious weather to hop, skip, jump, run and throw for their Houses.



For the first time since 2019, both the House Dance and House Music Competitions were produced and performed in their original form - in Barbara Sutton Hall, on stage and with an audience. The joy on the faces of those on stage was palpable! Students danced, sung and performed with enthusiasm as they represented their House with pride.

# House Spirit



## PERFORMING ARTS

# Connection to Country & Culture

After two years of planning, including a number of staff reconnaissance trips which took place in between lockdowns, the CGGS Mungo Living Culture Program was finally launched this year, with the first two student trips taking place in April and June.

Located in the Willandra Lakes World Heritage Region of NSW, which covers over 240,000 hectares, Mungo National Park is the home of the oldest known human remains found in Australia, and the land provides a continuous record of Aboriginal occupation over the past 40,000 years.

School Principal, Debbie Dunwoody who has visited the region a number of times and is the driving force behind this new program, says it is all about connecting students and staff to country and culture.

"Indigenous Australians belong to the oldest continuous culture on earth and they have the common belief of 'we don't own the land, the land owns us'. By providing CGGS community members the opportunity to participate in this program, they can personally experience a connection to country and culture, something which is extremely powerful," says Debbie.

"This means mutual respect, maintaining balance, and nurturing the connection, taking only what is needed to ensure the natural resources of the world are never exhausted," she says.

On each trip, the group spent valuable time with the Senior Lore Peoples known as MAGIC (Mothers Ancestral Guardian Indigenous Corporate). MAGIC are responsible for maintaining the Rick Farley Conservation Reserve, in accordance with Aboriginal land management practices.

Georgia Biggs, one of the founding staff members of this program, says our CGGS participants were immersed in a program that saw them develop an appreciation for, and greater understanding of Indigenous knowledge, culture, traditions, and practices. They were presented with contemporary challenges including land management, climate change and reconciliation.

Time was spent exploring the beautiful region and learning about Indigenous history and archaeology. They learnt about the biodiversity of the plants and animals native to the area, participated in cultural activities such as a dreaming ceremony, smoking ceremony, ochre grinding, stargazing and astronomy. Most importantly, they connected to themselves by journaling and through the practice of mindfulness.

Year 10 student, Eva Papadopoulos says once she arrived on country she was overwhelmed with a sense of calm. "Having the space and permission to sit and think gave me time to slow down and genuinely be in the moment. As I breathed in the Mungo air and spent time on sacred land I was drawn into a stronger connection to country and its natural gifts."

Eva continues, "Connecting with the other students was equally a highlight of my trip. Experiencing

the sacred land together encouraged me to feel comfortable to open up and share my thoughts with each and every other student on the trip, no matter how much time I had spent with them prior to the trip," she says.

Kiki Page also in Year 10, agrees with Eva and says over the course of the week, everybody began to ground themselves and slow down. "We embraced our surroundings and began to feel as if we were a part of it. I was taught a lot about strength and one's power, and it has made me stronger as a person. At Mungo, all my negative energy was flushed out, and it allowed me to bring out a stronger, more powerful, version of myself," says Kiki.

Georgia explains that connection on this trip comes in many forms... to culture, to country, to the CGGS community and to the individual's core. "I think I can speak on behalf of every single participant, when I say the connection that everybody experiences on the Mungo Living Cultural Program is simply magical," says Georgia with a smile.

Whilst on Country in April, the CGGS group were fortunate to witness the announcement of the reburial of Mungo Man, Mungo Woman and 107 other human remains. This involved attending a ceremony and listening to Elders and Minister Sussan Ley address the media and World Heritage groups. Following this, students and staff took part in ceremony, a very emotional and spiritual moment for all.

We look forward to farewelling the next lucky group of CGGS participants, as they embark on this life changing experience in coming years.



# Language & Culture



At CGGS, we pride ourselves on our culturally diverse community. 28% of our current students were born in 24 countries and our current staff, students and parents speak 50 languages, including sign language. We are so proud of these statistics and enjoy celebrating our community each year at the annual Language and Culture Festival.

The week of Monday 21 March, we commenced our celebrations to tie in with Harmony Day, a day that celebrates Australia's cultural diversity. Students and staff dressed up in their own beautiful cultural dress, or alternatively wore orange, the colour of Harmony Day. Students studying German enjoyed an incursion with Jelena Herster from the Goethe Society. Wearing virtual headsets, they experienced Germany just like they were really there.

On Tuesday, at a special assembly, the celebrations continued. The assembly was introduced in German by two German language students, and a Welcome to Country was performed by Murrundindi. The readings and prayers were spoken in French by two French language students, and the musical item was introduced in Chinese and the performance was on a Traditional Chinese instrument. Our Indigenous students also introduced themselves in their native language. During recess and lunchtime, the German Brezeln (pretzel) sold out in no time and students enjoyed a Chinese film and a Belly dancing class.

The Quadrangle was bustling on Wednesday, with a long line for French Crêpes, however, there was plenty for students to do while they waited. French teacher, Madame Rouba Iskander conducted Auslan lessons in one corner, and our Year 8, 9 and 10 Indigenous students hosted a workshop in the other - educating their peers on the importance of symbols in Indigenous storytelling and culture.

The final two days of the festival really helped to round out the week with a bang. Thursday saw two Chinese Lions dancing around the courtyard to the beat of huge booming drums. The Lions shared oranges and cabbage with the crowd, a Chinese symbol of a lucky and happy life. Friday saw the most anticipated event of the festival, the International Concert. Every year we see a large group of students put themselves forward



to perform a song, dance or musical instrument from their culture for the community to enjoy. All performances were simply enchanting, and we thank all performers for sharing their language and culture in such a special way.

A huge thanks goes to Head of Languages, Dr Jo Rittey and her team for organising such a culturally enriching, educational and celebratory week.

We pride ourselves on our diverse community.

Since its inception in 2018, the annual CGGS Celebrating Diversity Week has had two main objectives, to educate and of course, to celebrate.

It is more important than ever to be aware and educated of the beliefs, identities and uniqueness of the people and groups that surround us. Be it gender identity, sexual orientation, neurodiversity, religion, culture or disabilities, we are all different, and that is something to celebrate.

To commence the week, all students and staff received a badge which was designed by Dalaney, one of our International Captains. Incorporating a range of symbols that represent the CGGS community, these badges, are still being worn months later with pride, on the blazers of students and the lanyards of staff.

Each day of this celebratory week had a different focus. Monday was Religious Diversity where the community was educated on religions such as Taoism, Buddhism, Judaism and the Dreaming, and our

Mustard Christian Group also held a special forum on Faith and Creation Stories.

Tuesday was International Day Against Homophobia, Biphobia, Inter-Sexism and Transphobia (IDAHOBIT), so at CGGS, fittingly, our day was focused on Gender and Sexual Diversity education. IDAHOBIT recognises the day in 1990, when the World Health Organisation removed Homosexuality from the Classification of Diseases and Related Health Problems. The school was a sea of colour as the community wore a touch of rainbow, made pride bracelets and learnt about the various groups that make up the LGBTQIA+ community.

Wednesday was centred around International and Indigenous Cultures. Organised by the International Club, quizzes were run to test students' knowledge on floral emblems and their cultural meanings, and Head of Sustainability, Anna Clarkson hosted a workshop planting Indigenous seeds.

The week rounded out with a focus on Neurodiversity and Accessibility. Neurodiversity refers to variations in the human brain and cognition. Someone who

is neurodiverse may have a condition such as Autism, ADHD, dyslexia or dyspraxia. At a special assembly, students heard from Director of Learning Design & Development, Charlotte Forwood, current Year 9 student, Dora and Associate Professor, Lisa McKay-Brown from the Melbourne University about what Neurodiversity looks like to them, in their lives and in their work. Students were then invited to the MakerSpace, which was transformed into a Sensory Lab, to build fidget toys such as sensory blocks, stress balls and sensory gel pads. French teacher, Rouba Iskander hosted an Auslan sign language workshop, where at the end of the session, students were having conversations with each other in Auslan.

Celebrating Diversity Week is quickly becoming one of the most anticipated weeks in the CGGS calendar. Full of new learning experiences and celebration, this great initiative creates awareness, empathy and understanding, as well as amplifies the experiences and voices of all who make up our vibrant community.

# Celebrating Diversity





# AFL Obsession

AFL is running rife through CCGS. It is a permanent fixture of our physical education curriculum and with two teams in the GSV competition this year, there is no surprise that when seven AFLW players, football podcasters and two football-inspired authors visited CCGS in May, the school was buzzing.



Author Felice Arena is best known for his legendary AFL children's series, Specky Magee, co-written with AFL great, Garry Lyon. Felice joined us in the Senior School Library to launch his latest book, The Unstoppable Flying Flannigan to our Year 5, 6 and 7 students. Set during WWII and the subsequent women's movement in Australia, the story follows Maggie Flanagan, a child who was determined to play AFL in an era of male dominated sport. Whilst Maggie is a fictional character, the setting and events in the book are based on true events and gave our students an insight into the experiences of the women and children left at home in Melbourne during WWII.



To help with the launch, Felice brought some friends along. We were thrilled to welcome current parent, old grammarian, podcaster and footy fanatic, Emma Race, along with self-proclaimed football tragic and author, Nicole Hayes. Over two sessions, our three guests spoke to our students about how football has influenced their lives. They delved into the history of AFL, they spoke of their storytelling processes and the bright future of women's sport, in particular AFLW.

Emma is well connected in the AFLW world, so we were lucky to also welcome AFLW Grand Final players, Darcy Vescio (Carlton), Bonnie Toogood (Western Bulldogs) and Libby Birch (Melbourne), along with Hawthorn players, Ainslie Kemp, Nadia von Bertouch, Abby Favell and Alessia Francese.

The players took our budding footballers through a series of drills and skills workshops out on the Senior School Oval. Our students truly learnt from the best

of the best and the joy on their faces that day was contagious.

We thank all our special guests, for inspiring our aspiring authors and igniting the footy flare in others. All students felt very lucky to be part of this fantastic opportunity.

Maybe the next AFLW superstar was out on the oval that day, learning how to drop punt from three-time Carlton leading goalkicker, Darcy Vescio.



# THE BEST IN THE BUSINESS

We facilitate student exploration, wonder & discovery.

for each standard. The rating ranges from operating below standard through to exceeding standards.

The wonderful news is that our ELC received an exemplary rating of 'Exceeding National Quality Standards' in all seven areas. "From this we can take pride in the knowledge that our CCGS Early Learning Centre is one of the highest achieving services across the nation", says Debbie with a smile.

The extensive assessment involved the evaluation of documentation of the centre's operations and policies. The review then culminated in a full day on-site appraisal by representatives of the Australian Children's Education and Care Quality Authority (ACECQA).

Head of Junior School, Paul Donohue was thrilled to receive this news. He confirms that under the leadership of our Early Learning Coordinator, Esther Wong, our ELC provides an exceptional educational program to pre-school students, building essential and strong foundations in the early years.

"Our facilities and educational team facilitate student exploration, wonder and discovery, and support life-long skill development. This exemplary rating is very much deserved and I'm proud of all our ELC educators who have made this possible," says Paul.

ACECQA's report included glowing comments about many aspects of our operation from the level of staff commitment to respect of each child's identity and sense of belonging, to the holistic education and wellbeing programs offered right through to the collaboration and engagement with families and the wider community.

We congratulate all our Early Learning Centre staff on this wonderful achievement. Their dedication to providing excellence in education and passion for early learning speaks for itself.

"Good news is always a delight to give and receive", says Principal, Debbie Dunwoody, while sharing the latest update on our CCGS Early Learning Centre.

Earlier this year, the ELC underwent a statutory review which occurs every five years. All approved education and care services within Australia are judged against seven national quality standards and assigned a rating

We were assessed as 'Exceeding Standards' in all seven assessment areas:

1. Educational program and practice

2. Children's health and safety

3. Physical environment

4. Staffing arrangements

5. Relationships with children

6. Collaborative partnerships with families & communities

7. Governance and leadership



# INSPIRING WOMEN

On the evening of Wednesday 25 May, it was the school's delight to hold our second Inspiring Women Honouring Ceremony, an event to honour the 2021 recipients of the school's Inspiring Women Program.

A group of 12 outstanding women, all who have made a significant contribution to their area of expertise and also to the community gathered with their families in Robinson Hall for this special occasion. Mingling over canapés and refreshments, guests enjoyed meeting one another and talking with current students and staff, before being formally honoured and celebrated.

Eleven of the honourees were former students and one, a former staff member. The achievements of each of the women were read to the audience by current students and their profiles were added to the Inspiring Women Wall for all current students, staff and school guests to see.

Each honouree or a representative on their behalf, made a response and shared what it is that has inspired each of them. They told their story, sharing the challenges and the successes. Those in attendance delighted in hearing from these women and being taken on a brief life journey. While no two stories were the same, one thing is for certain, each honouree has made a significant contribution within their field. They have all worked hard to get to where they are and their education at CGGS certainly equipped them with the skills and mindset needed to succeed.

From fashion designer to philanthropist, politician to zoologist, environmentalist to human rights activist, and everything in between - each woman had an extraordinary story to tell.

Once again, we congratulate our 2021 Inspiring Women Honourees. We are so proud of all you have achieved and we thank you for telling your story and inspiring the CGGS community.

- Mrs Joan Child AO (Olle, 1937)
- Ms Ruth Dunn (Thorold, 1959)
- Ms Georgie Herbert (1998)
- Mrs Pamela Hore (Beasley, 1959)
- Professor Michelle Leech (1981)
- Mrs Amanda Mandie OAM (Sharpe, 1977)
- Ms Margaret Porritt (Newhouse, 1958)
- Dr Jacqui Richmond (1991)
- Ms Nicola Rivers (1994)
- Dr Rebecca Spindler (1987)
- Mrs Cecile Storey AM (Benjamin)
- Professor Delene Weber (Marsh, 1987)

# HONOURING OUR Founder



In 2019, when the calendar of centenary celebrations was being developed, the committee deeply wanted to honour the school's founder, The Reverend Hubert Brooksbank.

At CGGS, names have been given to buildings and physical spaces, specially chosen to communicate the purpose of each place and to recognise the contribution of significant people associated with our school.

"The opportunity to name our library and recognise the contribution of a significant person associated with CGGS was very exciting. A place of learning and of community, a place where the intellect and heart meet, it seemed fitting that this space be named after Reverend Hubert Brooksbank," says Principal, Debbie Dunwoody.



Reverend Brooksbank was a strong advocate of girls' education and he retained a committed interest in CGGS until his death in 1942. He was visionary, wise and treated others with respect and affection. He also founded a school courageous to evolve and change, and to seek the future with creativity and hope.

In taking a glance at the meaning of the name 'Hubert', one discovers it means 'bright shiny intellect' and 'bright heart'. How apt that even the meaning of his given name suits the purpose and place of our library - a space designed to play a pivotal role in intellectual inquiry; to spark interest and curiosity, extend knowledge, and provoke the imagination. 'Bright shiny intellect' and 'bright heart'... the very meaning of Reverend Brooksbank's given name is synonymous with what it means to seek the highest, academically and personally.

On Wednesday 11 May 2022, after two years of postponement, we were finally able to hold a special

event and invite the Brooksbank family to the school for the Brooksbank Library Naming Ceremony.

Eleven members of the Brooksbank family attended this special occasion with Kate King, Reverend Brooksbank's great grand-daughter unveiling his portrait and biography. Dr Mary Brooksbank AM, grand-daughter of Reverend Brooksbank responded on behalf of the family.

Other special guests included Council Members, staff, old grammarians, parents and students. Everyone in attendance enjoyed learning more about Reverend Brooksbank, with many a great story told. The new School Anthem was sung, and the space was officially named and blessed.

"Our library, in being named Brooksbank Library, will live into its own power to spark each student's commitment to a lifelong 'becoming' of their best selves," says Debbie.

Brooksbank, a name to inspire all who study and work in this school, to imagine, to seek wisdom and to serve others, now and for generations to come.



Hubert: bright shiny intellect & bright heart.



# Futurist, biomedical engineer, humanitarian...

...award-winning documentary maker, storyteller, tech entrepreneur, inspirational speaker, disability advocate... Dr Jordan Nguyen wears many hats as part of his mission to create technological solutions for some of humanity's greatest challenges. This is why we were so excited to welcome him to CGGS on Monday 11 July as the keynote speaker at our Staff Professional Learning Day.

As one of Australia's most innovative engineers, Jordan's mission is to improve the lives of as many people as possible and to be a driving force behind positive human and technological interaction.

As part of his mission, he founded and serves as the CEO for Psykinetic, a social business aimed at creating futuristic, inclusive and empowering technologies to improve independence and quality of life for people with disabilities, and the elderly. From eye-controlled keyboards, a purpose-built car you can drive with your eyes to a mind-controlled wheelchair, Jordan continues to innovate and create a more inclusive society for all.

In addition, he is an award-winning documentary film maker and presenter who shares his adventures with the world through engaging and thought-

provoking productions on the both the ABC and Discovery Channel.

It was an absolute privilege to have Jordan at CGGS. We thank him for sharing his inspiring life story, as well as a glimpse into his world and also the future.

# Parents & Friends Association



## INTRODUCING OUR NEW PFA PRESIDENT

### Terry McAleenan

My initial engagement with the CGGS community was as a parent volunteer helping to launch the new Dads Group in 2021. My day job involves working with lots of different schools, through the charity, The Fathering Project. CGGS is now a Partner School in The Fathering Project's National Program.

I work directly with schools around Victoria to deliver resources, programs and events specifically designed to inspire and equip dads and father-figures to be the best parents they can be, for the benefit of their children. I first heard of The Fathering Project in 2012 when both my daughters were at primary school.

This involvement made me more aware of the positive impact I could have on my daughter's wellbeing and learning. Over the journey it made me more intentional with my fathering and deepened the bond I have with my daughters. Being a good dad is the most important role in my life and I only have one chance to get it right. Growing up I learned from observing my parents, that there's always joy in giving and I want to continue making a positive impact around me. At the end of my

life, I want to know that I was a good role model for my daughters.

So, when I was approached by the school to take on the role of PFA President, I jumped at the chance. I am enjoying the work and there is already a tremendous energy and camaraderie across the PFA. We are each wholeheartedly committed to serving the needs of our students and families.

I chaired my first meeting of the new PFA committee on Thursday 19 May. My fellow committee members are Vice President - Cindy Wong, Treasurer - Sandy Wong and Secretary - Fiona Nicholson Stocker. We will be working closely with our Principal, Debbie Dunwoody, Community Relationships Coordinator, Thanh Ton (TT) and the Foundation Office.

It was wonderful to have Mrs Dunwoody attend our first meeting to give her Principal's Report which highlighted that the school is back in full swing. Mrs Dunwoody shared the CGGS Strategic Plan 2022-2025, and we discussed the important role of the PFA in realising the 'Our Community' ambitions of the plan. Mrs Dunwoody emphasised that the school is open to

new ideas if they will strengthen parent partnerships and improve learning and wellbeing outcomes for our daughters.

We have committed to funding priorities for the 2022 school year in support of programs for sport, creative arts and outdoor education. The PFA have since hosted the House Music pre-show refreshments and the CGGS Dads Group held a Junior School Dads & Daughters Ten Pin Bowling event.

Our vision and plan for this year is to help reconnect the CGGS community and to provide many and varied ways for parents to engage and contribute. We invite all parents to prioritise and support PFA initiatives at every opportunity. We all want the best for our daughters, and when they see us engage in this way, it reinforces with them how important and special they are.

I am looking forward to connecting with as many of you as I can throughout the year. Exciting times ahead!

**Terry McAleenan**  
*PFA President*



## INTRODUCING OUR NEW COMMUNITY RELATIONSHIPS COORDINATOR

### Thanh Ton (TT)

I am TT, the CGGS Community Relationship Coordinator. I am also a parent of two girls in the Senior School, and my nieces go here as well. There are five of us on site any given day - it's our home away from home!

I applied for this role mainly because of the positive experiences my family has had with the CGGS community. Furthermore, the role seems like a meaningful opportunity and challenge for me to apply

my skill sets and experience across all aspects of events management and community engagement.

As a people person, I am passionate about using my skills to connect like-minds and help support the wellbeing of our CGGS community. I believe when families and community members are involved in student learning, students improve their academic performance and wellbeing.

It's my pleasure to work alongside my dedicated colleagues, Kate Daffy and Karen Bartram in the

Foundation Office and I look forward to connecting with the school staff, teachers, members of the Parents & Friends Association (PFA) and all our stakeholders to build relationships, deliver meaningful events and programs to engage our CGGS community.

I look forward to meeting you all at an event soon!

**Thanh Ton**  
*Community Relationships Coordinator*

## PFA Welcome Evening

A fantastic night was had by all who attended the PFA Welcome Evening on Friday 25 March. There was excitement in the air as over 200 parents and staff from Junior and Senior School were immersed in a street festival themed event where they could finally socialise in person. Guests were entertained by live music, a roaming magician, a hula-hoop performer and enjoyed a variety of delicious food and beverages.

Three very happy guests were the winners of the PFA Lucky Door Prize and received a \$250 Red Balloon gift voucher.

The PFA were thrilled to provide a great opportunity to unite the school community once again.

## Junior School Twilight Picnic

A lovely evening was had by all those who attended the Junior School Welcome Picnic on Friday 1 April.

It was wonderful to see so many smiling faces and children enjoying free play in the school grounds and on the PFA climbing frame. Children were also entertained by a balloonologist and face painters.

Families enjoyed the food offerings from the PFA BBQ and Pinwheel & Co. Some brought their own picnics and all enjoyed mingling and meeting new families.

## Mother's Day Breakfast

The PFA were delighted to welcome mothers, grandmothers, godmothers, mother-figures, and students to the 2022 Mother's Day Breakfast on Thursday 5 May. It was wonderful to see 250 guests fill Barbara Sutton Hall for this annual event - our largest Mother's Day Breakfast on record!

School Captains, Teagan Diep, Charli Lincke and Isabel D'Sousa welcomed guests with a gift on arrival. It was a fun-filled morning with lots of chatter and laughter, accompanied by a wonderful hot breakfast and photos in front of our fun photo wall.

Some guests were also the lucky recipients of our door prizes from event supporter, Harvey Norman. Congratulations to Eng Ronzani and Tammy Sim who were the winners of a complimentary ticket to attend the Centenary Gala.

Thank you to the PFA for supporting this fantastic event, and a big thanks to the parent volunteers who assisted in setting up the event.



## Celebrating our Second-Hand Uniform Shop Volunteers

The Second-Hand Uniform Shop (SHUS) has been successfully operating for the last five years. The SHUS was co-founded by parent volunteers and PFA members, Tammy Sim and Tania Soulis who saw the need for quality pre-loved uniform garments at a more affordable pricing for the CGGS community. We want to take this opportunity to acknowledge the unwavering and continuing support of these women who have been key to the operational success of the SHUS. Both Tammy and Tania continue to be in charge of the shop, where they provide training to new volunteers, grade and price the items, and manage the paperwork.

Along with Tammy and Tania, we would like to also thank Jenni Webster and Jo Ellingworth (past parents of Class of 2021) who have dedicated their time to the SHUS and continue to provide our parent volunteers with guidance and support.

Last but not least, we welcome and thank the new friends and volunteers of SHUS who have been invaluable in running the retail outlet in 2022.

# Old Grammarians

## Message from the President

What an absolute honour it was to attend the recent 2021 Inspiring Women Ceremony in May 2022 - in real life and at the school - wow, it felt like only yesterday I had walked through our steadfast black gates when in reality it had been over two years! And what two years we have all had!

A key thread through the Inspiring Women's speeches was an everlasting connection and proud living and upholding of our school's motto Utilis in Ministerium. Each old grammarian has found their path to give back to the community, to society and to the world.

In Professor Michelle Leech's (1981) words "when having a bad day what a joy it is to be useful and in service." In Ms Ruth Dunn's (Thorold, 1959) words "one can support, help and encourage people to come on in this world".

As life is well and truly opening up and each of us find our new 'normal' I reflect on the words of Mrs Cecile Storey AM (Staff Member 1958-1961) "you can always right your ship - regain your sense of focus and direction" - our ships have certainly had rocky sailing over this global pandemic, may each of us take the time to take the learnings from the last two years, to find our path to give back to the community and also to ourselves - may we each take the time to find what truly brings us joy and to live each and every moment as best we can.

As our school's events calendar comes to life, I am looking forward to connecting with our community and sharing time together. What a joy to be able to do this!

**Cara Davey**  
OGA President



## Remaining Connected

It has been a delight to host some of the rescheduled reunions of 2020 and 2021 in the first half of this year.

### The Class of 2021 Celebration Evening

Due to the constant lockdowns last year, the Class of 2021 were unable to celebrate many things, including their Valedictory Dinner. We were delighted that we were able to enjoy a celebration evening on Thursday 28 April 2022 at Studley Grounds in Kew with these now old grammarians, their parents and CGGS staff. It was a wonderful occasion as we saw the past students connect in a social gathering with their parents and many staff members. The entertainment for the evening was a musical trio of double bass, keyboard and guitar, and Class of 2021 student Shannon, spontaneously joined in to sing with the band. We wish the Class of 2021 well in their future endeavours and we look forward to seeing where life takes them.

### 10 Year & 20 Year Reunions

We were thrilled at last to be able to host six reunions on Friday 13 May 2022. The Classes of 2000, 2001 and 2002 celebrated their 20 Year Reunions and the Classes of 2010, 2011 and 2012 celebrated their 10 year reunions. CGGS was abuzz, with different

venues around the school being utilised to host these milestone gatherings. Joy and laughter was abound as we were finally able to meet and celebrate in person.

It was wonderful to see so many former staff members join these year levels to celebrate and catch up on the past 10 and 20 years. It was lovely to also see so many current staff join in the fun to see what their past students are now up to.

### Sapphire Circle Lunch

Our annual Sapphire Circle Lunch returned after two years, and was attended by many excited old grammarians on Saturday 18 June 2022. It was a truly happy occasion with the stalwarts of this lunch once again coming back to catch up after a long hiatus. The Inspire Room in the newly-named Brooksbank Library was full of many familiar faces and continual chatter and laughter was heard all afternoon.

Below (left to right): Class of 2021, Class of 2000, Class of 2001, Class of 2002, Class of 2010, Class of 2011, Class of 2012, Sapphire Circle



# Association

## General News

### Queen's Birthday Honours 2022

We are proud to announce three old grammarians who received awards in the Queen's Birthday Honours in June.

### Vika Bull OAM (1983) and Linda Bull OAM (1985)



Vika and Linda Bull have been recognised with an Order of Australia Medal for their contribution to music and the performing arts. The sisters are four-time ARIA award winners and were inducted into the Music Victoria Hall of Fame in 2019. They have released six studio albums after three classic albums with the Black Sorrows. Throughout their career they have sung everything from gospel to rock and maintained a close connection to their rich Tongan heritage. The sisters also sang on albums by Hunters & Collectors, John Farnham and Paul Kelly before releasing their first album in 1994.

### Wendy Jenkins OAM (Anderson, 1990)



As co-founder of the Lungitude Foundation, Wendy was awarded an Order of Australia Medal for her research and charity work in the area of lung transplantation.

Wendy was inspired to become involved in this charity work after receiving her own double lung transplant in 2006. This is where her 14 plus years of

charity work commenced and in 2017 the Lungitude Foundation was officially launched. During her tireless charity work, she has helped raise thousands of dollars towards life-saving research which is already impacting patient longevity.

Wendy was also instrumental in helping to establish Lungitude's Peer-to-Peer Support Network which recognises the need for support for patients and their caregivers.

We congratulate Vika, Linda and Wendy on their awards and outstanding work in the community. They will be added to the old grammarian Honours Board displayed at the school in Barbara Sutton Hall Foyer.

### CGGS Golf Challenge



Four CGGS old grammarians competed in the 93rd Annual Women's Interschool Golf Challenge Cup held on Monday 21 March 2022 at the Commonwealth Golf Club. The CGGS team comprised of Andrea Donaldson (1977), Sue Davey (1975), Jennifer Darbyshire (1977) and Gail Long (1978). The team scored a creditable 117 points.

Twenty-nine teams of past students of member schools competed in the 18-hole stableford event. Funds raised on the day went to McAuley Community Services for Women, a charity dedicated to keeping women safe from family violence.

The 2023 event will be played at Yarra Yarra and any old grammarian who is interested in competing is encouraged to contact Andrea Donaldson via email [bellevoeu@ozemail.com.au](mailto:bellevoeu@ozemail.com.au)

## Living the School Motto

### Meaghan Lawrie (2011)



Meaghan is a lawyer with a passion for human rights and service to the community.

She began her career in Immigration and Refugee Law and worked in this space for four years in Melbourne. Her focus was assisting asylum seekers with applications and protection. She also worked on partner and other family member visa applications.

Meaghan has recently relocated to the Northern Territory where she has taken up a role at Central Australian Women's Legal Service (CAWLS). A little over a year ago, CAWLS launched the Migration Hub, a service for any woman in the Northern Territory experiencing disadvantage.

The Migration Hub is Meaghan's primary focus. There are a number of cultural and linguistically diverse women on temporary visas presenting at CAWLS requiring advice on family law, domestic violence and migration law. The CGGS community is very proud of Meaghan and this important work she is doing.

## BE SOCIAL!

Camberwell Girls Old Grammarians

Camberwell Girls Grammar School Old Grammarians Association (OGA)

## UPCOMING REUNIONS

A number of reunions are scheduled to take place in August and November. Save the Date and formal invitations will be sent soon. We encourage you to check our website to see if your reunion is taking place in 2022.

VISIT [cggs.vic.edu.au](http://cggs.vic.edu.au)



# Significant Birthdays

We wish all our old grammarians that are celebrating a significant birthday this year a wonderfully happy day.

## Happy 101st Birthday

Grace Lovell (Vale, 1934)

## Happy 97th Birthday

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

## Happy 94th Birthday

Elinor Moore (Briant, 1944), Kathleen Williams (Bilsborrow, 1944) and Maree Strapp (1945)

## Happy 93rd Birthday

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

## Happy 92nd Birthday

Marjorie Gribble (Bird, 1948), Heather Schroeder (Fraser, 1947), Dorothy Hoffman (Golder, 1947) and Joan Williams (Fisher, 1947)

## Happy 91st Birthday

Elaine Rawson (McLellan, 1948), Shirley Hiah (Geechoun, 1949) and Margaret Collier (Harley, 1947)

## Happy 90th Birthday

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

## Happy 89th Birthday

Joy Daniels (Ellis, 1950), Dorothy Dunne (Spicer, 1949), Margaret Grummet (Pollock, 1949), Lois Brunt (Radnell, 1950), Judith Cream (Macaulay, 1950), Pat Kerr (Brown, 1951) and June Hillard (Campbell, 1951)

## Happy 88th Birthday

Gwenyth Spencer (Clarke, 1950), Margaret Warner (Murton, 1950), June Close (1950), Lois Quon (Alexander, 1950), Beverley Burnie (Geechoun, 1950), Pamela Green (Law, 1951), Gwen McDonald (Widmer, 1951), Joan Bisset (Wardle, 1950), Marion Mathieson (Sword, 1951) and Lynda Kaye (Cant, 1952)

## Happy 87th Birthday

Heather Collins (1953), Pat Singleton (1951), Valerie Von Lagoda (King, 1951), Glen Rennie (1952), Peggy Horner (Hill, 1951) and Margaret Macdougall (1953)

## Happy 86th Birthday

Pamela Patterson (Wade, 1952), Shirley Kemp (Fairbrother, 1953), Lorraine Nelson (Sambell, 1953), June Taylor (1953), Anita Tolley (Riches, 1953) and Jill Barnes (1953)

## Happy 85th Birthday

Patsy Legg (Birkett, 1952), Nancy Greenslade (Shaw, 1954), Jenny Lane (Tattam, 1955), Elaine Small (1955), Elaine Cohen (Howell, 1953), Pamela Dewar (Cartwright, 1955), Margaret Grouse (Cooke, 1954) and Meryl Loy (Dunstan, 1957)

## Happy 84th Birthday

Rhona Pamamull (Adamson, 1957), Beverley Thyer (Meyer, 1955), Jennifer Hamilton (Levick, 1955), Mhairi Macleod (1956) and Elizabeth Cope (Millership, 1956)

## Happy 83rd Birthday

Helen Lane (Boyce, 1957), Jeanette Hudson (Hopkins, 1956), Margaret Rudman (McRitchie, 1957), Jennifer Strachan (Stone, 1956), Julia Monger (Forbes, 1957), Margaret Johnson (Ballard, 1957), Joan Sedawie (Wall, 1956), Andrea Purvis (1957), Bev Williams (Dear, 1957) and Judith Harding (1957)

## Happy 82nd Birthday

Anne Sandie (Dorling, 1956), Noelene Dean (Nash, 1957), Louise Brearley Messer (1957), Janice Hone (1958), Margaret Porritt (Newhouse, 1958), Lorraine Warren (Bloom, 1957), Susan Hodges (Thompson, 1958), Janne Oborn (Dewar, 1957), Joyce Howe (Coombe, 1957), Christine Gordon (Puttman, 1958), Jo-Anne Carter (Chambers, 1959), Patricia McClare (Whately, 1957), Beverley Vlancic (Hawke, 1957), Lorraine McMaster (Moran, 1958), Lyn Hahn (Coote, 1958) and Shirley Springall (Copping, 1957)

## Happy 81st 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), Wendy Billings (Hainke, 1958), Lenis Wells (1956), Barb Joyce (Calderwood, 1958), Patricia Bouma (Barnard, 1958), Ruth McGenniken (1958), Pris Gormley (White, 1958), Valrie Kollmorgen (Penny, 1958), Carolyn Sadler (Withers, 1956), Helen Schiller (Lardner, 1959), Sue May (Hancock, 1958), Clare Maglen (Quibell, 1959), Pamela Hore (Beasley, 1959), Barbara Mathers (Wallace, 1958), Helen McHugh (Woods, 1959), Judith Weate (Kerrigan, 1958) and Andrea Gaythorpe (Davies, 1959)

## Happy 80th Birthday

Yvonne Daniel (Southcombe, 1960), Joan Cox (Tobias, 1960), Ingrid Berg (1959), Kae White (Strachan, 1961), Nola Jackson Du'Lee-Jackson (1959), Margaret Gibbs (Molloy, 1959), Jocelyn Schreuder (Rolph, 1959), Lyn Avent (Barker, 1960), Vicky Cullen (Ballard, 1959), Jacqueline Parkinson (Hocking, 1959), Ruth Dunn (Thorold, 1959), Margaret Papst (1959), Wendy Rainbird (Westcott, 1959) and Jean Dunstan (Holdsworth, 1959)

## Dorothy (Dot) Aydon (Chivers, 1942)



Dot was thrilled to receive a copy of the CGGS Centenary publication, A Century of Stories for her 96th birthday last November. Dot and Roma Drummond OAM (Brunt, 1943) stay in regular contact and she is so proud to be one of the oldest CGGS old grammarians.

# We Remember

## Dawn Black (Lovell, 1941)

Sadly, Dawn passed away in November 2021. Our sympathies to her family and friends.

## Gwendda Dick (Harwood, 1939)

Gwendda passed away in January 2022 heading towards her 99th year. CGGS send our sympathies to Gwendda's family and friends.

## Patty Hayes (Rathjen, 1940)

Patty passed away on 8 May 2022, just four days short of her 100th birthday. Sympathies to Patty's family and friends.

## June Hayes-Barber (1940)



June passed away in May 2022, aged 98. She was married in 1946 and had four children. June generously donated many items to the school archives dating back to 1936. She will be sadly missed by her family and friends.

## Roma McCullough (Dodds, 1953)

Roma was born in Richmond in 1936 and passed away in Mornington in 2021. A lifelong school friend of mine, she joined Camberwell Church of England Girls' Grammar School on a scholarship. She was a loyal and calm person with a good sense of humour.



After leaving school in 1953, Roma went on to study at the RMIT School of Art, before teaching at Box Hill Boys' Grammar. In 1959, Roma married Tom McCullough, and they had two daughters, Susan and Fiona.

From 1961 to 1979, Roma lived in Mildura with her family where she taught art at the Christie Centre Special School which fulfilled her desire to help others.

Roma's life embodied the School Motto, Utilis in Ministerium. Her commitment to social justice is well evidenced in her work teaching the disabled and community service.

Roma always had an understanding and love of the environment, and in 1997 she fulfilled her desire to become a key member of the Safety Beach Foreshore Landscape Committee, founded by husband, Tom. Roma and Tom, assisted by a band of volunteers developed almost four kilometres of foreshore into an inspiring and enjoyable landscape. This became her focus for twenty years - turning the foreshore from a neglected wasteland into a lasting legacy of native shrubs, grasses and trees, thriving for future generations to enjoy. For nearly ten years, Roma's voluntary work also involved helping to set up the archives and artefacts historical collection of the Melbourne Headquarters of Victorian Red Cross.

I will always regard Roma as a special friend and one I could always guarantee would be quietly caring and being there.

*Tribute written by Elaine Small (1955)*

## Merle Newell (Callaghan, 1953)

Merle was Head Prefect and she sadly passed away on 23 January 2022. She was a devoted wife of more than 62 years to Bishop Phillip Newell. Deepest sympathies to Merle's family and friends.

## Barbara Rusmir (Paterson, 1957)

Sadly, Barbara passed away on 24 March 2022. She commenced at CGGS in 1944 at the age of four. Here she met some wonderful friends who she kept in contact with her whole life - meeting for lunch once a month for over 60 years. In particular, Helen Holden (Bilsborrow, 1957) (dec.) and Beverley Dear (Williams, 1957), who she travelled to Europe with before meeting Milkenko her late husband. Barbara had two sons, James and Alex and five grandchildren, Lachlan, Ella, Ben, Hannah and Oliver. She has wonderful memories from her time at school.



## Shirley Conway - Former Staff Member

It is with much sadness that we remember a former staff member, Shirley Conway, who passed away on 30 June 2022.



Shirley commenced at CGGS in 1969, finishing in 1991, after 22 years of dedicated service. She loved teaching Geography and during her time saw many students move on to successful careers in related fields. Shirley was a keen advocate of her subject and conducted many field trips to enable her students to see geography as an important and living subject.

Her Year 10 Geography Camp at Bendigo's Whipstick Forest was a highlight of her program and her time at CGGS. This camp was organised by the Australian Trust for Conservation Volunteers, and was a wonderful opportunity for Geography students to learn and gather data on the impact of land use on the environment. The students were encouraged to develop a plan for the then uncommitted land taking in the viewpoints of the local farmers, eucalyptus distillers, mining lobby groups, public interest groups and present their findings to the Land Conservation Council for consideration of their suggestions for the future.

"The Whipstick is a beautiful area and the Government's intention of joining two areas into a conservation zone is a wise one. Perhaps it will result in the return of the Mallee fowl which once inhabited this area. Fieldwork is an essential part of Geography and I believe that field investigations of this type are an integral part of the learning process for our students." - Shirley Conway

# Spotlight on our Wellness Warriors

## Sally Cumming (1999)

Director of Engage Health  
Certified Mindfulness & Mental Health Practitioner



After graduating from CCGS, Sally studied a Bachelor of Health Sciences (Exercise Science & Nutrition) and a Masters in Clinical Exercise Science and Rehabilitation. She went on to become a certified

Mindfulness Based Stress Reduction (MBSR) and Mindfulness Based Cognitive Therapy (MBCT) Counsellor, and a Mental Health Practitioner - all big passions of hers.

After realising there were not a lot of programs in the corporate sector that focused on mental health prevention, Sally went on to found Engage Health, a leading provider of mental wellbeing and injury prevention programs for workplaces throughout Australia and New Zealand. Engage Health provides evidence-based tools that change the brain structurally and help individuals self-regulate and develop their psychological resilience. Sally teaches mindful leadership programs, as well as wellbeing/injury prevention programs to employees across emergency services, not for profit, government, education and corporate sectors.

Engage Health has now been operating for ten years and their signature eight-week WISE Resilience program (Psychological Resilience and Mental Wellbeing & Resilience), is very popular and something that Sally is very proud of. The evidence-based

practices in their programs result in wonderful changes for participants, both mentally and physically. "It is great to be able to help employees with high levels of stress, anxiety, depression, trauma, insomnia, burnout, grief and psychological distress," says Sally.

Sally strives to live a healthy lifestyle. She meditates every day, walks every morning and loves training for her beach sprinting competitions. Travelling has been a very big part of her life and she has been lucky enough to see a lot of the world. Sally believes taking regular breaks and having things to look forward to is very helpful for a persons wellbeing.

Sally says that an average day running a business and helping others is very rewarding, "I feel so lucky working in an area that I am so passionate about. Actually, I never feel like I am working!"

## Emma Broussard

(Schumann, 2014)  
Osteopath



After graduating from CCGS, Emma completed a Bachelor of Health Science and a Bachelor of Applied Science (Osteopathy) at RMIT. Emma always knew she wanted to work in allied health care but was unsure which area she wanted a career in.

After suffering from neck pain and headaches for the majority of high school, in Year 12, Emma went to

see an osteopath. She loved the holistic approach to health care that her treating osteo prescribed. This experience ultimately led to Emma choosing to study it at university. Whilst studying, Emma worked as a receptionist at a private osteopathy practice which helped her gain a valuable insight into the industry.

After completing her studies, for two years, Emma worked in two private practices and had the opportunity to be mentored by experienced osteopaths, as well as participate in weekly tutorial sessions to continue her learning. After building her own patient base, she is now self-employed and treating her own clientele.

An average day for Emma sees her treating between 12 to 15 patients, all of varying age and each with different conditions including jaw pain, neck pain, back pain, sports injuries and pelvic pain during pregnancy. She also talks with patients about their sleep, nutrition, exercise regime and workplace set up.

Emma believes wellbeing is so important for our physical and mental state, "Without putting value on your own wellbeing it is really easy to burn out. This is something I saw a lot of patients experience during the COVID-19 lockdowns and it had a negative impact on their physical and mental health."

Emma says that her time at CCGS gave her the confidence to pursue a career in this field. She says the advice she received from Trish Dolan, the School's Career Counsellor, was instrumental in helping her pick osteopathy. "Mrs Dolan encouraged me to pursue an occupation that I would love, rather than a career that I felt like I had to choose."

During her school years, Emma says that the co-curricular activities assisted her in her wellbeing, particularly House Dance and House Music. "Being able to interact with girls from many different year levels was wonderful, and the encouragement that I received from the older students to audition gave me the confidence to try new things. This confidence to step out of my comfort zone has served me well in my life since school."

## Tiffany Mann (2002)

Neuropsychologist



After graduating from CCGS, Tiffany went on to study Arts/Science. Enjoying all Human Physiology classes, she commenced Exercise Physiology and found her calling - going on to complete two Masters Degrees in Applied Science in Exercise Physiology and Science in Medicine in Clinical Neurophysiology.

Working in Occupational Rehabilitation in Darwin, Tiffany assisted people to return to work after suffering workplace injuries. She was treating a client who required a Nerve Conduction Study, but the waiting list in Darwin for the test was 18 months. Thinking this was outrageous, Tiffany looked into what qualifications were required to deliver this service, and enrolled. Two years later she opened her business NT Neurophysiology, providing Nerve Conduction Studies to Darwin and the Northern Territory.

Tiffany also worked as an Exercise Physiologist in a remote mine site for three years, providing clinical exercise physiologist services in a fly-in-fly-out capacity. She now works for the Mine managing health projects.

An average week for Tiffany sees her working at the Mine on Monday to Thursday, and on a Friday she performs nerve conduction tests. In addition, Tiffany is currently completing a Masters of Cyber Security.

Whilst maintaining this busy schedule, Tiffany looks after her own wellbeing through group sports and activities, citing connection with others as vital. She doesn't waste energy on things outside of her control

and if she is unhappy with a situation, Tiffany will make a change, saying that "sometimes formulating an exit strategy and moving on can be the best thing you can do".

Tiffany says that CCGS had a big influence on her career decision. "I had some amazing teachers who influenced my decision to study Science. From there I have followed a pretty simple ethos of saying yes to great opportunities."

Tiffany has fond memories of activities that created a fantastic balance between academic and co-curricular, "I was in the school play and House Drama technical crew, I did early morning swimming training with epic toast cook ups afterwards in the home economics room and cheered on my peers at sporting events."

"I felt very supported and close to my peers and teachers and loved the occasional chat with teachers - Mrs Poyser, I'm looking at you!"

### ANNUAL APPEAL / 2022

# Double the Impact

TOGETHER, WE'RE DOUBLING YOUR DOLLAR!

DONATE NOW [cogs.vic.edu.au/annualappeal](http://cogs.vic.edu.au/annualappeal)

We are now well on our way to reaching our target of being able to offer two Means-Tested Scholarships - the Miss Dorothy Hall Scholarship and the Miss Val Dyke Scholarship.

With thanks to the generosity of Val Dyke, we are excited to announce that Val has agreed to continue to double any donation made to the Means-Tested Scholarship fund until Friday 9 September 2022.

With your help will be able to offer two students an outstanding CCGS education. We hope you will consider donating to our Annual Appeal.

We wish to thank everyone in the community that has already made a donation to the CCGS 2022 Annual Appeal.

Double your impact until Friday 9 September 2022!



**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@cgs.vic.edu.au](mailto:camgram@cgs.vic.edu.au)  
[cgs.vic.edu.au](http://cgs.vic.edu.au)  
ABN 79 004 166 349  
CRICOS 00141J



**CAMBERWELL GIRLS  
GRAMMAR SCHOOL** | An  
Anglican  
School  
**CREATE YOUR TOMORROW**

