

CAMLIFE

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Creativity
with purpose



Curiosity Awakened

Principal, Debbie Dunwoody
in the TV Studio with
2022 Technical Captains
Natalie & Scarlett



“Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight, or any experience that reveals the human spirit.”

These are timeless words which are as powerful and as relevant today as when they were penned by American poet, E.E. Cummings, one hundred years ago, and which speak to us as a community of educators and parents.

We are all knowingly aware of what we want for our children. We want them:

...to believe in themselves,

...to risk being curious in their thinking and learning,

...to develop holistically with strength, purpose and integrity,

...to experience minds, hearts and spirits which flourish,

... to seek abundant and wholesome lives in a changing world, with vision, wonder, commitment, hope and courage.



OUR PRINCIPAL IS A STRONG ADVOCATE FOR CREATIVITY

Without question, the pursuit of academic excellence is highly valued by Camberwell Girls Grammar School. However academic excellence is only one facet of what it means to be a well-rounded person.

We strive to awaken a breadth of innate talents and identify character strengths, while guiding our students towards a deeper understanding of themselves and their place within an inter-connected world. We consciously invite students to engage in extensive curricular and co-curricular interests - for participation contributes to an individual's growth and development. Some students choose to broaden their passion in the visual and performing arts, others seek opportunities to learn new skills in coding, or hone their natural talent in physical activity, while others are inspired to delve into the inner worlds and wisdom of literature and spirituality.

When we witness our students engage purposefully in these activities they are passionate about, we observe curiosity awakened, courage deepened through taking risks, initiative exercised and important life skills such as persistence, communication or problem solving developed. We are excited to share with you in this edition of CamLife many of the visual and performing arts opportunities at CGGS, as well as the staff who lead these areas. We are all fortunate to be able to prioritise such purposeful and uplifting experiences.

Many of you would be aware of our Centenary celebrations that were planned for 2020. This year, we have finally held all of our special events. In February 2020 we would never have imagined that it would take 33 months to hold the final centenary event, a Garden Party for our old grammarians and former and current staff. The Garden Party was a joyful occasion and greatly appreciated by all who attended including former Principal Barbara Fary OAM, current Deputy Principal Cathy Poyser, former Deputy Principal Rosemary Barkley, current Head of Junior School Paul Donohue and former Heads of Junior School Sally Tarock and Glenda Bushell. We were also delighted that former Director of Music Barbara Russell was in attendance.

This term we also held our Centenary Music Concert at the Recital Centre where our Centenary Anthem was one of the items performed amongst many. We have certainly missed our music performances and this event again showcased the wonderful musical talent of our students.

During Term 4 we have also extended our gratitude to Cathy Poyser for her many years of pastoral care leadership at CGGS. Cathy steps down from her leadership role as Deputy Principal and Head of Senior School this month and will enjoy a year of leave before returning to a new role in 2024.

As a much-loved member of our school community for 23 years, Cathy has held senior wellbeing roles since 2006 when she was first appointed as a Year Level Coordinator through to her current role. We have all appreciated Cathy's genuine care for others, both students and staff. The welfare of her students is always at the forefront of Cathy's work and her knowledge of them is extensive. We wish Cathy all the very best for her leave next year.

Taking into account the important wellbeing and learning needs of the different age groups of students, in 2023 we will commence our year with 3 sub-schools: Junior School (ELC - Year 6), Middle School (Years 7 - 9) and Senior School (Years 10 - 12). Along with Paul Donohue as our Head of Junior School, we will be welcoming Kate Giles back to Camberwell Girls Grammar School as Head of Middle School and long-standing staff member Kath Woolcock will be the new Head of Senior School. We will also be welcoming Davina McClure as Deputy Principal for ELC through to Year 12 and I look forward to introducing them to you next year.

Finally, I wish families the gifts of the Christmas season - hope, peace, love and joy. Have a wonderful holiday break and I look forward to welcoming you back to school in 2023.

With best wishes,
Debbie Dunwoody
Principal

Why The Arts Matter

The world needs people who think differently, and at CGGS we have a clear vision to help students to be lifelong learners, productive global citizens, compassionate leaders and catalysts for change.

We encourage our students to think outside the box and integral to this is helping them develop their ability to think creatively and to see potential in whatever challenges and situations they face.

Creativity, creative thinking and play are all concepts generally seen as belonging to young children. However, at CGGS we know and

understand that the skills learned in subjects traditionally seen as creative are highly transferable, and can be applied in all aspects of life, and across all industries and future workplaces.

The Performing Arts curriculum and the Art and Design curriculum play a critical role in fostering creativity and creative thinking. With a focus on inclusivity, engaging students in activities that are relevant to their lives today, and equipping them with skills for the future, the arts are an important part of life at CGGS.

Head of Drama & Performing Arts, Keira Lyons says there's a hobby connotation attached to the arts, but the skills learned are universal. "If we use theatre as an example, you need to collaborate with many others, you need research skills and you have to be knowledgeable around current affairs and the world's history to bring something truthfully to life."

"There are also skills in project management and organisation and, because creativity is usually shared publicly, you need to be brave and have a sense of openness to receiving feedback and critique," says Keira.

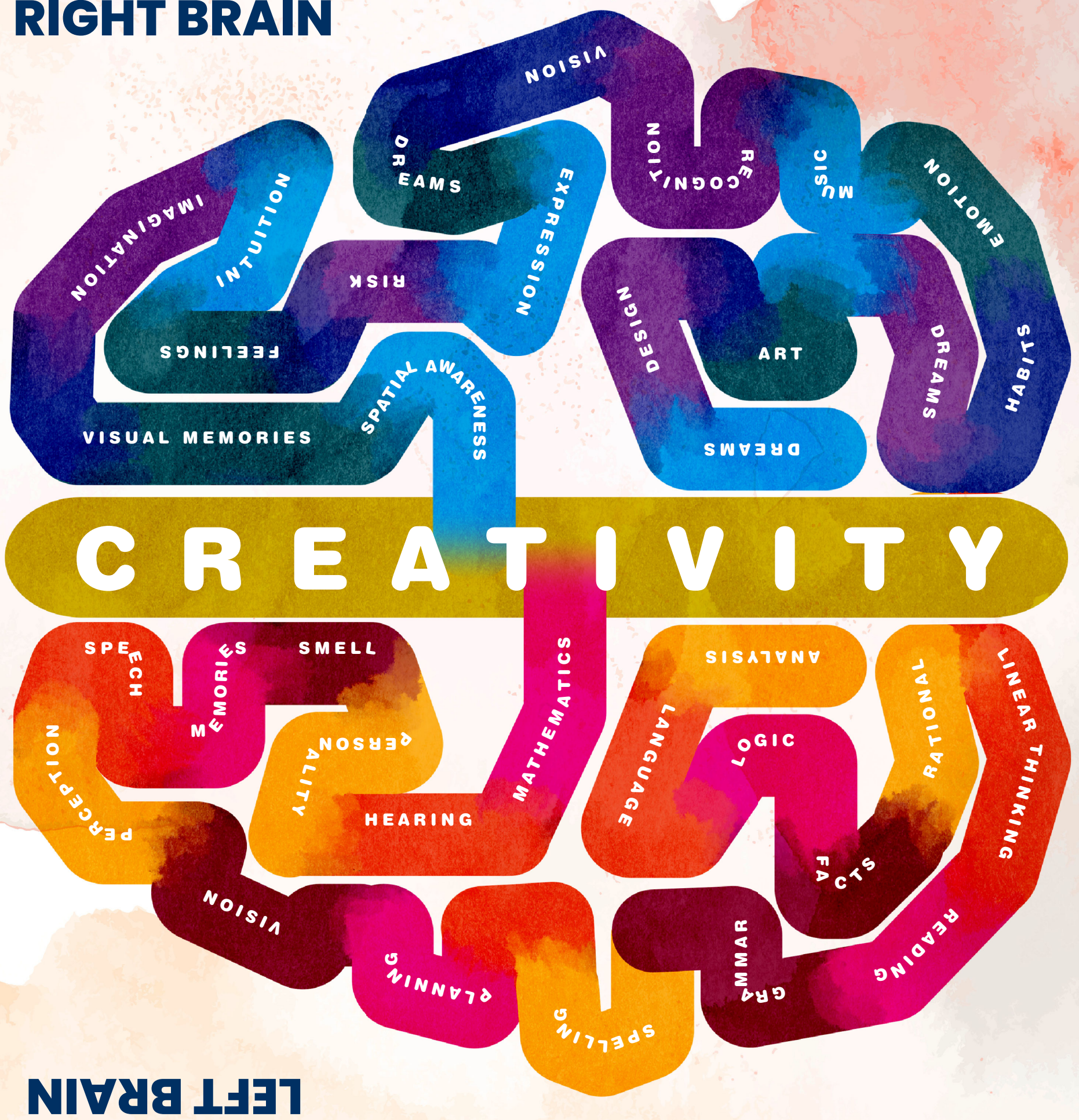
Head of Art & Design, Rachael Miller agrees with Keira. "Since the pandemic, I think more people have realised that creative education is a high currency and that it looks very different now, compared to when our parents were at school."

"We still have traditional options in Art and Design, like painting and drawing, but we are continually broadening options and tailoring our curriculum so our students can explore, stretch, develop and challenge their creative and critical thinking skills."

"Creativity is all about how you process and manage your thoughts, and this is beneficial no matter what you do. What boss doesn't want someone sitting at their boardroom table who thinks differently?" says Rachael.

To be able to produce something new or original is fundamental to everything we do and therefore, this edition of CamLife explores the creative and performing arts at CGGS.

For a long time, it was thought that creativity was processed only in the right side of the brain. While the left and right hemispheres each have some specialisation, research has proven that the most complex brain functions, such as creative thinking, require both the right and left hemispheres.



Performing Arts



The Performing Arts Program at CGGS encompasses both Music and Drama, and is as diverse as the student population. With a focus on inclusivity, the school provides opportunities for every student to experience the magic and joy of performance, while at the same time, mastering many transferable skills.

In addition to the significant benefits for brain development, students who play an instrument or learn how the voice works

in order to sing or create an accent, are empowered to think independently, develop a personal presence and shape their own learning. Students also develop excellent language skills, advanced executive function and adaptable social abilities.

However, Kate Savige, Director of Music (Curriculum) says there is a whole other set of skills that are developed through the non-verbal communication methods required of performers.

“The art of performing provides a unique environment for the development of trust, emotional intelligence, listening to others and knowing how and when to contribute,” confirms Kate.

Performers are required to listen to others to balance their own contributions, rhythmically understand the drive of the whole ensemble, play in tune within their section and the larger group, and continually watch the conductor for all musical cues.

These, alongside many more, are all non-verbal processes that take place organically in any performance ensemble.

Rohan Mack, Director of Music (Instrumental) says students also learn to pose and solve problems, work independently and in collaboration, alongside creating and conveying meaning from various creative sources. “Collaboration and leadership skills are developed, consolidated and enriched within performance experiences,” he says.

Keira Lyons, Head of Drama and Performing Arts agrees with Kate and Rohan, confirming that performance techniques assist individuals to know and appreciate their own set of expressive skills.

“What is the impact that my tone has on meaning? What is my body language saying right now? And, to play a character, to act on behalf of another - we must be free from judgement,” says Keira.

Performers need empathy to understand what might drive a person to act in a certain way. The vital research required

for a performance can lead students to understand social and historical circumstances that impacted on the development of the people and world around us.

“At the end of each performance or production, we find that we are much more than who we were when we began. The arts require us to exercise each facet of intelligence, to be present in the process and to care,” says Keira.

Allocating time and space for students to imagine, express their emotions and refine skills, allows them to generate and curate ideas. They trial creative practices, collaborate with others, reflect and actively engage with creative experiences beyond the framework of a classroom.

The social and emotional benefits of performance making are far reaching. Wellbeing and immune health thrive as a result of the meaningful connections and shared experiences which come from the art of music and theatre making, listening and appreciation.

Keira says the performing arts fosters a sense of belonging through inclusive involvement and creative innovation. “The heart, mind and spirit are physically stimulated by engagement with music and through the craft of storytelling and shared experience.”

Children who develop a passion for the performing arts experience a magic on stage that is probably difficult to put into exact words. The joy of show day will make powerful, lifetime memories, but the effects on your child’s mental, physical, social, and emotional development will stay with them for a lifetime.

Senior students performing in the 2022 production of Matilda The Musical





YEARS 8 & 9 DRAMA ELECTIVE

Inspiring complexity, craftsmanship and collaboration, a Drama elective titled 'Escape!' has been introduced at CGGS. This subject offers students the opportunity to develop a themed escape room.

Combining the disciplines of Drama, Art, Maths, Science and English, and blending storytelling, design, computational thinking, technical skills and marketing - students work in teams to create an original narrative for their escape room and plan every aspect of the challenge.

Head of Drama & Performing Arts, Keira Lyons says Escape! is a subject that fosters many skills.

"Combining multiple subject areas and exploring vast skillsets, this term-length elective is collaborative learning at its best. Students are engaged in critical and creative thinking, problem solving and

communication. They get to test their ideas through trial and error and must take responsibility for the role in their team."

"They are essentially developing a product in real time... showcasing their work and displaying their skills for their peers to review," says Keira.

CGGS wants all students to be curious and connected in their learning and actions, and therefore encourages them to choose subjects they're interested in and passionate about.

"When you study what you love, you pour yourself into it," confirms Keira. Year 9 students Cate, Suwedha, Carisse and Elysia are currently in the final stages of developing their Escape Room. Utilising a space in the roof of the Drama studio, their concept sees a group of people stuck in a warehouse with a killer rabbit.

Cate describes the subject as extremely enjoyable but equally as challenging. "There's an obvious fun element to this subject, but I've been really surprised at how challenging it is as well. We've really had to think outside the box and use so many different skills, as well as draw on each other's strengths as well," says Cate.

Carisse agrees, "To make the concept work we've had to think critically and creatively. We've had to consider our consumers, empathising with different types of people. We've learnt how to use power tools and combine many different elements to make one whole concept work," she says.

Keira is passionate about developing these 'fun' subjects, "Students become really engaged, interested and curious. This is when their learning is at its strongest. They start to understand that they can use experiences from one subject and integrate them elsewhere - a true form of creativity," says Keira.

SENIOR SCHOOL HOUSE PROGRAM

There is no denying that the CGGS House Program is unique, and one of the school's key points of difference. Not to mention, it is the co-curricular program that students and old grammarians speak most fondly of.

The large offering of specialised events and competitions ensures that no matter what a student's interests are, there is an opportunity for them to represent their House.

One aspect of the program that really sets CGGS apart is that in the Performing Arts offering at Senior School, the disciplines are separated into stand-alone competitions.

Head of Drama & Performing Arts, Keira Lyons explains, "We don't lump all the disciplines into one event like other schools. We have an event for dance, an event for drama and an event for music. This allows each discipline to have its moment to shine." She continues, "And, our Technical Captains are involved in all three of these events!"

Our House Events are led by the students, for the students and the school's unique format allows for more leadership positions and more opportunities for students to try something new.

"The Captains do everything themselves. They run auditions, select songs, arrange

music, write the scripts, source costumes and organise rehearsal schedules - they do it all," explains Kate Savige, Director of Music (Curriculum).

Keira adds, "The Captains have full autonomy, with the Performing Arts and Music staff there if they need help or advice."

House Dance Captains create three pieces, one auditioned small dance piece inspired by stimuli, and two large open participation dances.

House Music Captains also create three pieces. A whole House Choir with the song chosen based on a theme, an auditioned A Capella ensemble and stage song presentation from a musical.

House Drama Captains devise, write and direct 12 actors in an original 10 - 15 minute performance.

House Technical Captains are a huge part of all of these events - they literally light up the performances! From the Bio Box, Tech Captains design lighting, sound and in some instances, animation for each performance, working with a large crew to bring the creative vision to life.

"You gain fantastic communication skills being a Tech Captain," says 2022 Schofield Technical Captain and 2023 School Technical Captain, Natalie Chung. "You work with such a diverse group of people,

Music, Dance and Drama Captains, your student crew and staff. So being able to communicate clearly is super important for the benefit of the performance."

2022 Taylor Technical Captain and 2023 School Vice Captain, Scarlett Giang agrees, "Your leadership skills really develop through working with so many people. Being organised and managing your time well is also key. Unlike the other Captains, we don't have as much time to design and program our lighting." She continues, "We need to wait until the piece has been staged so we can see movement and use of space, therefore, time management is key."

The skills developed from taking on these important House roles are never ending and can be taken with students into many areas of life, even subconsciously.

"Along the way, Captains have learnt and refine the skills of working with large groups, clear communication, organising time, how to encourage, how to support, how to alter previous plans and to adapt," Keira explains.

Kate adds, "All skills essential for their futures."

SHOWTIME



KEIRA LYONS

Head of Drama & Performing Arts

Teaching: 16 years at CGGS and 6 years overseas as a visiting performance educator.

When did you realise you wanted to teach and why?

My dad (a Principal) always said, "You never choose to teach because you don't know what else to do - one wrong word or tone and you can change the whole course of someone's day / life. You choose it because you know it's the right place for you to be." I think once I realised how much my theatre training was really impacting on what kind of person I was, it almost became imperative that I chose this path. I consider it an honour to carry out this work.

Why do you think it's important for every student to be exposed to the arts?

Fundamental to the performing arts is 'imagination'. It is, hands down, the one key skill that enables things to be conceptually possible. If you can't see it, or imagine it, it's really hard to invest in it. When students engage in performing arts practice, they are exercising their imagination. This skill is directly transferable into our own lives.

First performance?

In Kinder, I was offered the role of Mary in our Nativity play but I turned it down. The teacher called my (Catholic) Mum who couldn't understand why I would do that. As I sobbed I said to mum, "But, I, want, to, play, the, sheep!" I thought that was far more interesting than playing a human. My mum conceded and my career as a puppeteer and physical theatre performer was born!

What triggers your creativity?

Being out in the world - seeing new things, meeting different people. Also, moving... like, literally physically moving my body in training helps ideas to flow.

Your connection with the industry outside of teaching?

I work occasionally as a movement coach and puppetry advisor for the MTC and Arena Theatre Company.

If you could collaborate with any artist who would it be and why?

Philippe Genty - a master French illusionist who combines dance, puppetry and object theatre to create surreal and disarming psychological landscapes. It doesn't matter how close you get to the stage, you can't see the 'trick'. Masterful theatre making.

MEET OUR SENIOR SCHOOL DRAMA EDUCATORS

CLAIRE COLTHUP

Theatre Studies & Drama Teacher

Teaching: 22 years

When did you realise you wanted to teach and why?

I'd always been involved in musical theatre, as both a performer and choreographer. Believe it or not, my first 11 years of working life were in banking! During my last five years at the bank I was responsible for running training courses which I grew to really enjoy. It was at this point I decided to complete an Education Degree to complement my Dance & Drama degree. This enabled me to teach my passion.

Why do you think it's important for every student to be exposed to the arts?

Apart from the obvious pleasure of discovering theatre, music, dance and art, it's an excellent medium to explore different ways of looking at things, and embarking on a journey in collaborating, problem solving and creating something that is very personal.

First performance?

An angel in the Kinder Nativity.

What triggers your creativity?

Usually seeing something wonderful.

Your connection with the industry outside of teaching?

I work with a couple of local community Youth Theatre groups as a Choreographer/Director.

If you could collaborate with any artist who would it be and why?

Choreographer, Matthew Bourne. I love his creativity at reinventing the classics, and how he has made dance accessible to any type of audience.



MEET OUR PRODUCTION TECH TEAM



KIM PERKINS

Head of Media Technologies

When did you realise you wanted to work in the arts?

When I first started teaching (40 years ago!) I worked with the Drama Department to design and install the lighting and audio equipment to support their productions. I went on to work with a number of drama and musical societies, supporting them in the same way. Personally, photography is my passion which is just as well as I can't draw to save myself.

Why do you think it's important for every student to be exposed to the arts?

The arts in general allow individuals to express themselves, and to put themselves in the shoes of others. The arts fosters the ability to think, empathise and critically evaluate things that are happening around

us. Technical aspects of the arts allow individuals to express their creativity, and have a major impact on the look and feel of a production. While the tech crew are not on stage they make the show happen in so many different ways and I think the importance of the role they play is becoming more widely recognised and appreciated.

First performance?

Aladdin when I was in Year 2 - not a starring role in any way.

What triggers your creativity?

The interplay of light, shadow and reflection. I really like urban street photography, especially on dark winter nights when it has been raining. Abandoned and derelict buildings are particularly interesting.

Your connection with the industry outside of school?

Not a lot at the moment, although before COVID I did some lighting work for the Midsumma Festival. Time allowing, I must get back into community theatre again.

If you could collaborate with any artist who would it be and why?

Photographer Gregory Crewdson is one person who I would love to work with. He constructs highly composed surrealistic scenes. He stages subjects and locations in almost a theatrical performance which I find really interesting.

MARK MAJOR

Systems Engineer

When did you realise you wanted to work in the arts?

I had always been interested in technology which focused on various arts through high school, but studying multimedia at university was when I knew where I wanted to be.

Why do you think it's important for every student to be exposed to the arts?

Participating in the arts allows you to think outside the box more often and get creative with your work, which as a skillset can be applied everywhere else.

First performance?

During my early school years, I was in some television commercials. One notable role was enjoying some Kraft cheese slices and having a laugh with other kids.

What triggers your creativity?

Quite often, I will see or hear something unique which fascinates me enough to see if I can apply the same techniques and tools to my own projects. It's all about asking the question, 'how does that work?'

Your connection with the industry outside of school?

I used to be a DJ some years ago and was a part of many music communities. Through them, I used to promote for major events, write reviews for one of the largest Australian online music forums, and of course, support international artists, playing as a DJ. Nowadays, you can find me enjoying good music at festivals, concerts and clubs.

If you could collaborate with any artist who would it be and why?

I would love to collaborate with Trent Reznor who most would know as the lead

for Nine Inch Nails. He shares a common interest in using technology to produce his unique sound which has now carried over to scoring films, including more recently, Disney Pixar's 'Soul' for which he has won many accolades.

THE JOY OF MUSIC



YEAR 2 SUPER STRINGS YEARS 5 & 6 CONCERT BAND

From the moment students arrive at CGGS they are introduced to the magic of music. Beginning in Early Learning and carrying through to Year 6, music is part of the core curriculum at Junior School. Students are immersed in a holistic program which is led by a talented duo - Nichole Adams and Penny Byrne, our fabulous Ormiston Music Teachers.

Two unique CGGS programs enable students to learn instruments while at the same time, working in a broader ensemble.

The Year 2 Super Strings Program provides all students with the opportunity to learn an instrument from the string family. The aim is to develop technical, aural, music reading and ensemble skills through learning to play the violin, viola or cello.

Instruments are provided by the school and all students participate in a weekly group lesson on their respective instrument, as well as being immersed in a whole class string ensemble.

"Throughout the year the program continues to support the development of specific string techniques, coordination skills, ensemble playing and performance skills in a collaborative learning environment," says Nichole.

The philosophy behind the Super Strings Program is to offer a practical foundation in musicianship, aural training, literacy, technique and performance.

"The aim of the program is that from day one the students are musicians and practice thinking, saying and doing as a musician - a true ensemble," confirms Nichole.

In Years 5 and 6, the Concert Band Program sees all students learn to play an instrument from the woodwind, brass or percussion families.

In Year 5 students begin to rehearse a range of specialised techniques and repertoire within their instrument section and as a large ensemble. In Year 6, they build on their practical instrumental music skills and rehearse and perform a range of repertoire, as well as instrument specific exercises to support the development of the individual and their role in the ensemble.

"Students learn to translate musical notation and vocabulary to performance on their allocated instrument. Each week, the focus develops from specific skill building to how the individual can contribute toward the ensemble and its successful outcomes," says Penny.

Both of these programs provide opportunities for performances at school events. They help to build confidence and give purpose and meaning to all the skills that have been learnt throughout the year.

Making music involves more than the fingers playing the instrument. Research has found that engagement in music facilitates learning in other subjects and enhances skills that students inevitably need in other areas.

A student learning to play an instrument, not only has to dedicate time to the craft but also has to tap into multiple skillsets, often simultaneously.

"The strategy and discipline required to acquire instrumental playing skills via a structured practice routine is a skill that can be transferred to all areas of learning and skill development. Music education supports all learning," says Penny.



PERFORMING ARTS •
SPOT LIGHT•
PERFORMING ARTS

YEAR 7 MUSIC CURRICULUM

The CGGS Year 7 Music Curriculum is all about offering a wide range of ongoing practical instrumental experiences, enabling students to try something new and to step out of their comfort zones.

Whether it's playing new instruments, learning the practical relevance of major scales, key signatures and chord progressions, or singing, composing and arranging music - students become immersed in the wonderful world of music.

"The main aim of the Year 7 Music Curriculum is to equip students with the language and skills to design their own music performances, through rehearsing and recording with current Top 40 songs as the basis," explains Kate Savige, Director of Music (Curriculum).

So, after learning the basics on the piano, bass guitar, guitar and drums, and how to read music, students are then assigned an instrument and put into bands. The groups then select the song they want to learn and rehearsals begin.

"During class you can find each band in their own rehearsal room working together on their song. I float from room to room

workshopping with each band, checking in on their progress and answering any queries. The aim is for them to become autonomous," explains Year 7 Music Teacher, Mat Duniam.

Allowing students to work together independently allows for teamwork and leadership to flourish in a relaxed and fun environment. It also encourages communication and connections with peers through a common goal.

"The rehearsal process itself provides challenges that the students must navigate as a team," explains Mat. "For some, they're playing an instrument vastly different to the one they normally play, and for others, this is the first time they've held an instrument."

Working as a team to ensure that every person in the ensemble is feeling comfortable and confident with their role is important in ensuring the success of their band.

"I normally play the bass guitar, but in this band I'm on the piano," says Year 7 student Lexi. "We want to make our song sound the best it can, so if someone isn't quite getting a certain section, we slow the tempo right down and try master one section at a time."

Mat explains that as a team they need to be in tune with one another in more ways than one. "Students need to be able to listen to one another and recognise when someone needs assistance." He continues, "They then problem solve together to figure out how they can assist one another for the benefit of the band."

The program has been quite successful and enabled students to thrive in a group. "One band has worked so well together that we asked them to perform at assembly," Mat says with a smile.

Students walk away from Year 7 Music with not only a range of practical musical skills, but skills that are not as visible as playing an instrument. "They learn communication, organisation, negotiation, compromise, productivity, critical listening and thinking, creative interpretation, problem solving, empathy, logic and following sequences and instructions," confirms Mat.

Kate echoes Mat's sentiment, "All these skills and learnings can be taken from the rehearsal room and applied to every area of their education and life."

ROCK ON!!



PERFORMING ARTS •
SPOT LIGHT•
PERFORMING ARTS

MEET OUR SENIOR SCHOOL MUSIC EDUCATORS

KATE SAVIGE

Director of Music (Curriculum)

Teaching: 25 years

When did you realise you wanted to teach and why?

I started teaching flute whilst studying Music Education, and quickly realised that a career in the performing arts community was where I belonged. I had

many opportunities to connect with people through a variety of creative pathways.

Why do you think it's important for every student to be exposed to the arts?

The arts provides a voice and agency for students to express themselves and communicate with others. Active engagement with the arts allows students to develop processes for abstract thought, problem solving, in-depth high order thinking and social connections.

First performance?

In kindergarten I was selected to play a solo triangle part for the Christmas concert, as I was the only student who could play in time with the music! Looking back, that was an important time in my musical journey, as that was when I became 'hooked' by the joy of sharing performance opportunities with others.

What triggers your creativity?

A variety of things - listening to new music, an art exhibition, a live performance, connecting with music created by icons of past eras, an article, book or podcast.

Your connection with the industry outside of teaching?

I have been fortunate to play in pit orchestras for a range of community musical productions over the years, and have tutored at Melbourne Youth Orchestra Summer workshops and concerts.

If you could collaborate with any artist who would it be and why?

Stephen Sondheim – he was such an icon of the musical theatre industry and other music artforms. An outstanding composer, orchestrator and lyricist.

ROHAN MACK

Director of Music (Instrumental)

Head of Strings

Teaching: 25 years

When did you realise you wanted to teach and why?

In the later years of my music degree, when I was studying the pedagogy of violin technique... the wealth of accumulated knowledge of past teachers and players was opening up to me. I realised my skills could be helpful to others.

Why do you think it's important for every student to be exposed to the arts?

Exposure to the arts is important for everyone. It is a way we can express our culture, our history, our emotions, our feelings and how we socialise and communicate.

First performance?

My first solo violin performance was in Year 3 - playing Twinkle, Twinkle Little Star.

What triggers your creativity?

You can be creative and innovative at all times... in rehearsals, in practice or teaching in a classroom. Being artistic though - the act of creating something new, can sometimes be triggered too. For example, a little while ago I was inspired to write a fragment of a melody simply by the way some birds were sitting on power lines... they looked like notes on a music stave. The creative process then began.

Your connection with the industry outside of teaching?

I've spent my whole life performing in bands, orchestras, musicals, opera and quartets. I've always maintained an active playing profession alongside teaching.

If you could collaborate with any artist who would it be and why?

So many! Ask me today and it might be John Williams or Danny Elfman (film composers) both for their phenomenally influential compositional output. Ask me again tomorrow and it will be someone else!

MAT DUNIAM

Music Teacher

Teaching: 20 years

When did you realise you wanted to teach and why?

In the late 2000s, I was busy rehearsing, performing, touring and recording with a lot of bands. But at the same time, I was working in schools. My goal was to boost active participation, energy and commitment, to prepare young musicians to become valuable collaborators.

Why do you think it's important for every student to be exposed to the arts?

When we are challenged, we grow. The arts are not binary; there is no right or wrong. There are shades of options which encourage challenging thought, critical listening and refinement through effort.

First performance?

I was in Year 4 or 5 and I performed a solo drama skit for our school's 'Circus' themed performing arts evening. I was containing a tiger in a massive upside-down cardboard box! There was even a stereo system running on batteries (the height of technology!) playing tiger roars in the box.

What triggers your creativity?

The 'need' for a new composition, a new curriculum resource or sequence, an answer to a new challenge is most often the driver, however ideally it is time and space - red hot commodities these days!

Your connection with the industry outside of teaching?

Wonderful friendships with some spectacular musicians I rehearse/record/perform with, as well as domestic and international drum sales and sponsorships with my drum company which services a network of drummers, dealers, and suppliers.

If you could collaborate with any artist who would it be and why?

Paul McCartney because of his legacy to music, and the excitement I had as a young musician who loved The Beatles.

CATHY GEORGIEV

Music Teacher

Piano, Theory & Musicianship Tutor

Teaching: For two thirds of my life!

When did you realise you wanted to teach and why?

I knew in my early youth, as I recall helping my young sister with tasks. There is great fulfilment in being able to help others master a skill and unravel a dilemma.

Why do you think it's important for every student to be exposed to the arts?

Because it speaks to our souls!

First performance?

Primary years at Lowther Hall, I accompanied assemblies from a young age, and sung in the Christmas pageant, The 3rd King... solo for 'Myrrh is Mine' in costume!

What triggers your creativity?

The energy of those working with you... the sounds. In song - the text, the light and shade of the harmonies, the way fine composers 'twist' and 'turn' their music... with rarely a note out of place.

Your connection with the industry outside of teaching?

Concerts... many, many concerts.

If you could collaborate with any artist who would it be and why?

My great grandfather, Hedley Colwell, Principal of the country school in Staghorn Flat, he also played the organ for the church. As well as my grandfather and his sisters, who all played. What a joy it would be to sit with my family, another world, but the same love of music. I would also spend time in the presence and spirit of J.S.Bach... in total awe of the music pouring from his mind, through his pen, onto the page and into life as it is sounded. He constantly amazes me as I listen...so unexpected but so perfect.





MEET OUR JUNIOR SCHOOL MUSIC & DRAMA EDUCATORS

PENNY BYRNE

*Music Teacher
Piano & Music Theory Tutor*

Teaching: 40 years

When did you realise you wanted to teach and why?

During my first round of music practice teaching, I discovered that I had a love, flair and passion not only for music but also for teaching music.

Why do you think it's important for every student to be exposed to the arts?

The arts is a unique area of learning which has the power to significantly develop and enrich the human spirit and quality of life. It would be a great pity for anyone to not be exposed to the arts.

First performance?

My wonderful piano teacher's end of year Piano Recital. I was 9 years old and crazy about learning the piano. I practised every day before school with my cat on the piano stool. It was at her house and her husband served afternoon tea in the kitchen after the concert. A very special occasion for us all.

What triggers your creativity?

Being trusted and empowered with the freedom to try something new.

Your connection with the industry outside of teaching?

Mainly as a consumer... enriching my life by attending concerts and theatre productions, visits to galleries and exhibitions. Lots of listening to music for pleasure, my own personal playing and community music through involvement in my church.

If you could collaborate with any artist who would it be and why?

My husband, because we are both inspired by similar challenging creative goals, and we have complementary skillsets. Also, the students I teach because they are emerging artists, and their creativity so often surprises and delights me.

NICHOLE ADAMS

*Music Teacher
Violin & Viola Tutor*

Teaching: 33 years

When did you realise you wanted to teach and why?

Teaching is in my blood... I come from a family of teachers. Also, growing up I was surrounded by young children from an early age and discovered I felt happy when I helped them learn.

Why do you think it's important for every student to be exposed to the arts?

The arts develops the brain and the character in ways other subjects do not. It incorporates culture and history. It gives us an opportunity for self-expression and community interaction. If we are serious about developing the whole person in preparation for life and a changing society, then the arts in education is crucial for a student's full development.

First performance?

I commenced piano studies at the age of five, training under a retired concert pianist from England. My first solo performance was in Year 1 at my primary school concert.

What triggers your creativity?

I grew up in a household listening to classical music. Every car trip, no matter how short, a cassette of Chopin preludes or Tchaikovsky Symphonies would be playing. From a young age I was exposed to opera, orchestral performances, live theatre, museums and art galleries. I was filled with music... how could you not be inspired?

Your connection with the industry outside of teaching?

I have performed in various quartets, ensembles and orchestras in Melbourne. I co-lead the Heidelberg Symphony Orchestra and enjoyed performing on Christmas Eve in the city at St Francis's Midnight Mass. I have played with the Bell Shakespearean Company and for over 15 years, I worked with Melbourne Youth Music tutoring, managing and auditioning students for the Summer Music Camps and weekly rehearsals.

If you could collaborate with any artist who would it be and why?

I would have to choose three great men of history that influence my teaching greatly. Zoltan Kodaly, Emile Jacques-Dalcroze and Carl Orff. All accomplished musicians and

composers, they are best recognised for their teaching methodologies especially in younger students, which is widely respected and practised internationally today.

ALEKSIS PAYNE

*Choir Teacher
Speech & Drama Tutor*

Teaching: 6 years

When did you realise you wanted to teach and why?

I was studying music at the University of Melbourne and took some extra subjects in education - which made me realise how much fun it is to be involved in teaching kids!

Why do you think it's important for every student to be exposed to the arts?

The arts give us so many skills that go beyond music, drama and dancing. When we learn music together, we are exploring so many different language, mathematical, social and emotional skills all rolled into something that brings joy to others. The arts give us skills for life to enjoy it to the fullest.

First performance?

My first concert was at Hamer Hall with the Australian Girls Choir when I was in Grade 2.

What triggers your creativity?

Collaborating with other people, one idea can snowball into a hundred!

Your connection with the industry outside of teaching?

Most of my life has something to do with teaching music! But my latest connection to music outside of teaching has been performing with an Estonian group of singers for charity concerts around Melbourne to raise money for the displaced people of Ukraine.

If you could collaborate with any artist who would it be and why?

It is hard to pick just one! But one person I have been fortunate enough in my life to already collaborate with when I was a student was Richard Gill, who passed in 2018. I have the fondest memories of the music he taught me and I would love to sing with him again if I could.

Visual Arts

At CGGS, the Visual Arts, like all other subjects, co-exist to help build a holistic education. The school's Art and Design team acknowledge the 17th century English poet, John Donne who famously wrote, 'No man is an island' and, they truly believe that the interconnectedness of all learning is the heartbeat of our community.

Comprising of disciplines including painting and drawing, ceramics and sculpture, photography and visual communication, along with architecture and textiles to name a few, the CGGS team ensure the programs offered are bespoke to the cohort, engaging, relevant and meaningful - all with a focus on real life learning.

Head of Art and Design, Rachael Miller believes that visual arts is an integral component of the human experience and wholeheartedly wants to see every student exposed to the wonder and awe of arts education.

"The arts can help us understand our history, our culture, our lives, and the experience of others in a different manner," says Rachael.

She continues, "The process of creating draws us out of ourselves and towards others, helping us to build relationships and inspiring behaviour such as generosity and compassion."

Of course, the visual arts involves creative and critical thinking and this engages and exercises both sides of the brain. It also helps students understand that problems can have more than one solution and that questions might have more than one answer.

"We encourage students to look at questions, ideas and problems in a variety of ways which in turn, propels innovation, communication, decision making, perseverance, productivity and collaboration, a suite of skills applicable to any role or industry," confirms Rachael.

Art is not something separate from life... art is life. Everywhere you look you see art. From the characters on cereal boxes to the videos consumed on mobile phones, a quilt made by grandma to a bank logo - the visual arts is consumed by all people on a daily basis.

The visual arts provide an essential outlet for creativity and emotions, make it possible for human history to be visually recorded, and create a space in which ideas can be expressed in ways other than words and writing.

With society having never been as diverse as it is now, engaging in experiential and enquiry-based learning in the CGGS Art Studios is vital to the physical, mental and emotional growth of our current students.



IN VOGUE



YEARS 8 & 9 FASHION AND DESIGN

A new subject in Visual Arts is providing students with a diverse range of skills, while at the same time addressing the relatively new phenomenon of fast fashion.

Students in Years 8 and 9 can now enrol in the elective, Fashion & Design, a subject which equips them with knowledge and skills for entering the fashion industry.

From the very practical such as using a sewing machine, developing a design brief, pattern making, embellishing and mending, to critical thinking skills such as analysing art, design and fashion - this subject is creativity at its best.

Art teacher, Hannah Brooksbank co-designed the subject and is proud of everything it stands for.

"This is a very practical subject that equips students with the skills to create and mend their own clothing, as well as designing and making their own product by responding

to a design brief and meeting the needs of target audiences, budgets, and constraints," says Hannah.

She explains that the subject explores the true toll of fast fashion and unethical textiles practices. With a core focus on sustainable fashion practices, this subject ties in with other areas in the curriculum including sustainability and commerce.

"The aim is to make students more aware of problematic contemporary attitudes of a throw-away-society and develop ways to have a positive influence on the environment," confirms Hannah.

Students engage deeply with the design process, embarking on a very similar thinking routine to that of all design fields. By the end of the subject, they will have designed and produced their own accessory, using only sustainable materials.

"This is a self-guided subject and students can be as creative as they wish. So far we've seen a suite of tote bags, hats, backs packs and pencil cases, all embellished with the creator's personal design style," says Hannah.

Year 8 student Maddie is enjoying the subject and says she was particularly interested in trying to become more self-sufficient when it came to her own clothing.

"My great grandmother and grandmother made all of their own clothes, and my mum and I both have items made for us by them. This subject is teaching me the skills which will enable me to make some of my own clothes and accessories in the future," says Maddie.

Ella in Year 9 says it's been great to explore the creative process. "I've always enjoyed arts and crafts and making things in my spare time. But this subject has truly taught me about the design process. Carrying out research and developing a visual diary has been a great exercise and it's something that can be applied to many other subjects and areas," says Ella.

From 2023, Fashion & Design will alternate with another new subject, Jewellery Design, a course which will provide students with the opportunity to explore contemporary jewellery design and study practices, to enable them to make their own piece.



Little People

YEAR 8 ART CURRICULUM

A ceramics unit which forms part of the Year 8 curriculum is proving very popular among CGGS students.

Titled, Little People, students explore the theme of identity, both their own and others to create a figurative representation, using ceramics as the medium. They are required to conceptualise, visualise and produce a finished artwork.

The unit was inspired by Thai-born Melbourne-based artist, Vipoo Srivilasa who is best known for creating playful works that explore contemporary culture, cross-culture and migration experiences.

Head of Art & Design, Rachael Miller says this unit really gets students to reflect on geography and life.

"We start by establishing what we know about the artist and the part of the world he comes from, looking to see if we can draw any symbolic meaning in his artworks." She continues, "This approach allows the students to make cognitive connections and hypothesise about possible meaning, encouraging critical and creative thinking," confirms Rachael.

From this launchpad, students reflect on their own understanding of the world around them and their place in it, before heading into an ideation process and finally, commencing their own art-making.

Experimenting with different clay techniques including coil, slab and sculpting, students start the process of physically developing their person, adding all the decorative details.

"The end result is a gorgeous little person, a representation of the very person who created it," says Rachael.

Students round out the unit by describing how their own ideas were expressed in their final piece, as well as reviewing the artwork of their peers and making connections between the creation and the creator.

"I love art and I really enjoyed this project. Working with just clay, paint and our hands, it was amazing to see how good everybody's creations turned out. They are all very cute and unique to each of us... representing a part of who we are," says Year 8 student, Hannah.

So, if you're walking through the Senior School and you come across a cluster of little people, you now know who made them and the meaning behind them. There is over 100 little people scattered all throughout the school bringing joy to the CGGS community.





RACHAEL MILLER
Head of Art & Design

Teaching: 22 years

When did you realise you wanted to teach and why?

Art was always my passion and after trying a few different pathways I found my way to teaching. My high school art teacher was a big inspiration.

Why do you think it's important for every student to be exposed to the arts?

Exposure to the arts is crucial to the success of any learner. It should embed itself in what we do... in who we are.

First piece of art you created?

A hyena that ate a stick and became a giraffe.

What triggers your creativity?

Life... everything in life.

Your connection with the industry outside of teaching?

When I'm not working with our brilliant students or for the Victorian Curriculum Assessment Authority (VCAA), I find time to hide in my studio and create. Outside of the studio you can find me networking and collaborating with other artists, both as artist as maker and artist as teacher.

If you could collaborate with any artist who would it be and why?

Artemisia Gentileschi because she is a female powerhouse of the 17th Century.

KALVIN PERRY

Art Teacher

Visual Communication Design Teacher

Teaching: 10 years

When did you realise you wanted to teach and why?

I seriously considered teaching after studying Visual Communication. I think most teachers are at some point inspired by the impression of a teacher in their life, and after years in the industry freelancing, I wanted to do something that felt more rewarding than designing another logo within a time constraint.

Why do you think it's important for every student to be exposed to the arts?

The creative process is a challenging one, it's often difficult to create what you imagined. The process from initial sketch to final work, takes time, patience, skill refinement and then the ability to look objectively at your work. Creating requires perseverance which leads to personal growth.

First piece of art you created?

A portrait of a bank robber.

What triggers your creativity?

Websites like Behance and ArtStation are great sources of inspiration for visual communication, character design and pop culture appropriation. Street and sticker art and contemporary galleries are always inspiring to see how artists create within a specific space.

Your connection with the industry outside of teaching?

I've taken part in various group shows, had solo shows and social media has been essential in staying in contact within the industry during the pandemic and post-pandemic world.

If you could collaborate with any artist who would it be and why?

Ashley Wood, an Australian graphic novel artist and award-winning illustrator, known

for his cover art, concept design, art direction and toy and collectable releases. His line work using a Parallel Pen is always inspiring, and to be a part of the production and concept development of a collectable, based on the art collaboration would be fascinating.

HANNAH BROOKSBANK

Art & Design Teacher

Teaching: 1 incredible year!

When did you realise you wanted to teach and why?

Following Fine Art studies, I continuously found myself in roles working with young people teaching the arts. After much consideration, I finally decided to make the career change and completed my Master's Degree in Teaching.

Why do you think it's important for every student to be exposed to the arts?

Whether or not students decide to continue with a career in the arts, art provides unique, transferable knowledge and skills that will benefit them, regardless of the industry they decide to work in. Be it thinking laterally to develop a new code or working collaboratively to promote a new project, the thinking routines developed in art studies will continue to benefit all learners.

First piece of art you created?

In Year 3 I attended an art workshop at our local gallery. Using soft pastels on large black paper, I created an extremely abstract landscape. Later that year, Santa framed the artwork and for many years after, I believed that this Christmas gift was a tribute to my artistic brilliance...it was not.

What triggers your creativity?

Music has a major impact on my creativity and as a result, it features in the classrooms I teach.

Your connection with the industry outside of teaching?

Although I am no longer working in galleries, I strive to remain an active member of the arts community. This includes producing and hosting children's art workshops for local galleries, supporting local arts initiatives, and attending gallery openings and events.

If you could collaborate with any artist who would it be and why?

Hayao Miyazaki - having worked with CGGS students for the past year, I have realised how much his work resonates with young people and how easy it is to find joy in his work. I would love to be able to step into his unique, mystical world.

RACHEL WU

Art & MakerSpace Technician

Teaching: I taught Computing and Robotics for 8 years before studying Art. I then taught Art for 1 year before joining CGGS in this new role.

When did you realise you wanted to teach and why?

I have always enjoyed making and creating and wanted to share that love with others. We need more creators in the world.

Why do you think it's important for every student to be exposed to the arts?

Everyone is exposed to art and design daily, often without realising it so I think it's important for everyone to appreciate it. Art is also often overlooked in schools but developing creativity adds to your life in many different ways.

First piece of art you created?

An underwater seascape with crayons and watercolour paints in Grade 3.

What triggers your creativity?

Music, science and people.

Your connection with the industry outside of teaching?

I'm currently studying at the Victorian College of the Arts - Graduate Certificate of Visual Arts.

If you could collaborate with any artist who would it be and why?

Too many to list... but a couple of favourites are Egon Schiele because his works are amazing and Herakut, a graffiti/muralist duo from Germany.

MEET OUR SENIOR SCHOOL VISUAL ARTS TEAM

YOUNG AT ART

YEAR 1 ART CLUB

A highly popular co-curricular activity amongst our Ormiston students are the Art Clubs. Run by our immensely talented and enthusiastic Junior School Art Teacher, Fiona Gibson they are offered to different year levels each term.

Meeting after school once a week, members of the club come together to create special projects. In Term 4 this year, it was offered to the Year 1 students, with nine budding artist joining Fiona in the Art Room on Wednesday afternoons.

Fiona had a special project in mind for this group of artists - The Young Archie Competition. A nod to the prestigious Archibald Prize, The Young Archie Competition is a portrait competition run by the Art Gallery of NSW for artists aged 5 - 18 years old.

Our students were required to pick someone to draw. "The portrait must be of a special person in their lives - someone who they know, and who knows them. It cannot be just anyone," Fiona explains.

Over the course of six to eight sessions, students have diligently worked on their portraits, starting with a live sitting with their muse. The subjects our artists chose to draw varied. From very much-loved mothers and fathers to babysitters, and even their adored Art Teacher, Mrs Gibson.

With the facial structure mapped out and a reference picture taken, the students were sent on their way. "Each Wednesday afternoon our little artists have worked furiously on their portraits, from fine tuning the shape of their subject's nose, to the colour of their hair," Fiona says.

The children gain many skills they may not realise whilst creating their portraits. "They learn how to draw a face, how to mix colours and a range of different brush

techniques," Fiona explains. "But it's the confidence they gain from picking those colours and the decision making required to pick the correct sized brush that are so important for a child's growth."

Fiona continues, "They learn to problem solve when they accidentally spill paint on their artwork, or when the colour of their subject's hair is too dark. These skills can be applied to all areas of their lives, not just in the Art Room with me."

"In Art the students are encouraged to take risks with their ideas, trial new things, share experiences and knowledge, use new materials, make mistakes, turn mistakes into something else, problem solve, create and most importantly, have fun," says Fiona.

With their portraits now complete, we look forward to seeing the final masterpieces, and entering some of the creations into The Young Archie Competition.



THE SUM OF US



YEAR 9 ART CURRICULUM

Our Year 9 students have just finishing creating a large scale mural in their common area, a collaborative art project, but also a parting gift from them to the current Year 8 students who will move into the space in 2023.

As part of the Year 9 Art Curriculum, students explore identity and this formed the underlying theme of the mural project.

Art Teacher, Calvin Perry explains, "As a society we understand that we are individuals that form a larger belonging. The aim of this project was to help students visualise individual identity amongst a larger project, to see how individual aspects come together to create a whole," he says.

Every Year 9 student was required to stylistically interpret the initials of their name into bold and dynamic abstract

shapes. Students had to consider how their design would work individually as a graphic interpretation, and within the broader composition of a collective mural.

"Collaboration and communication have been essential in planning, creating and painting the mural. There was a physical space which they all had to navigate, negotiating areas and considering others around them whilst painting," says Calvin.

From initial design to final brush of paint on the wall, the students worked constantly for 10 weeks to complete the mural.

Samantha, who is going on to study Visual Communication Design next year describes the project as highly valuable and special.

"To make something of this scale, alongside all of my peers has truly been enjoyable. We've learnt to work together and to trust each other - communication has been key."

"I really hope the younger year levels can recognise our unity as a year group and be inspired and adopt it. This mural is a symbol that we have had our time here and I'm excited to be passing it on to the next group to enjoy and to of course, recognise our creativity... a symbol of us," says Samantha.

In addition to the painting, the piano which forms part of the space has been wrapped in the same design.

The project has been such a success that a new mural is coming to the school in early 2023. Watch this space as the Year 11 students have collaborated to produce an artwork that they will paint on a wall in the Woodstock Building Courtyard.

"If you can dream it, we can design it," confirms Calvin.



MEET OUR JUNIOR SCHOOL VISUAL ARTS EDUCATOR

FIONA GIBSON
Art Teacher

Teaching: 25 years at CGGS, the last 8 years as Art Teacher.

When did you realise you wanted to teach and why?

I did a lot of baby sitting when I was young and loved spending time with children. I always knew that I wanted to be a teacher, so I went straight to university and really enjoyed the course, especially the art subjects and the teaching rounds. At the same time, I kept up the baby sitting and also worked at an after school care program.

Why do you think it's important for every student to be exposed to the arts?

The arts are subjects where you can express yourself in different ways, often with no right or wrong. There is room for exploration, enrichment and most importantly, enjoyment. Everyone has a creative side, they just need to find it.

Art is such a visual experience, students can see each other's ideas evolving and are often inspired by what they see. Also, many students get to use materials they wouldn't necessarily have at home - messy paints, sticky glue, fluffy feathers, glitter or 3D construction materials.

First piece of art you created?

A lot of vertical stripes on a wooden board! I did it in kindergarten. My mum and dad were very proud of it and I still have the piece!

What triggers your creativity?

Many things - nature, re-using items, other artists, musical productions, set designs, art exhibitions and art galleries. I'm inspired by everything around me.

Your connection with the industry outside of teaching?

During COVID I started painting Australian flowers. My style is very bright and naïve. Since I began painting, I feel that I have improved my skills and confidence. It is a

hobby where I can get lost in the experience and nothing else matters, including cooking dinner!

I also love to go to art galleries and exhibitions, getting ideas and learning how the artists created their works.

If you could collaborate with any artist who would it be and why?

Ken Done - for his passion for Australia, his use of colour and naïve style. His artworks really show his love for our country with its rich diversity of landscapes and environments.

As always, Junior School Art Teacher, Fiona Gibson curated a truly charming, colourful and inspired Art Show in September. This event is one of the most anticipated in the Ormiston calendar and it certainly didn't disappoint. With multiple pieces per student from Early Learning to Year 6 on display, there was art in nearly every corner of the Junior School.

After a two-year hiatus to an online format, it was so lovely to welcome families back to Junior School to view the Art Show. Congratulations to Fiona and her budding artists.



ORMISTON Art Show

SENIOR SCHOOL PRODUCTION

ROALD DAHL'S

Matilda

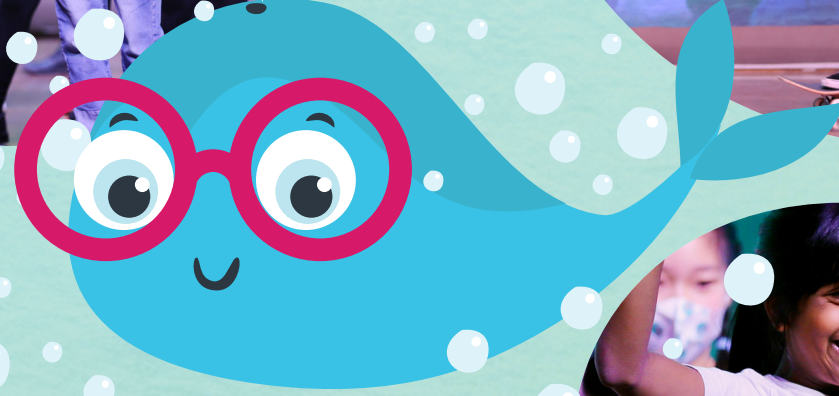
THE MUSICAL

In August we were welcomed into the magical world of Matilda Wormwood when the Senior School staged, Matilda The Musical. After months of rehearsals, students were showered with standing ovations at four sold out shows.

Like all productions at CGGS, there were opportunities for all to be involved. Whether it was performing in one of the two casts, moving sets, playing in the orchestra, controlling lights and sound from the Bio Box or applying makeup. We congratulate the entire cast and crew on producing such a spectacular production.



Across two fabulous performances in August, our Foundation to Year 6 students came together and took us on a journey under the sea. This colourful performance saw every student take to the stage - singing, acting and dancing their hearts out to create the aquatic world of Wilbur the Optical Whale. Two truly joyous evenings.



ORMISTON PRODUCTION

WILBUR THE OPTICAL WHALE

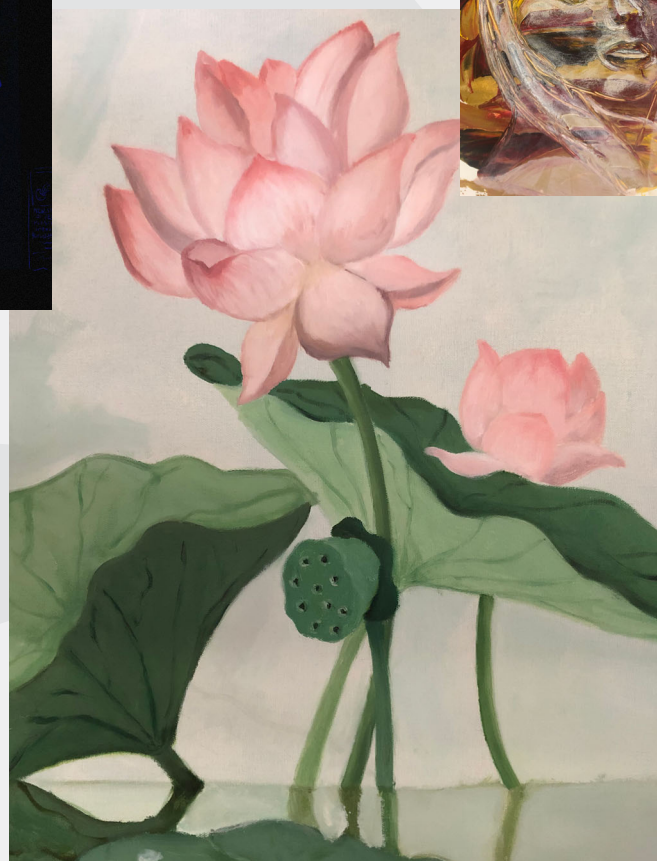
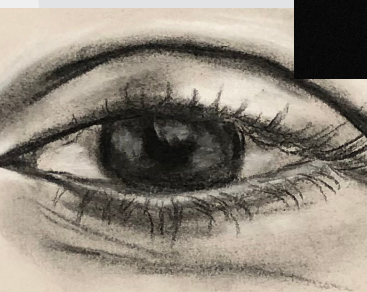
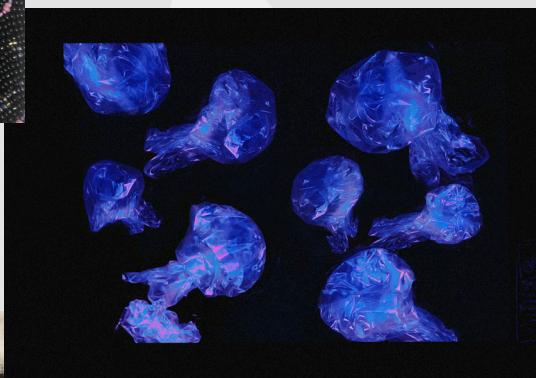
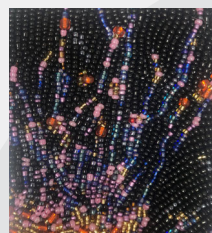


After two years of online exhibitions, the Senior School Art Department was thrilled to host the VCE Art & Design Exhibition in person in October. Robinson Hall was filled with proud friends and family as they marvelled at the work of our Year 10 - 12 artists.

The Exhibition was open for three days and had an array of pieces on display spanning across many mediums. Thank you to old grammarian and graphic designer, Charlotte Dempsey (2019) for opening the exhibition, and congratulations to our extremely talented students and the Art & Design Department on curating such a spectacular exhibition.



VCE Art & Design Exhibition



VCE PRODUCTION

The TWILIGHT ZONE



In June, audiences were mesmerised by the Year 12 Theatre Studies production of The Twilight Zone. As part of their Unit 3 studies, students directed, staged, costumed, designed and acted in this performance. Based on the 1960s television show, this haunting and thrilling production transported Barbara Sutton Hall into another dimension over two nights. Congratulations to the students and staff involved.





Centenary Concert

Including the Years 10 - 12 Presentation Evening

CGGS was excited to return to the Melbourne Recital Centre on Tuesday 11 October to hold our combined Centenary Concert and Years 10 - 12 Presentation Evening.

This stunning venue was the perfect backdrop for a night of marvellous music, and to acknowledge the contributions and achievements of our senior students through the presentation of VCE Subject Awards, Academic and Citizenship Awards.

It was a joy to witness the talent of our music students and staff as they performed a diverse repertoire, with many ensembles and vocal groups entertaining all in attendance.

A special moment for all was the performance of the Centenary Anthem. A song based on the words from the Bible, from a reading that has long been important to CGGS - Micah 6:6-8.



Winter Concert

Formerly know as Cabaret Night, the 2022 Winter Concert was a joyous evening for our CGGS music students, staff and families.

Held in the Barbara Sutton Hall, our senior musicians took to the stage in August to showcase their instrumental and vocal talents.

Multiple ensembles, choirs, quartets, bands and soloists performed, with music ranging from the classics such as Beethoven and Bach, through to more current artists such as John Legend and Paul Simon.

It is so wonderful to experience the joy of live music back at CGGS again, and for this we thank our devoted Music Team for working tirelessly with our students to produce performances of such a high standard.



Living the House Spirit!



In September, House Drama returned to stage after a two-year hiatus to the small screen. Each House presented an original 15 minute play that was written and directed by our House Drama Captains. It was fantastic to see student work back on the stage of Barbara Sutton Hall.

In November, the venue for our annual House Swimming & Diving Competition became unavailable at short notice, so our Sport Department pivoted in spectacular fashion! House Diving took place offsite on the Wednesday, and on Thursday students participated in a hybrid House Sports Day. Year Levels took turns competing in Swimming events at the CGGS pool, whilst others competed in Volleyball, Netball and Just Dance competitions around the school. A truly action-packed day!

23
YEARS OF
SERVICE TO
CGGS

Thanks Cathy!



Many people in the CGGS community will know Cathy Poyser - she has been a much loved and highly valued member of the school for 23 years.

Joining CGGS in 1999, initially as a Mathematics teacher, Cathy soon moved into pastoral care and wellbeing roles, before becoming the Deputy Principal / Head of Senior School.

Caring and compassionate. Driven and dedicated. Reliable and respected. Loyal and loved. Cathy is part of the fabric of this school and will be sorely missed by all.

We send our best wishes to Cathy as she steps down from the role of Deputy Principal / Head of Senior school and uses her well-earned Long Service Leave in 2023 to spend quality time with her husband, Ian and children, Claire and Hugh. Cathy will return to CGGS in 2024 in a new role.



Introducing...

Our new school structure from 2023 will be three schools:

- > Junior School (ELC - Year 6)
- > Middle School (Years 7 - 9)
- > Senior School (Years 10 - 12)

Wellbeing underpins all we do at CGGS and this new structure has been developed so we can provide the very best care and wellbeing to all of our students.

The school is excited to announce a new leadership structure to support this change. Working alongside Principal, Debbie

Dunwoody and Head of Junior School, Paul Donohue we will be welcoming a team of celebrated educational leaders to new roles to enable the school to continue to deliver high quality education. It is a pleasure to have appointed the following professionals and we look forward to welcoming them to CGGS in 2023.



Davina McClure
Deputy Principal (ELC - Year 12)

Davina is a highly accomplished and experienced educator with a proven leadership record in many leading independent schools as Deputy Principal and as Director of Music.

As an educator and leader, Davina has led the design and implementation of academic and co-curricular programs which have been created to inspire and build skills for success. She believes that a holistic education that promotes Christian values equips students to navigate, connect, pursue their personal best and thrive in a transforming world.

As a leader, Davina fosters a strong school culture, sets high expectations and is unwavering in her focus on students and staff as learners.

With a sense of energy and passion, Davina strives to foster academic excellence, effective teaching practices, and a holistic approach to student wellbeing. She has a breadth of experience in educating students from Early Learning to Year 12.



Kath Woolcock
Head of Senior School (Years 10 - 12)

Kath has been a valued member of the CGGS community since 2010 and is currently the Deputy Head of Senior School - Student Wellbeing. Throughout her 13 years of dedicated service to the school, Kath has proven herself to be a very accomplished and innovative leader through a range of positions related to student wellbeing, curriculum development and school operations.

Since 2017 Kath has led the Senior School Wellbeing Team, collaborating on whole school change, as well as advancing and strengthening established programs, processes and pedagogies. Kath has led the development and design of 360° of Being, our signature Wellbeing Program which includes a comprehensive and scaffolded approach from Foundation to Year 12.

Kath is a highly regarded leader and practitioner both within CGGS and the wider educational community, particularly through her leadership of the Respectful Relationships Program.



Kate Giles
Head of Middle School (Years 7 - 9)

Kate will be known to many in our community as she served with distinction at CGGS between 2011 - 2018. She was the former Deputy Head of Junior School and the inaugural Director of Professional Learning and Partnerships, a significant whole school role.

Kate is regarded as a highly motivated and relational leader who places great value on working in partnership with families.

In her current role as a Head of Junior School, she has extensive experience in leading strategic initiatives at a whole school level, as well managing the day-to-day operations of a school. Kate's achievements reflect her unwavering commitment to student wellbeing and excellence in teaching and learning. With an outstanding commitment to professional growth, she promotes the value of continual learning and is extremely excited to be returning to CGGS.

Kate is well known as a highly innovative educator and leader.

Our Champions

In Term 4 we were thrilled to learn that some of our students had achieved outstanding success at a national and international level. On the following pages we share their success stories.



MADDIE WOOD
Year 8

Established in 1883, The Queen's Commonwealth Essay Competition is the oldest international writing competition for school-aged students. In 2022, there was a record number of entries from across the Commonwealth and Year 8 CGGS student, Maddie Wood was awarded the Junior Winner from 26,322 entries.

Maddie chose to respond to the topic, 'tell a story to your grandchild about an inspirational person' and she penned a beautiful piece about Catherine of Aragon, which was titled, Catalina.

"I chose this topic as it gave me the most creative freedom over my subject, style and format. My favourite subject is History! I am particularly interested in historical figures

such as Catherine of Aragon. They were people like you and me, yet they shaped the world as we know it," says Maddie.

A true creative, Maddie produced a long-form poem rather than a traditional essay. She is modest about her achievement, but her choice paid off. "I entered the competition to try to extend myself and improve my writing, I didn't expect to win at all!"

In November, Maddie was invited to London for 'Winners Week' where she met the Junior Runner-Up from India, Senior Winner from New Zealand and Senior Runner-Up from the UK. "Our time in London was very jam packed!" Maddie exclaims. "We participated in many writing workshops and visited so many amazing landmarks."

The group was spoilt with the places they went, the people they met and the opportunities they were afforded. They met the Speaker of the House of Commons, had a private tour of Parliament House,

Westminster Abbey and the British Library, they toured the broadcasting offices of the BBC, met the High Commissioner of Singapore, had a poetry workshop at the prestigious Reform Club, saw Matilda the Musical on the West End and so much more. Maddie and the Senior Winner were even interviewed by London Newspaper, the Evening Standard.

However, the pinnacle of the week was touring Buckingham Palace and being presented with their awards at a special ceremony held by Her Majesty The Queen Consort. "We met privately with The Queen Consort before the presentation, and she was extremely gracious towards us. At the event we were encouraged to talk to the authors, ambassadors, and diplomats in attendance - I met some incredible people, it was all very surreal."

What a truly amazing accomplishment and opportunity. Congratulations Maddie, we cannot wait to see where your writing takes you next!



**NEKTARIA
TOSCAS**
Year 11

For many years, CGGS students have been entering the National History Challenge, a research-based essay competition enabling entrants to discover more about the past, through the art of essay writing.

Year 11 student and 2022 Marcian Magazine Editor, Nektaria Toscas entered this year's competition, and was named the 2022 National Young Historian of the Year. This title was off the back of receiving the Victorian Young Historian Award, as well as the National Young Historian Gold Award for the Year 11/12 Category - an impressive hat trick!

More than 4,000 students from 500 schools submitted entries to this year's competition which was themed 'cause and consequence'. Students were required to choose a topic of inquiry and expected to consult primary and academic sources to construct a historical interpretation, linked to a particular theme.

Nektaria, a passionate History student carried out an investigation into the Eurovision Song Contest, arguing that despite claiming to be apolitical, has functionally served as a means of reinforcing and promoting a Western European cultural identity at the expense of Eastern European identity.

"It offered an interesting argument that showed a continuity in the function of the competition from the Cold War to the current conflict in Ukraine," say Ian Lyell, CGGS Head of History.

Nektaria travelled to Canberra with her parents in December where she was presented with her award at Parliament House by Minister for Education, Jason Clare MP.

Nektaria, a self-confessed Eurovision fan since the age of five, says she developed a deep curiosity into the politics of the



competition that turned out to be just as dramatic as the talent competition itself.

"I started to notice constant patterns between countries that rarely changed from year-to-year, irrespective of the song. For example Greece and Cyprus giving each-other 12 points each year, made me question how much of the outcomes of Eurovision are driven not by song, but by politics," says Nektaria.

She explains that throughout her 12-year commitment to being a Eurovision fan, she often heard an expression that she later learnt to be a very unreliable oversimplification.

"It was said that Eurovision was created after World War 2 to unite all countries of Europe. However, after commencing my Cold War studies this year in History, I realised that post-World War 2, Europe was anything but united. My determination to demystify this claim became the seeds that planted the idea in my mind to research the links between Eurovision and European politics for nearly five months," she says.

Given how unique the topic was, Nektaria's essay required an enormous amount of research, and she really pushed the

boundaries to collect as much information as she possibly could. Her research was practically complete when the 2022 Eurovision contest aired. Like every year before, Nektaria woke at 4.30am to watch the competition and see Ukraine crowned the winner.

"It became increasingly clear to me that that there was a consistent pattern of Eurovision generally supporting countries seeking a Western Identity," confirms Nektaria.

Nektaria says she feels incredibly honoured to be named the Young National Historian of the Year and encourages others to enter the competition, looking at history through the lens of what is overlooked and misunderstood.

"History exists in everything, even in the seemingly insignificant. The more niche topics can help us to see history from a unique perspective that allows us to understand the world around us with greater insight."

From all at CGGS, congratulations Nektaria - we are incredibly proud of all you have achieved!



**HEIDI
LIM**
Year 10



**KATRINA
TONG**
Year 10



**LAURA
TONG**
Year 10



For the second year in a row, CGGS has had outstanding success in the National Videos for Change Competition.

This Australia-wide competition is a real-world, project-based learning experience that empowers high school students to be advocates for social change. Students are required to produce one-minute videos to create awareness and action on a topic of their choice.

This year, CGGS had three teams named as finalists. Year 9 students Elysia Wang, Amanda Lee and Kaitlyn Law for their film, 'Extinguished', Year 11 student Wendy Zhang for her film, 'Maskerade' and Year 10 students Laura and Katrina Tong and Heidi Lim for their film, 'Quicksand'.



In November, 'Quicksand' was named the National Winner of the Senior Category and also took out the Best Animation Award. The film explored the sensitive topic of coercive behaviour and how it can be abusive and damaging in a relationship.

Their delicate storytelling, animation skills, use of symbolism and an original song were all praised by the judging panel of industry professionals. Author, speaker and video content creator, Briony Benjamin raved about the standard of work the girls produced.

"I can see this fronting a national campaign, this was at an industry-level standard. Absolutely spectacular work. Can I give you a job today please?" said Briony.

Animation Director of popular children's show, Bluey, Beth Harvey, was equally impressed. "Everything from the composition to background artwork, the colour palette to timing and music - it was all exceptional. The film was of a professional standard and the creators should be very proud of what they've made," stated Beth. Both these women were so impressed that they are now mentoring our students.

This year makes it two years in a row that CGGS students have won this competition. Last year, Scarlett Giang and Natalie Chung's film, 'Disconnected' took out the Senior Category and also received the Mental Health Awareness Award. Scarlett was invited to join this year's judging panel, a role she thoroughly enjoyed.

We could not be prouder of all our students who entered this competition and to Laura Katrina and Heidi - congratulations once again on this outstanding achievement!





2023 School Captains

AMY DINGLE

School Captain

When did you start at CGGS?

Year 7 in 2018.

What subjects are you studying in 2023?

Chemistry, Physics, PE, Specialist Maths and English Language.

What do you love about CGGS?

In addition to encouraging us to strive for academic excellence, I love how CGGS guides and encourages us to grow as individuals. CGGS has created an environment and community that is supportive and inclusive.

What do you wish to achieve in 2023?

I plan to reaffirm CGGS as a school which values experiences and qualities beyond just academic success. Particularly, with a focus on growing as individuals with kindness and gratitude as we explore different topics and interests.

What do you like about being a leader?

Being a leader provides me with a platform to easily communicate with students to collaborate and create change. I enjoy representing the student body to allow student voices to be heard.

What is your favourite creative program to be involved in at CGGS?

It would have to be House Music! Something about the buzz of performance night, the House Spirit, and the support each House shows to one another, even though it is a competition, is so amazing.

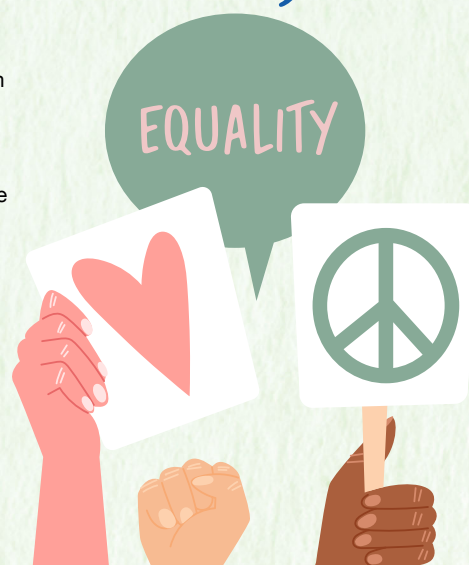
Who inspires you?

I am inspired by my siblings. Their strength to overcome adversity with a positive attitude and gritted teeth is so admirable. As much as they annoy me, they're stable pillars in my life that I can turn to for advice or simply for a laugh.

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

Adele! Not only has she produced some real classics, but I feel as though she would be a very funny and insightful person to talk to.

Being a leader provides me with a platform to create change.



TARA RASTOGI

School Vice Captain

When did you start at CGGS?

Year 7 in 2018.

What subjects are you studying in 2023?

Legal Studies, French, Literature, Biology and Specialist Maths.

What do you love about CGGS?

I love that CGGS has such a welcoming atmosphere, where everyone knows each other. I especially enjoy when innovative opportunities are offered that bring people together to try something new or unearth an undiscovered passion. But the friendships that I have created across the various co-curricular programs are what I treasure most.

What do you wish to achieve in 2023?

Making everyone feel included and seen is what is so special about our CGGS family, and so I hope we can further build on that in 2023. I also hope our team can do some work around gratitude, wellbeing and mental health, which are themes that are extremely important to us.

What do you like about being a leader?

What I like about leadership are the opportunities to work with a variety of students and teachers in the creation and execution of new ideas and programs. I think being able to make positive change surrounding current issues, in ways that empower our community is something so incredible. I also love working with Amy and Scarlett who are intelligent, bright and compassionate leaders, and I cannot wait to see what we do together!

What is your favourite creative program to be involved in at CGGS?

House Dance! When I first participated in Year 7 I had no dancing experience, but the friendships I have made, and the excitement of performing something as a team is what has made me participate every year since. The effort the Captains put into creating our dances has taught me a lot about leadership.

Who inspires you?

Malala Yousafzai. After reading her biography in Year 6, I was inspired by how she didn't accept the injustice of being denied an education, but instead stood up,

I love the welcoming atmosphere where everyone knows each other.

not just for herself, but every girl who had been oppressed by the system. She knew the power of women who are educated.

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

Serena Williams. She is an incredibly talented and hardworking tennis player and businesswoman who has done amazing things for women, particularly black women in sport. She faced many trials on the court and in the media, and yet she continued to play. I can imagine that she would have some amazing stories and lessons to share.

Captains

MEET OUR
INSPIRING
CAPTAINS!

SCARLETT GIANG

School Vice Captain

When did you start at CGGS?

Prep in 2011.

What subjects are you studying in 2023?

English, Chemistry, Physics and Specialist Maths. I have also applied for the University of Melbourne Extension Program for Mathematics. If I am not successful, I will do Psychology as my fifth subject.

What do you love about CGGS?

I really love CGGS's strong sense of community and supportive, inclusive culture. I love our school's focus on student-led initiatives, particularly relating to topics such as wellbeing and diversity. These areas of focus help to foster student relationships and overall, more open-minded people.

I wish to inspire others to pursue their passions.

What do you wish to achieve in 2023?

I would like to promote marginalised voices through meaningful initiatives that connect the school community. I wish to collaborate with all different types of people and inspire others to pursue their passions and stand up for what they believe in, no matter the formal leadership title.

What do you like about being a leader?

Being a leader offers so many opportunities to create a true impact on others. I like how I am given a platform to not only make a difference, but also learn new things about myself as I grow with my peers. I like working with others to create an environment where diverse perspectives are shared and valued.

What is your favourite creative program to be involved in at CGGS?

House Dance would have to be my favourite. I love how so many people can get involved, regardless of skill level. In 2022 I had the pleasure of being involved as Taylor's Technical Captain where I learnt many new skills and was able to witness all of the Houses' phenomenal performances.

Who inspires you?

My mum inspires me every day to live with compassion, resilience and gratitude. She was the strongest, most determined person I know. From immigrating to Australia without knowing the language to working in IT, a largely male-dominated field, to her battle with cancer, she taught me to always persevere and the importance of self-love.

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

I would probably choose my grandmother, my 婆婆. She passed away when I was very young, so I would want to truly get to know her and learn about my family's history (and funny stories about my mum, aunty and uncles as kids). She seemed like such a lively, bubbly person who instilled her determination in my mum.



Return to the Great Outdoors

In November we concluded our first full year of Year Level Camps since 2019. Our Year 3, 4, 8, 9 and 10 students all ventured off on their respective camps during the second half of the year.

It was lovely to see students back in the great outdoors having fun and challenging themselves. It was also heart-warming to see our Year 3s excited to head off on their very first camp.



A Year of Sport



What a thrilling year it has been for sport at CGGS. After two years of interruptions, 2022 has been action-packed with a full calendar of sporting events. There was record participation across the board, whether it was Snowsports, Triathlon, Golf, Athletics, Softball or Netball, our students leapt at every opportunity - their enthusiasm and dedication evident in their fantastic results.



Farewell

Farewell to the Class of 2022

As the year draws to a close, we farewell the Class of 2022 - another diverse group of young women who leave CGGS ready to chase their dreams and to make an impact on the world.

This group of students have been strong and active participants in the life of the school, involved in service learning, co-curricular activities, House programs and of course, academic pursuits.

Throughout their six years at Senior School, each student has made their own contribution to school life and to the unique culture that is CGGS. We thank each and every student for contributing so greatly to the life of the school.

Just like the almost 11,000 graduates who have gone before them, we wish you all the very best of luck in the future, and we know you are truly prepared to conquer this next chapter with passion and purpose.



Val Dyke Extreme Generosity

Val gives the ultimate gift of an education that has shaped who she is today.



Camberwell Girls Grammar School is particularly indebted to one very special old grammarian and wishes to publicly acknowledge her generosity.

Val Dyke, who graduated from CGGS in 1962, has always remained connected with the school. She whole-heartedly believes in a CGGS education, and her greatest wish is to enable students to receive the same education that she did.

An accomplished businesswoman, Val believes she would not be the person she is today if she had not attended Camberwell Girls Grammar School.

Her commitment and passion for seeing young students educated at CGGS is so strong that Val donated \$600,000 to the school to make her wish a reality.

A devoted Christian, Val attributes a great deal of her faith to those who set the example and shared their faith with her during her time at school.

"There were two female role models at CGGS, Miss Louisa Taylor and my godmother, Miss Dorothy Hall. Each were very strong independent women who were instrumental in shaping my life. My faith was enriched at CGGS, a faith that is still very strong and guides me daily," says Val.

She continues, "I received a well-rounded education that truly set me up for life. I hope that I can make a difference to the lives of others by enabling them to come to CGGS and be set up for life," confirms Val.

Principal, Debbie Dunwoody says she is extremely appreciative of Val's most generous donation.

"This is the most significant gift that we have received in the 102 year history of the school. I am incredibly thankful to Val for making such a large donation to CGGS and I look forward to working with Val to honour her wishes. This is really a wonderful Centenary gift," says Debbie.

In 2023, the school will realise The Miss Val Dyke Scholarship, as well as the The Miss Dorothy Hall Scholarship - important scholarships as they will go to families where an education at CGGS would not otherwise be a reality.

Once again, the CGGS community wishes to thank Val for coming forward to support the school. We know Val's extreme generosity will have an enduring impact on the next generation of CGGS students, and will create the most wonderful legacy for young women to benefit from. For this, we are so very grateful.

We wish to thank everybody who made a donation to the 2022 Annual Appeal.

We wish to thank everybody in the Camberwell Girls Grammar School community who made a donation to the 2022 Annual Appeal. Thanks to your generosity we raised in excess of \$180,000 - an amazing community effort!

We are absolutely delighted to confirm that as a result of the 2022 Annual Appeal, we will be offering two Means-Tested Scholarships in 2023 to students who otherwise could not come to CGGS. These scholarships will be named The Miss Val Dyke Scholarship and The Miss Dorothy Hall Scholarship.

We look forward to providing more details about these scholarships in the new year and launching the 2023 Annual Appeal.

After two postponements and nearly three years of planning, CGGS was thrilled to finally hold the Centenary Gala on Saturday 30 July.

The beautiful ballroom of Leonda by the Yarra was filled with over 300 members of the CGGS community to celebrate this major milestone in the school's history.

An excited CGGS community, coupled with brilliant live music and auctions made for an amazing atmosphere.

We thank everybody for joining us to celebrate the school's 100th (+2) Birthday!



CENTENARY GALA

a magical evening of celebration

Garden Party

On Saturday 12 November it was the school's delight to welcome almost 300 guests to our Centenary Garden Party.

The final event of the school's Centenary celebrations, old grammarians, former and current staff gathered on the oval for an afternoon of fine food and beverages, live music, lawn games and of course, reconnecting and reminiscing the years gone by.

This truly joyous occasion brought together old grammarians from across many generations, as well as former staff from numerous years - showcasing the genuine sense of community that is CGGS.

A wonderful time for all in attendance, we thank everybody for joining us!



Parents & Friends Association (PFA)

I have enjoyed my first year as PFA President immensely. Our PFA vision and plan for 2022 was to reconnect the CGGS community and to provide many and varied ways for parents to engage and contribute. We have certainly achieved this with everyone's support!

Below is a summary of what the PFA got up to in 2022:

- > We supported over 20 events in nine months including the **Junior Twilight Picnic & Disco**, pre-show refreshments for **Music and Drama performances**, the **VCE Art & Design Exhibition**, special occasion celebrations such as **Mother's and Fathers' Day Breakfasts** and the **Centenary Gala**.
- > We conducted fundraising at the **Senior School Swimming Carnival** with Friends of Sport running a sausage sizzle. At **Carols at Camberwell** we ran a BBQ and Dessert Bar
- > We engaged with new parents at the **Year 7 Morning Tea** and the **Foundation to Year 6 Orientation Day**. We were thrilled to see a great number of parents sign up as PFA volunteers for 2023 and join the CGGS Dads Group.
- > The **CGGS Dads Group** organised dad and daughter activities each term including a Trivia Night, King and Queen of Basketball Challenge, Ten Pin Bowling and Minigolf.

> The PFA worked closely with the Foundation Office to launch the **'Why Volunteer' Video** initiative to provide dedicated parent volunteers a platform to share their stories on why they are passionate about getting involved at CGGS.

> The PFA purchased new **3D printers** for the MakerSpace.

> A large cohort of parent volunteers completed the **Responsible Serving of Alcohol (RSA)** course, to ensure we continue to serve our community responsibly and safely.

> Our **Second-Hand Uniform Shop (SHUS)** is back in business offering quality, pre-loved school uniform items for all families.

The PFA vision for 2023 is to deepen engagement with our parent community and to harness their passion, knowledge, and skillsets for the betterment of our daughters' education and life outcomes. To prepare our daughters for a world beyond CGGS that is both complex and ever-changing, it is vital that parents collaborate ever more closely with school staff. To support this, the PFA will offer parents new and varied ways to engage, including but not limited to: volunteering at events, a forum to put forward new ideas, guest speaker and networking events, opportunities to contribute your talents and expertise for special projects and initiatives.

Our mums are generally very active and engaged at school and we are absolutely focused on increasing dad and father-figure engagement. As one of the Dads Group leaders, I am particularly passionate about this. The CGGS Dads Group wishes to expand its membership across the Junior and Senior Schools and will be organising new and exciting dad and daughter activities each term. Through our partnership with The Fathering Project charity, we will share fathering tips and strategies to equip and enable our dads to be the best fathers they can be.

I wish to say a huge thank you to the PFA committee members, PFA parent volunteers and the Foundation Office. I also wish to thank the CGGS staff, and you, our wonderful CGGS community, for everyone's amazing commitment and support this year.

On behalf of the PFA, I wish everyone a happy and safe festive season and much joy and peace for the new year.

Terry McAleenan
PFA President



Acknowledging our Volunteers

On Thursday 17 November 2022, the Foundation Office hosted the Volunteers Thank You Evening to recognise and thank the parent volunteers who contributed their time and effort throughout 2022.

The PFA would like to take this opportunity to especially thank our own parent volunteers comprising of the PFA committee, Friends of Second-Hand Uniform Shop (SHUS) Friends of Sport, Friends of Performing Arts, Year Level Representatives, CGGS Dads Group and parents who have helped at various events throughout the year. Your involvement is instrumental to the success of our goals. There is no doubt your giving spirit will have a positive impact on the community and inspire more parents to come on board.

There are a few Year 12 parents whose commitment and support has been

unwavering throughout the years, and we would like to acknowledge and thank the following parent volunteers for their commendable roles and service to the school.

Kim Peak - Friends of Second-Hand Uniform Shop and Friends of Sport.

Meredith Spencer-Jones - Vice President of PFA, Friends of STEAM, Friends of the Art, and Year Level Representative.

Viv Noffs - Friends of the Arts, PFA General Member and Year Level Representative.

Krys Pekin - PFA General Member and Secretary.

Helen Westerman - Friends of Second-Hand Uniform Shop.

We are sad to see you go but we hope you will remain connected to our community through our CGGS Past Parents Group. You will always be a valued member of our tight-knit community.

As we bid farewell to these dedicated parent volunteers, we look forward to welcoming a new group of volunteers in 2023.

JOIN US!

If you would like to be involved in the PFA, being a parent volunteer, joining the CGGS Dads Group or are interested in the CGGS Past Parent Group, we would love to hear from you.

Please contact pfa@cggs.vic.edu.au

Like us on Facebook

PFA Camberwell Girls Grammar School



Old Grammarians

Message from the OGA President

2022... what a year you have been! It is hard to believe 2023 is just around the corner! What an absolute delight it has been to see our lives opening up to a 'new normal'. One of the highlights of this year was attending our Centenary Gala - an amazing event where you could feel the excitement in the air as our school community came together to (finally!) celebrate our 100 years - it was such a wonderful opportunity to re-connect and shake off the last couple of years on the dance floor!

As life continues to open and our new 'normal' pathway is being paved, the CGGS OGA is making exciting plans for 2023 and we would love to invite old grammarians to join this beautiful committee of like-minded women, united in giving back to our school and embracing our School Motto, Utilis in Ministerium. Key areas of focus for 2023 will be creating opportunities for old grammarians to come together, and fundraising in support of our school through events, activities and initiatives.

As 2022 draws to a close, I would like to wholeheartedly thank the 2022 CGGS OGA Committee of Carolyn Olsen (1996) Co-Secretary, Elisabeth Sandbach (2012) Co-Secretary, Leanne Quinn (1982) Co-Treasurer, Samara Jones (2012) Co-Treasurer, Grace Tennant (2012), Naz Pond (2012) and Jess Wynn (2012). Your ongoing dedication and support of our school is greatly appreciated; it has been a joy being the CGGS OGA President over the last 12 years.

Until the next edition, enjoy the longer days - may the sun shine and bring a smile to you!

Cara Davey (1996)
OGA President

BE SOCIAL!



Camberwell Girls Old Grammarians



Camberwell Girls Grammar School Old Grammarians Association (OGA)

Remaining Connected It certainly has been a big year for reunions!

The first half of the year saw the Class of 2000, 2001 and 2002 celebrate their 20 Year Reunion and the Class of 2010, 2011 and 2012 celebrate their 10 Year Reunion.

In the second half of the year, the Class of 1970, 1971 and 1972 celebrated their milestone 50 Year Reunion. The Class of 1980, 1981 and 1982 all gathered for their 40 Year Reunion and the Class of 1990, 1991 and 1992 joined together to celebrate their 30 Year Reunion.

Not forgetting the Class of 2015, 2016 and 2017 coming together for their 5 Year Reunion and simultaneously, the Class of 2019, 2020 and 2021 celebrating their long awaited 1 Year Reunion.

A lively year for all these groups. Here's what some of our guests had to say:

Our 50 Year Reunion was immensely enjoyable. The tour was an eye opener; the girls are so fortunate to have the wonderful environment that the school has become. Looking forward to the 60 Year Reunion.
Jocelyn Sinton (Ferguson, 1970)

I hadn't seen any of these girls in 50+ years! It was so exciting to be recognised and to recognise others. I totally enjoyed sharing memories and catching up with some of the girls I started school with as a 4-year-old.
Jennifer Holland (Hart, 1970)

A quick note thanking you for the time and effort put into our 50 Year reunion last Friday. The atmosphere and feeling of good will was amazing. Lunch was delicious too!
Bev Alston (Smith, 1971)

A sincere thank you for conducting our 50 Year reunion, giving us a wonderful opportunity to rekindle our many memories. It was a lovely idea to combine the 3-year levels - it worked very well.
Sue Boekel (Schultz, 1972)

Thank you so much for organising the wonderful reunion on Saturday afternoon. I thoroughly enjoyed myself. My friends and I decided that we would all attend the Garden Party to ensure it wasn't another 10 years until we saw each other again!
Jacqui Richmond (1991)



Association

2023 REUNIONS

We are pleased to announce that from 2023, reunions will be getting a new look. You told us that you wanted to see reunions held every 5 years, so we listened and, from 2023 the format will look like this:

1 Year Reunion
Stand alone event

5, 10, 15, & 20 Year Reunions
Individual events on the same day

25, 30, 35, 40, & 45 Year Reunions
Individual events on the same day

50 Year Reunion
Stand alone event

Sapphire Circle
Stand alone event

Please make sure you check your inbox and letterbox for save the dates and invitations.

Refer to the full events calendar at the back of this magazine for all OGA events.



SAPPHIRE CIRCLE LUNCH - YOU'RE ALL WELCOME

At CGGS the last formal year level celebration is the 50 Year Reunion. Following this, you are warmly invited to join the Sapphire Circle who gather annually over a celebratory lunch. Every old grammarian that has left school 51+ years ago is warmly invited to join this group. Over the years we have welcomed grammarians from across many year levels. This is a much-loved event, with our guests returning year after year. Invitations will automatically be sent out to year levels once they reach this stage, so please keep an eye out later in the year for your invitation.

2023 INTERSTATE REUNIONS

Principal, Mrs Debbie Dunwoody is delighted to announce she will be hosting three interstate reunions in 2023:

Perth - February

New South Wales - March
Canberra - August

Save the date and invitations will be sent in due course and we encourage you to join these intimate events.

CAPTAINS OF CAMBERWELL DINNER

Due to the overwhelming success of the inaugural Captains of Camberwell Dinner in 2019, we are delighted to announce we will be hosting this event again on **Thursday 16 March 2023**.

The Captains of Camberwell Dinner is to celebrate and thank our School Captains / Prefects and Vice Captains for their service to the school.

If you are a former School Captain, Vice Captain or Prefect please save the date. Invitations and details will follow early in the new year.

OLD GRAMMARIAN SCHOOL TOURS & MORNING TEA

We know how much our old grammarians enjoy returning to the school to see what has changed and what has remained the same. These trips down memory lane evoke such fond and wonderful memories for our old grammarian community.

From 2023, we are excited to introduce two dates to enable you to come into CGGS for a tour and complimentary morning tea. For catering purposes, bookings are essential.

Tour 1 - Monday 3 April

9.30am tour, 10.00am morning tea

Bookings

events.humanitix.com/ogschooltour-april

Tour 2 - Monday 9 October

9.30am tour, 10.00am morning tea

Bookings

events.humanitix.com/ogschooltour-october

Alternatively, please contact Karen Bartram to book.

If you are interested in learning more about the OGA please contact:

Karen Bartram
Alumnae Relationships Coordinator
bartramk@cggs.vic.edu.au
(+613) 9811 8501



One of our eldest old grammarians, **Grace Lovell** (Vale, 1934) enjoys reading CamLife and eagerly awaits its delivery. She loves reading it from front to back and learns all about the happenings of her 'old school'. Grace celebrated her 101st birthday this year in her hometown of Western Australia. Even though Grace is far away, she still keeps up to date with CGGS.

Old Girls Giving Back

Be Like Her

Earlier this year, a group of Years 7 - 10 students were given the opportunity to be involved in a community radio initiative, Be Like Her. As part of this program, students attended a workshop where they learnt how to host a radio show before interviewing inspiring women. The interviews were recorded and later aired on community radio statio, Live FM during the Be Like Her week.

A big thanks to **Georgie Herbert** (1998) who volunteered her time to be interviewed by the students.



World of Work Day

The annual Year 9 World of Work Day was held earlier this year, providing students with the valuable experience of sitting a mock job interview.

The interviews were conducted by current parents and a number of old grammarians and were designed to give students a taste of a real-life job interview, in a familiar and comfortable environment.

We wish to thank the following old grammarians for volunteering their time to make this initiative possible for our current students - **Alex McLennan** (2013), **Mandy Mandie** OAM (1977), **Ros Chaffey** (1984), **Alison Shillington** (1989), **Lara Ruddie** (1992), **Sarah Myers** (1994), **Nikki Hong** (2016) and **Mel Treloar** (1998).

On the day prior to interviews, we delighted in welcoming **Georgia Pleasant** (Mitropoulos, 2013) to the school to give the students advice on appropriately dressing for an interview. Georgia works in corporate communications and has a styling business, Styled by Gee.

We are so grateful to our old grammarian community for their willingness to give so generously of their time to help our current students.



OGA Public Speaking Competition

The annual OGA Public Speaking Competition held earlier this year is always a popular competition with current students. An initiative from the OGA Committee to help students gain the skills and experience with public speaking, the competition is judged by members of the English Department and OGA Committee members, Samara Jones (2012) and Jess Wynn (2012). Congratulations to the following students who won their categories:

Senior Division (Years 10 - 12)

May Du, Year 11

Topic: The unexamined life is not worth living - Socrates

Junior Division (Years 7 - 9)

Angela Liu, Year 9

Topic: We are what we repeatedly do - Aristotle

CALLING ALL GOLFERS

2023 will see the 94th annual Women's Interschool Golf Challenge Cup.

A group of CGGS old grammarians play in this competition annually and they warmly welcome other grammarians to join them.

The 2023 event will be played at Yarra Yarra Golf Club in Bentleigh. Funds raised on the day go to support McAuley Community Services for Women.

Anyone interested in competing or learning more, please contact: **Andrea Donaldson** bellevoeu@ozemail.com.au

2023 Old Grammarian Calendar

The event calendar for 2023 is shaping up to be a busy time for our old grammarians. There are many opportunities to gather and connect as old grammarians, whether it be at a school reunion, an OGA meeting or an OGA event.

Below you will find dates to mark in your calendar. We'd love to see you back at CGGS!

Captains of Camberwell Dinner	Thursday 16 March	6.30pm School Tour, 7.00pm - 9.00pm Dinner
OGA General Meeting	Wednesday 22 March	7.00pm - 8.30pm
Class of 1973 - 50 Year Reunion	Thursday 31 March	11.30am School Tour, 12.00pm - 2.00pm Lunch
Old Grammarian School Tour & Morning Tea	Monday 3 April	9.30am School Tour, 10.00am Morning Tea
OGA General Meeting	Wednesday 24 May	7.00pm - 8.30pm
Class of 2018 - 5 Year Reunion	Friday 16 June	6.30pm School Tour, 7.00pm - 9.00pm Reunion
Class of 2013 - 10 Year Reunion	Friday 16 June	6.30pm School Tour, 7.00pm - 9.00pm Reunion
Class of 2008 - 15 Year Reunion	Friday 16 June	6.30pm School Tour, 7.00pm - 9.00pm Reunion
Class of 2003 - 20 Year Reunion	Friday 16 June	6.30pm School Tour, 7.00pm - 9.00pm Reunion
Class of 1998 - 25 Year Reunion	Saturday 17 June	3.00pm School Tour, 3.30pm - 5.30pm Reunion
Class of 1993 - 30 Year Reunion	Saturday 17 June	3.00pm School Tour, 3.30pm - 5.30pm Reunion
Class of 1988 - 35 Year Reunion	Saturday 17 June	3.00pm School Tour, 3.30pm - 5.30pm Reunion
Class of 1983 - 40 Year Reunion	Saturday 17 June	3.00pm School Tour, 3.30pm - 5.30pm Reunion
Class of 1978 - 45 Year Reunion	Saturday 17 June	3.00pm School Tour, 3.30pm - 5.30pm Reunion
OGA General Meeting	Wednesday 23 August	7.00pm - 8.30pm
Old Grammarian School Tour & Morning Tea	Monday 9 October	9.30am School Tour, 10.00am Morning Tea
Sapphire Circle Lunch	Saturday 7 October	11.30am School Tour, 12.00pm - 2.30pm Lunch
OGA Meeting & AGM	Wednesday 8 November	7.00pm - 9.30pm
Class of 2022 - 1 Year Reunion	Thursday 23 November	6.00pm - 8.00pm



Juliana Engberg (1975)

After graduating from CGGS in 1975, Juliana went on to Melbourne University to study Philosophy, Classics, Russian Literature, English Literature, Modern History and Psychology with her major in Fine Arts and Art History. She also studied Film Script Writing as well as Advertising and did a lot of theatre, writing and radio work.

Juliana currently lives in Denmark where she works at the ARoS Art Gallery and Museum. Her work there is to assist the museum with moving towards its next level of artistic delivery. She also works online with other cities around the world on various projects.

In 2017, Juliana worked as a Program Director for the European Capital of Culture where she led curated events, exhibitions and performances for the year's cultural focus.

Juliana says what she loves most about her work is that she gets to create and make experiences for people to enjoy. She has always loved art, architecture and its history, its link to ideas and the philosophy of humankind. "I guess art picked me. I use all my skills in my work, so it's a bigger thing than just art really," says Juliana.

Thinking about her career, Juliana says that she has done a lot, she has worked internationally, big things, little things. She

says that work and life are inseparable, she thinks all the time and creates all the time. "Working creatively provides the capacity to think laterally, strategically and imaginatively - these are great tools for life."

When asked about her fondest memories from school, some key things stand out to Juliana. "Mrs Moodie, Miss Close, Mrs Osborne, Miss Waterhouse. The 6th Form House. A play called Bonaventura which I was the Stage Manager. The learning. The idea that girls were allowed to think and be self-determining. The friends. The two mile walk to and from the train. Nice thinking time. Creative."

Creative Spotlight



Margaret Porritt (Newhouse, 1958)

Margaret developed an appreciation for design from a young age. When Margaret completed her schooling in 1958, she travelled overseas and attended school in Switzerland for a year, before spending a further year in London working with a top English designer, Norman Hartnell, former dressmaker to Queen Elizabeth II. Margaret returned to Melbourne and completed a millinery apprenticeship with her mother.

The catalyst for Margaret to start her own business was out of necessity, as a single mother in the 1970's, she couldn't find work. "I had no choice but to open my own business and fashion was my passion, so it made sense to open a boutique."

She bought her first store in 1972 called The Orange Poodle, acquiring a second store within three months. Changing the name to Feathers Boutique, Margaret conducted business with Australian labels such as Country Road, Sportscraft, Carla Zampatti,

Trent Nathan and George Cross & Harry Who. After 25 years, Margaret eventually branched out and launched her own label 'Feathers by Margaret Porritt.'

Feathers Boutique has grown to become one of Melbourne's most iconic fashion brands - with 15 retail stores, a thriving online store and MYER concessions Australia wide.

During her career Margaret won numerous awards, including the Victorian Telstra Business Women's Award and Rag Trader's Retailer of the Year. Margaret was also inducted into the Business Women's Hall of Fame and she was recognised as the Metropolitan Fair Trader of the Year for Excellence in Customer Service.

In 2022, Margaret is still Designer and Sole Director of Feathers Boutique and has been for over 50 years.

Margaret says working in fashion is her

passion and working with a younger generation inspires her. "Fashion rules everything. Fashion starts with art then moves into fashion, food, homewares, motor vehicles, sportswear and many other facets of life. Going to work gets me up in the morning!"

At the age of 82, Margaret still loves skiing and skis every winter, "I won't hop on a plane to go on a holiday, however I will hop on a plane to go skiing. In another world, I would have been a skier."

Margaret remembers her time at CGGS fondly, from the friendships she made, to the staff, "The culture at CGGS was excellent, right from the head mistress to the teachers."

We Remember

OLD GRAMMARIANS

Marjorie Gribble (Bird, 1948)
Marjorie passed away on 3 June 2022. Marjorie loved her time at Camberwell and was a proud old grammarian of the school.

Heather Spencer (Clarke, 1961)



Heather Joy was born in Melbourne in 1944, the twin sister of **Leani Alice Williams** (Clarke, 1961). Both sisters attended Canterbury Kindergarten, where they met **Margaret Cooper** (Sare, 1961) and **Carolyn Wood** (Locke, 1961) and a very special 72-year friendship followed.

Heather enjoyed her school years, making many lifelong friends including **Barbara Richmond** (1961), **Lyn Tritton** (Johns, 1961) and **Jenny Stevens** (Allen, 1961). She was awarded School Sports Captain and completed her Matriculation, gaining honours in both Modern and British History. After school she completed a Librarian course at RMIT and then went to work in the Medical Library at Monash University.

Heather had many interests, but family and friends were always a priority, and she was always central to everything in which they were involved. In later years, Heather's interests were genealogy, French conversation, yoga, walking, golf and travel being a life-long interest.

Heather passed away suddenly on 17 June 2022 and will be sadly missed by her family and friends.

Written by **Leani Williams**

FORMER STAFF MEMBER

Shirley Conway (1969 - 1991)
Shirley was an extremely popular and well-loved former member of staff, commencing at Camberwell in 1969 where she worked as Head of the Geography 20 years. Below some of her friends and former CGGS colleagues remember her.

I was one of the fortunate few who knew Shirley as both a teacher and a colleague. She taught me Geography and History in Year 7 and 8 and in Year 9 she taught me Integrated Studies. I remember her calm demeanour and her very expressive hands. She inspired in me a lifelong love of both disciplines.

Judi Rimington (Barratt, 1974)
Old grammarian & former staff member
1990 - 2003

Shirley always had an infectious smile, often accompanied with a lovely little laugh. She was dignified but also extremely friendly to other members of staff.

Denise Massoud (Bubb)
Chemistry & Maths Teacher 1980s

The strongest impression I have is of a quiet, dignified lady. I remember conversations with her about India because I was teaching Asian History.

Judi Cleary
History & English Teacher 1989 - 2021

I have very fond memories of Shirley, the kindness and generosity she extended to me. She gave me a lift home from school and these trips were not only enjoyable, but a rich source of learning and we laughed a lot. To this day I pass on the cooking tips I got from Shirley to my family and friends. I am glad to say that her legacy lives on through others.

Lorraine Peterson
Biology & Science Teacher 1980 - 2016



Shirley gave up her time outside the classroom to arrange field trips for the senior students to give them first-hand experience of the issues which formed part of their studies. Her former students spoke warmly of her enthusiasm for teaching them about this important area of study. I join other former colleagues in sending my condolence to her family at their recent bereavement.

Dr Barbara Fary OAM
Principal 1989 - 2001

Shirley was always supportive of her colleagues, and under her dignified and formal exterior was a delightful sense of humour. She had a prodigious intellect and I loved hearing her vast knowledge of Indian history... a wonderful conversationalist. In her post teaching years, she added two more degrees to her armoury (4 in total).

Barbara Russell
Music Teacher 1976 - 2006

Shirley was a very conscientious teacher and faculty head. The Geography syllabus was well set out and Shirley hoped that this would enable her staff to work collaboratively and efficiently. Shirley was always available to help members of her faculty and although she was a quiet person, Shirley had a sense of humour and was friendly. I was sad to hear of her passing.

Beverley Hoxley
Commerce Department 1976 - 2006

We both remember Shirley fondly and express our sadness at Shirley's passing.

Anne Sears
History & Geography Teacher
Caroline Danaher
Art & Design Teacher

CAMBERWELL GIRLS GRAMMAR SCHOOL

INSPIRING WOMEN NOMINATIONS FOR 2023 NOW OPEN!

The CGGS Inspiring Women Program provides an opportunity to acknowledge and celebrate the outstanding contribution made by women connected to CGGS since its inception.

Do you know a CGGS alumnae, staff member or parent who has made a significant contribution within their area of expertise, or in the community? If so, nominate her now for the Inspiring Women Program.

This program allows the CGGS community to formally recognise the honourees for the work they do and the impact they have. With a special ceremony and

their profile on display to inspire current students, the honourees serve as a reminder of the amazing women that are connected to the school.

FURTHER INFORMATION

Kate Daffy
Community Programs & Events Coordinator

E daffyk@cggs.vic.edu.au
T 03 9813 1166



NOMINATE NOW!

Nominate online at cggs.vic.edu.au

Class of 2022

CONGRATULATIONS TO
THE CLASS OF 2022
FOR THEIR OUTSTANDING
VCE RESULTS

93

MEDIAN ATAR

11% ATAR SCORE > 99

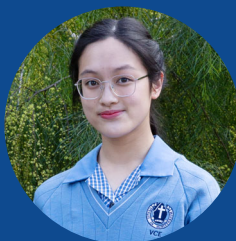
20% ATAR SCORE > 98

42% ATAR SCORE > 95

55% ATAR SCORE > 90

9 Perfect Study Scores

English (EAL)
Music Performance
Equine Studies
Biology
Specialist Mathematics
2 x English
2 x Psychology



SHUHAN ZENG
DUX OF SCHOOL

PERFECT
SCORE

99.95

Meet our Vibrant Community

2023 Information Mornings & School Tours

Information Morning	Friday 10 February	9.00am - 11.30am
Information Morning	Friday 31 March	9.00am - 11.30am
School Tours	Wednesday 24 May	9.00am - 11.30am
Information Morning	Saturday 17 June	9.00am - 11.30am
School Tours	Tuesday 25 July	9.00am - 11.30am
Information Morning	Thursday 24 August	9.00am - 11.30am
School Tours	Friday 6 October	9.00am - 11.30am
Twilight Tours	Thursday 9 November	5.00pm - 7.00pm

At our **Information Morning** sessions you will hear from our Principal, Debbie Dunwoody. Through her presentation, you will learn all about an education at CGGS and what makes our vibrant community so special. Following the presentation you will be taken on a school tour.

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

Scholarships for 2024 Now Open

AVAILABLE SCHOLARSHIPS

- > Academic
- > Indigenous
- > Means-Tested
- > Music / Academic
- > Principal's

ENQUIRIES

Fiona Hughes
Admissions Manager
03 9811 8503
admissions@cggs.vic.edu.au

FULL DETAILS AVAILABLE AT cggs.vic.edu.au



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

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cggs.vic.edu.au
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