

CAMLIFE

Issue 76
Winter 2023

**UNPACKING
OUR TEACHING
& LEARNING**



EXPLICIT INTENTIONAL INFORMED

The design of our curriculum helps young people understand and respond to challenges and opportunities

At any point in time, teams of teachers across the School are designing, reviewing and renewing our curriculum and programs to ensure that they are relevant and where appropriate, evidence-based or research-informed.

The next two editions of CamLife will give you an insight into our programs through examples or 'pictures of practice' and how we use them to build opportunities for students throughout our Junior, Middle and Senior schools. We are very mindful of engaging our students in deeper, as well as more integrated learning (across subject disciplines), where relevant.

Our breadth of curriculum, co-curricular and wellbeing offerings have been many years in the making, and some form key foundational work and provide the basis for future developments. Two key examples of this are our Junior School Literacy and Numeracy programs, and our BY DESIGN Learning Architecture that is predominantly being used in the Secondary School.

In the latter part of 2018, a team of Junior School staff led by Emma Hinchliffe, Charlotte Forwood and consultant Ann Beck, embarked on a thorough review of our Literacy and Numeracy programs, including curriculum design and instructional

practices. This review took 18 months to complete and recommendations were swiftly implemented.

We use evidence to help inform best practice

Today we have robust evidence-based Literacy and Numeracy programs in the Junior School which support the development of key foundational skills that underpin learning. The positive outcomes of these programs are apparent in our students' work, and evident in our outstanding 2022 NAPLAN results, in particular our Year 3 students. These students are our first cohort of students to receive systematic, explicit instruction in literacy and numeracy, and access to the redesigned curriculum since Foundation.

In 2020, after 18 months of preparation, we launched our BY DESIGN Learning Architecture. In addition to including key knowledge and skills that young students need, this architecture is inclusive of many other key elements. These include the development of fundamental personal characteristics encompassed by the areas of connection, growth, grit and sustainability;

our designated transferable skills; and four design principles that enable learning that adds new value, makes sense of things, helps students to take responsibility for their learning and activates wellbeing.

A greater portion of our Secondary School curriculum is being developed using the BY DESIGN Learning Architecture. This ensures that it has the required depth, breadth and intentional development of capabilities in young people to help them understand and respond to the complexity of challenges and opportunities that are presented to them now and into the future.

I hope that the stories contained in this and the next edition of CamLife provide a glimpse into the extensive offerings at Camberwell Girls Grammar School and how we use evidence to help inform best practice.

With best wishes,
Debbie Dunwoody
Principal



PICTURES OF PRACTICE

UNPACKING OUR PURPOSEFUL LEARNING EXPERIENCES

*Education is the most powerful weapon
which you can use to change the world.*

Nelson Mandela

To foster a passion for learning and a global mindset to build a more just and sustainable world, we make informed decisions about the learning we design for our students. These decisions are informed by expert researchers and practitioners, the needs and aspirations of our students, and our unique CGGS context.

Dr Charlotte Forwood, Director of Learning Design & Development, is at the helm of learning design. "At CGGS we are designing purposeful learning experiences which are underpinned by evidence-based practices, responsive to learners' needs and connect with living and learning beyond school."

In this edition of CamLife we wish to share with you 'pictures of practice' – stories and snap shots that illustrate evidence-based learning in action at CGGS.

Each of the pictures of practice featured provide evidence of the careful curation and development of learning across our whole school.

"From explicit instruction in writing, to rigorous research in Extended Investigation, these examples provide insights into some of the ways we support high quality thinking and outcomes for our students," Charlotte explains.

At CGGS we design purposeful learning experiences

Each picture of practice includes an explanation of the skills, strategies or opportunities being showcased and highlights key transferable skills which are explicitly taught. Transferable skills are portable skills that are needed and valued beyond subject disciplines. They include communication and

problem solving which are highly sought after by businesses and educational organisations. As essential elements of our BY DESIGN Learning Architecture, we are ensuring our students not only have an understanding of the importance of transferable skills, but also have the opportunity to develop them in different contexts.

Our students are at the centre of all we do. Carefully designed and curated programs, and robust instructional practices provide students with the best possible educational experiences to support their growth as learners and global citizens.

Charlotte is proud of the work we are doing at CGGS, "We are dynamic in our thinking, purposeful in our planning and aspirational in our actions. We co-design for learning now and for our students' future."



DARING TO DRONE!

PICTURE OF PRACTICE DRONE TECHNOLOGY

TRANSFERABLE
SKILLS
CRITICAL THINKING
PROBLEM SOLVING
TEAMWORK & COLLABORATION

Overview

The Drone program at CGGS encompasses a range of different aspects, finding its place in both the Geography curriculum and our Upskill program. It began as an intentional but basic concept - with one industry standard drone being used on Geography fieldtrips to take aerial photographs and as a fun activity during lessons, enabling students to get a taste of this important geospatial technology.

In 2023 Daring to Drone, a Year 8/9 elective, was born and a fleet of mini drones were acquired. Drone flying, in conjunction with other skills including coding, is also offered as part of the Upskill program which has been purposefully designed to equip our students with future skills.

What is informing this practice?

Females continue to be underrepresented in many technological fields, including drone piloting. The need for an experienced and well supported geospatial workforce is clear, yet the ability of geospatial science to attract and retain the incoming workforce hasn't been implemented to its best ability. In 2020 there was an Australian workplace shortfall of over 600 surveyors and spatial scientists, and this is expected to double by 2025. Only 20% of the Australian spatial and surveyor roles were occupied by women in 2021.

Our Drone program has a deliberate 'future ready' approach that also offers exposure to a range of exciting career pathways utilising drone technology. According to the Australian Government, the development of the drone industry has the potential to increase Australia's Gross Domestic Product by \$14.5 billion and is projected to create up to 10,000 jobs over the next 20 years.



Scan the QR code for
further reading.

Key features

Students develop problem solving and collaboration skills through drone flying and are set scenario activities based on real life events. The Daring to Drone elective is holistic, it's not just about drone flying and coding, but also about flying safely according to Civil Aviation Safety Authority rules and regulations. In the elective, students can complete a Beginner Drone Pilot microcredential, adding to their repertoire of employability skills.

Why is this practice essential?

This practice highlights an opportunity for students to engage with significant technology tools and to develop real-life transferable skills across a wide range of programs and activities that stretch into and out of the classroom. Whether in an elective, part of the Upskill program or within the Geography curriculum, students have multiple touchpoints to develop these skills.

The structure of Geography programs at CGGS develops critical thinking - teaching students how to analyse, synthesise, evaluate and think creatively to problem solve a range of global issues, develop empathy and a deep understanding of the world around us. The use of geospatial technology improves efficiency and capability, expanding human capital and making for a powerful combination of opportunities for students in a rapidly evolving future.



A story that encapsulates this practice

In Term One, as part of the Upskill program, Year 9 students participated in a drone and technologies workshop, run by students from the Melbourne University Geomatics Society. The oval was covered in geospatial equipment including theodolites, lasers, drones and total stations - all there for our students to experiment with and experience. A significant goal for the day was to offer students a taste of a range of tools and technologies used in geomatics, surveying and geospatial industries. It was an action-packed day, with students flying drones, calibrating total stations, producing 3D room scans with lasers and much more.

Another great example is the Year 10 Geography greenspaces project. Drones are a data collection tool that help to capture real-time aerial photographs. For this project students flew a drone over areas in the School to capture a birds-eye view of the space they were redesigning into an ideal greenspace. This data enabled them to build on other primary data they collected during their fieldwork, bringing together a range of data to justify their designs.

OUR WRITING REVOLUTION

EXPLICIT WRITING INSTRUCTION

TRANSFERABLE SKILLS
COMMUNICATION
CRITICAL THINKING
CREATIVITY

Overview

Over the past three years, our Junior School staff have been focusing on explicit writing instruction. Teachers have been trained using The Writing Revolution, an evidence-based method of writing instruction. Known as the Hochman Method® it provides carefully sequenced, explicitly taught instruction to develop writing skills, from the sentence level to composition. These skills are embedded in content across subjects and year levels.

A writing curriculum is being implemented across all year levels to create a common and shared language, as well as a step-by-step process for teaching writing. Following six key writing principles, skills are gradually built as students transition through the grades.

What is informing this practice?

According to the Centre for Independent Studies, the NAPLAN evidence in 2019 showed that writing results for Year 7 and Year 9 students across Victoria fell below the 2011 National average. While this was not the case for students at CGGS, we noted that Writing was an area of relative weakness according to NAPLAN testing, compared to the excellent results achieved in other assessment areas including

Reading, Spelling and Numeracy. This led us to carrying out further research into different methods of teaching writing.



Scan the QR code for further reading.

Key features

We are now providing an evidence-based approach to teaching writing skills, using a well-structured program and explicit teaching. The aim is to improve students' understanding of how they learn to write, the quality of their writing, and embed writing instruction in all areas of the curriculum.

Why is this practice essential?

Writing is a key foundational skill across all subject areas. It is important for our students to be able to clearly express their ideas and understandings. According to a 2020 study titled, The Effects of Writing on Learning in Science, Social Studies and Mathematics, if we can link the teaching of writing to the core content being taught in class, this helps boost overall content mastery.

A story that encapsulates this practice

Year 1 Classroom Teacher, Angela Columbine has been implementing explicit instruction in her classroom for the past few years and says that students are really enjoying their writing and are excited to engage in writing tasks.

"They love it!" she exclaims. "At the beginning of the year some students were writing one sentence per session. Now students are taking risks with their writing, they're using all the tools we have explicitly taught them to create interesting sentences and paint word pictures. They're using conjunctions, verbs, adverbs and time connectives to write a full page of text – and remember, they're only in Year 1!"

Angela smiles from ear to ear when talking about how this explicit instruction has changed the way her students write. "I always tell my class to shoot for the stars with everything they do. They are definitely doing that when it comes to their writing."

The 2022 CGGS NAPLAN results indicated a significant increase in Writing skills overall. The increase was especially noticeable for the Year 3 cohort, who were the first group of students to have had exposure to The Writing Revolution's Hochman Method®, having been introduced to it three years earlier in Foundation.

CURIOUS & CREATIVE

ART-BASED PEDAGOGY & PRACTICE IN EARLY CHILDHOOD

TRANSFERABLE SKILLS
CREATIVITY
COMMUNICATION
PROBLEM SOLVING

Overview

For the last two decades, the ELC has embedded arts-based pedagogy and practice into teaching and learning. Performing and visual arts play a quintessential role in how children understand their world, express themselves and make sense of experiences. It encourages them to communicate their thinking and feelings in a multitude of ways. It provides opportunities to explore, discover, construct, understand and make connections between reality and fantasy, science and imagination, reasoning and dreams, and the natural and man-made world.

The arts and its ability to foster creativity, imagination, and play, facilitate risk-taking and open-ended exploration. It's an invitation for spontaneous and planned play; it constantly evolves within rich environments capturing children individually, and collaboratively, regardless of interests and learning preferences.

What is informing this practice?

Much research highlights the importance and benefits of the arts in the early years. Seminal theorists such as Vygotsky, Dewey, Eisner and Malaguzzi identify that creativity and the ways in which children make meaning and sense of the world, real and fantastical, influences how children learn in their later years. Barton (2015) stated that "before children learn to read and write, they draw, sing and dance...arts are children's first literacies."



Scan the QR code for further reading.

Key features

Students are provided with regular, ample opportunities for two-dimensional and three-dimensional visual art, including painting, drawing, clay and installations, as well as music, drama and dance activities.

Why is this practice essential?

The arts support the development of children through various modes including visual, aural, language, movement and gestural. This practice is fundamental in encouraging the development of fine, gross, and visual motor skills, proprioceptive movement (the body's ability to sense movement, action and location), tactility, and dexterity. Art creates sensory experiences, developing



A story that encapsulates this practice

When learning about the diversity of families, the children in the Early Learning Centre painted a family portrait to visually show their family. "Children then compared and contrasted their families to other children's paintings", explains Early Learning Coordinator, Esther Wong. "We then spoke about how every family is different."

Next, the children then used clay to build their homes. This task not only helped develop fine motor and problem solving skills, but also showed that no matter what size or shape your home is or who is inside, all are families, all are different and all are special.

the neurological pathways between the brain and senses. Cognitive development such as planning, organising, predicting, and problem-solving come into play when children are creating and experimenting with art. In addition, emotional and social skills are refined through verbal and non-verbal forms of cooperation, sharing, turn-taking, self-expression, patience, resilience and confidence.

Finally, engaging with the arts is about more than just the skills gained. It is also about the infectious enjoyment that results from art-based activities. This fosters the beginnings of lifelong learning. The benefits of arts-based pedagogy and practice in Early Childhood are endless, making it an essential practice.

LIGHTS, CAMERA, ACTION

CREATIVE & DIGITAL MEDIA PROGRAM

TRANSFERABLE SKILLS
COMMUNICATION
CREATIVITY
CRITICAL THINKING

Overview

In the VCE VET Program - Creative & Digital Media, students develop a suite of skills to enable them to create a range of digital media products from conception through to development. This two year program starts with a Unit 1 & 2 VCE course - a Certificate II in Creative Industries. Students then take this knowledge and apply it to the Unit 3 & 4 VCE course - a Certificate III in Screen & Media.

Across the two years, students develop portable skills in 2D digital animation, web development, storyboarding, branding, writing for various media, illustration, sound editing, video and photography. Students also become proficient in industry standard programs such as the Adobe Creative Suite.

What is informing this practice?

Digital Media has greatly influenced people's everyday lives in the way they connect, collaborate and work. The Digital Media industry is rapidly growing and evolving, and careers in this area are currently in demand in multiple industries.

According to the World Economic Forum, The Future of Jobs Report, 2020, almost two in three Australian workers (64%) currently apply digital skills in their work, and in the next five years that number is set to reach 90%. The term 'digital skills' is

broadly used to cover knowledge and skills in almost anything to do with the internet, computers, social media and smartphones. The term can be expected to rapidly evolve to include knowledge and skills around an ever broadening range of hardware devices and software due to the expanding Internet of Things.

In their most recent 2023 report, the World Economic Forum highlighted that the main trend driving business transformation was the adoption of new and frontier technologies, with 85% of organisations surveyed expect to broaden the use of digital technologies.



Scan the QR code for further reading.

Key features

This course introduces students to and equips them with employable skills and workplace navigation strategies. Students operate in a simulated work environment, applying their newly acquired skills in a real-world setting, helping them understand the 'world of work'. Experiencing workplace demands, such as meeting design briefs and deadlines, juggling priorities and dealing with clients, helps students acquire multiple transferable skills.

Why is this practice essential?

Completion of the certificates provides the opportunity for diverse post-school pathways. The subject provides students with nationally recognised industry training and offers portable qualifications that enable them to pursue higher education training and qualifications or step straight into the creative and digital media industry. Possible areas students could pursue include film and television production, animation, radio broadcasting, photography, visual arts or web design.

Every student in the 2023 Year 11 and 12 classes is seriously considering tertiary study in the creative and digital media space. Areas the students are interested in pursuing include animation, gamification, film, television, screenwriting, directing, media and communications. The demand for this program is evident and by providing access to it, we are enabling students to be ahead of the curve when they enter university and the workplace.

A story that encapsulates this practice

The Year 11 class recently completed a multiplatform project in which they needed to create an online presence for a company/subject/topic of their choice. Students created websites using Adobe Dreamweaver, and produced collateral for multiple social media platforms including graphics, photography, video and copywriting. What they chose to promote was completely up to them. The choices were varied and included a baking company, a pop culture news site, promotion for a short film and an acting agency.

Keona S in Year 11 recognises the value a VCE VET subject and the subsequent certificates hold. "Once I finish Year 12, I can take my two VET certificates and go straight into a workplace internship if I want." Hayley P in Year 11 echoes Keona, "And when we enter our courses at uni, we'll have lots of prior knowledge from our VET subject studies."

MONEY MATTERS

Overview

Financial literacy, the knowledge of how to make smart decisions with money, is not just an extremely important skill to have, it is vital. Starting financial literacy education as early as possible is fundamental to ensure personal financial success and financial independence later in life.

The Personal Budgeting unit in Year 9 Commerce was designed to equip students with essential financial knowledge to enable them to make informed and effective decisions. Areas explored include the true cost of living, superannuation, savings, wealth accumulation, portfolio diversification and investment choices. Students become economically empowered and more capable in navigating a financial and digital landscape full of choice and enticement.

What is informing this practice?

The Household, Income and Labour Dynamics in Australia (HILDA) survey is a household-based study that provides ongoing, observational data on Australian households and their socioeconomic characteristics.

Results from recent HILDA surveys are worrying. Evidence suggests that there is an observable decline in basic financial literacy for all Australians, but particularly in young people aged 15 to 24 years, whose mean results fell from 3.4 to 2.9 from 2016 to 2022 respectively. There is also a statistically significant gender gap in financial literacy as fewer Australian women are considered financially literate than men.



Scan the QR code for further reading.

Key features

In Semester One, Year 9 Commerce examines the construct of power from the perspectives of money and enterprise. To extend their understanding of earning, spending and saving, students create a personal budget based on a scenario that emulates their first year as a graduate in the professional workforce.

Using a net disposable income of approximately \$43,000 students allocate their spending across categories such as rent and utilities, groceries, entertainment, eating out, personal and medical expenses,

PERSONAL BUDGETING

TRANSFERABLE SKILLS
PLANNING & ORGANISATION
INITIATIVE
CRITICAL THINKING



A story that encapsulates this practice

Head of Commerce, Erin McEwan designed the personal budgeting unit. Students had to budget for a year living out of home, on a first year graduate income. "I believe this exercise was a real eye opener for our students, as these costs are currently all taken care of by their families. Students had to reassess their purchases, make alternative choices and reallocate funds to ensure that they could stick to their budget and meet all required financial commitments," says Erin.

Students had to justify their choices for everything, from where they chose to live, to their home internet provider. They had to figure out what they value. Do they want to purchase a top-of-the-line laptop, or would they prefer to purchase a less expensive one to then be able to spend more on dining out each week?

Some students chose to live in smaller homes/apartments closer to the city (their workplace) and others decided they wanted more space and chose to live in bigger homes further away from the city. Erin continues, "However, this meant they would spend more money on public transport each day."

At the conclusion of this unit, students came to realise that their choices can have financial consequences.

transportation, insurance, and savings. Students produce a report that compares products, considers opportunity costs and justifies their choices. Any excess funds are diverted into an investment vehicle with consideration given to the power of compounding interest in the accumulation of wealth.

Why is this practice essential?

At a national level, the federal government is investing in improving the economic wellbeing of Australians through the creation of the National Financial Capability Strategy - undertaking targeted actions to build the financial capability of young Australians, women, people in or near retirement, and Aboriginal and Torres Strait Islander Peoples.

We know education is the catalyst for change in improving financial outcomes for future generations. At a grassroots level, teachers can positively contribute to this movement by providing young people with the skills, attributes and resilience required to live financially independent and prosperous lives.

When imagining their futures, our students were exposed to the realities of inflation and the true cost of housing, feeding, and clothing oneself. From seeing the monthly expense of necessary insurance policies to the cost of visiting the dentist, or even grocery shopping at the local supermarket, students developed valuable real-world insights critical for their own future financial independence.

MUSIC IS FOR EVERYONE

Overview

Zoltan Kodály (1882-1967) was a Hungarian composer and educator who believed that every person has musical aptitude, and musical instruction should take place at a young age through the simultaneous training of a child's ear, mind, heart and hand. Since 2016, there has been a strong focus on implementing the Kodály Method in our Junior School music program at CGGS.

What is informing this practice?

Music is an aural art form and as such, musical thinking relies on an aural language. The connection between music and language development can help students build a strong foundation for learning in all areas. Being exposed to music at a young age teaches children to aurally recognise different sounds and rhythms - supporting memory and language development.

Neuroscientists have carried out extensive research on how music affects the brain. Whether listening, playing or learning - findings have revealed a strong correlation between positive brain function and music. According to Dr Anita Collins, music learning from a young age benefits a child's brain development and wellbeing. In fact, in her book, *The Music Advantage*, Collins

THE KODÁLY METHOD

presents brain research that reveals learning music and listening to music can grow and repair brains at any age.



Scan the QR code for further reading.

Key features

The use of the student's singing voice is one of the most defining features of this approach as Kodály believed singing should be the foundation of all music education. This highly sequential method uses songs, movement, hand-signs, rhythm symbols and solfege (a pitch accuracy system) to introduce musical elements while fostering aural awareness, collaboration and creativity.

Why is this practice essential?

Focusing on both cognitive and human development in education is essential for the healthy development of our students. Music develops the brain and one's character in ways other subjects do not. It incorporates culture and history, fundamental to who we are and where we come from. If we are serious about developing the 'whole' person in preparation for life and a changing society, then music in education is crucial for a student's full development.

CREATIVITY TEAMWORK & COLLABORATION LEADERSHIP

Kodály's writings suggest this approach is key to unlocking and entering the world of music. Leading Kodály Educator, Lois Choksy believes that such an approach "aids in the well-balanced social and artistic development of the child, and produces the musically literate adult - literate in the fullest sense of being able to look at a musical score and 'think' sound, to read and write music as easily as words."

A story that encapsulates this practice

It comes as no surprise to see Junior School students bursting with enthusiasm and energy as they skip to the Music classroom for a lesson. Led by passionate Junior School classroom music teachers, they know that they are about to 'think in sound' through singing, moving, listening, playing, creating and improvising. Here, they discover the beauty and wonder of music not only through written symbols but also by deciphering the unique language of music through their ears.

This is where it all begins, as the potential of a young musician is unlocked and then realised through a plethora of music co-curricular and performance opportunities at CGGS.

CREATING WITH CODE

Overview

Our BY DESIGN Learning Architecture has prompted the CGGS Mathematics Department to think more broadly about the transferable skills we want our students to build as a result of their learning in Mathematics. One of the key priorities for the department is to foster algorithmic and computational thinking through the Mathematics curriculum. As a result, CGGS has partnered with CS in Schools (Computer Science in Schools), an organisation that provides resources and expertise to schools to teach coding. With the help of industry volunteers and professional development from CS in Schools, we have been able to embed coding into our Year 7 and 8 Mathematics program over the last three years.

What is informing the practice?

Our students are surrounded by a digital environment built by code. All the apps they use every day to live and learn are programmed with code. It is a key priority that students learn how apps work at a fundamental level and that they can use code to create. The National Skills Commission's Skills Priority List 2022, revealed that software and application programmers are the second most in-demand skills in Australia. In order for our students to know these pathways are possible, they need to be visible. With our industry partnerships through CS in Schools, they are able to see the relevance of what they are learning and aspire to related careers.

In addition to this, the 2023 VCAA Mathematics Study Design has seen the introduction of Pseudocoding into both Mathematical Methods and Specialist Mathematics Units 1 to 4. This makes it imperative that our students are exposed to coding logic at a young age, so they can then apply these skills to solve complex mathematical problems at a VCE level.



Scan the QR code for further reading.

Key features

At Year 7, this programming learning journey culminates in a creative cross-curricular collaboration with English. In English, the Year 7s explore the key theme of 'choices' from their novel 'How to Bee' through a creative writing response which involves the students' developing characters that make choices - choices which have

CODING IN THE CURRICULUM

PROBLEM SOLVING CRITICAL THINKING CREATIVITY



A story that encapsulates this practice

Former CGGS student Phoebe Jiang (2022) is now studying Computer Science at Monash University and says that there has been a slow but promising increase in the number of females in her course. "My class consists of around 20 people, with three being female. That's an improvement from last year when there were none in the class." Phoebe suggests that this increase is due to the increased exposure to coding in schools, "We cannot recognise our passion unless we see it, so being exposed to coding from a younger age I think has helped increase numbers in degrees like mine."

Phoebe says that she uses many different coding languages including Python, which is now taught at CGGS. "CGGS is on the right track to opening students' eyes to the world of coding and tech-based workforces. I look forward to welcoming CGGS students to Computer Science at Monash!"

consequences. They bring these stories to life by coding them and using branching logic in the form of a Text Adventure Game which can have multiple endings based on the choices the characters make.

After running this program with the support of volunteer industry experts in 2021, our own teachers are now teaching students to code and debug their programs, as well as upskilling their own colleagues. We are, for the first time in 2023, transitioning this course into Year 8, where students will learn how to code a simple chatbot.

Why is this practice essential?

We are providing students with opportunities to develop skills that they can take into university courses, future careers, and even assist them to design their own apps while still at school. Our goal over the next few years is to transition this program into Year 9 and 10, expand our Coding and Robotics electives, and deepen our partnerships with programs such as Day of AI. These opportunities are essential for students in an increasingly digital landscape.

BREATH, BODY, BALANCE

THE TADASHI SUZUKI METHOD OF ACTOR TRAINING

TRANSFERABLE SKILLS
COMMUNICATION
CREATIVITY
PROBLEM SOLVING

Overview

The Suzuki Method of Actor Training was developed by internationally acclaimed director Tadashi Suzuki and the Suzuki Company of Toga. Its principle concern is with restoring the wholeness of the human body to the theatrical context and uncovering the actor's innate expressive abilities.

When it came to preparing for the 2023 Secondary School production of Medea, the Drama Department knew they had to get students out of their comfort zones. After a handful of years in which online education really focused on training the brain, and where quite often the body and voice were left behind, this rigorous training methodology was introduced with the objective of healing the rift between body and brain intelligence.

The aim was to reinvigorate the understanding within students that theatre is a physical artform. Speaking is a physical artform and to truly deliver meaning from words, actors must understand the role that breath and the body play in communication.

What is informing this practice?

A performer's job is to tell stories. To do this, they must train to develop, diversify and extend expressive capabilities. This requires a deep understanding of one's own expressive tools: physicality and voice, and an empathy for why characters might act in the way they do and how they might express their own contexts - essentially, the ability to know self and others.



Scan the QR code for further reading.

Key features

A rigorous physical discipline drawn from such diverse influences as ballet, traditional Japanese and Greek theatre, and martial arts, the training seeks to heighten the actor's emotional and physical power and commitment to each moment on the stage. Attention is on the lower body and a vocabulary of footwork, sharpening the actor's breath control and concentration.

Why is this practice essential?

Suzuki's training methodology can be considered actor research into the following basic principles: how energy functions in the body, how breath impacts on energy in the body, balance (the actor's centre) and how imagination can enable or hinder all three principles. Understanding these principles is fundamental to understanding ourselves. The Suzuki Method is not only a theatre training method, it can also be an exercise in wellbeing.

A story that encapsulates this practice

A Suzuki workshop is rigorous and physical. Students are barefoot in Barbara Sutton Hall as they participate in exercises to help locate their centre. Head of Drama & Performing Arts, Keira Lyons explains, "The actors take time to be aware of their body. What happens to your breath when you subtly move your foot in a certain direction? What happens to your thinking when you shift your weight to one side? Are you connected to and aware of the other actors in the room?"

Keira continues, "Actors are then challenged by rigorous exercises designed to disrupt their centre. The goal is for the group to come back together as an ensemble and find both their personal centre and a sense of collective presence."

Students who undertook this training for Medea enjoyed the experience. "I arrive at training tired and with so many thoughts in my head... by the end I feel so calm and peaceful. I'm aware of my body, I have control over my pace and my thinking has settled."

THE POWER OF AGENCY

EXTENDED INVESTIGATION

TRANSFERABLE SKILLS
CRITICAL THINKING
PLANNING & ORGANISATION
COMMUNICATION



"How does the cultural background of second generation Chinese Australian teenagers impact their perception of body image?"

Overview

Extended Investigation is a Unit 3 & 4 VCE subject that offers students the opportunity to investigate a topic of their own choice in a highly detailed and extended approach. The subject culminates with students submitting a 4,000 word research report, as well as presenting their investigation and findings in a 20 minute oral presentation, including a Q & A session.

What is informing this practice?

Schools and universities are considering moving beyond the ATAR, understanding that a score is not a true reflection of the learning of a student, and that there need to be other ways for students to access tertiary education.

This subject was created to bridge the gap between school and university. Ultimately, it provides students with the opportunity to perform high level research and enables them to communicate their findings to a non-specialist audience, in both written and oral forms.

Extended Investigation completely flips the way students are assessed and correlates directly with the University of Melbourne's New Metrics for Success collaborative research project. CGGS is a partner in this research which is looking at transforming what we value in schools, with the aim of expanding the metrics of assessment for students beyond the ATAR.



Scan the QR code for further reading.

Key features

This subject is built on student voice, choice and independence. The students become accomplished in their discipline - they are the holders of the knowledge. The teacher becomes a partner in the process - a guide, a sounding board, an encourager.

The real brilliance of this subject is that it is interdisciplinary, meaning it can be applied to any discipline. The teacher explicitly teaches students the research process - from what constitutes a good research question through to data collection, writing literature reviews, synthesising their findings and communicating their research. Students carry out the research on any topic, as long as it meets ethical guidelines.

Why is this practice essential?

We talk so much about co-design, student agency and choice, transferable skills, and preparing students for the future.

As Micah Wilkins, Extended Investigation teacher explains, "Extended Investigation speaks to who we are as a school, what we value, our DNA. It teaches students to think critically, read widely and listen carefully. They must learn to navigate this complex world of fake news, artificial intelligence and never knowing what is really true. Students

A story that encapsulates this practice

Over the last couple of years, CGGS students have undertaken research on topics that are unique to them and their experience in the world. The topics are niche, sometimes personal and always academic, rigorous and high level. Some examples of topics include; microplastics in mineral springs, music therapy and dementia, botox and stroke patients, children's eating habits, disability representation in films, K-Pop and soft power, loss and grief in children's books, TikTok and YouTube algorithms. The diversity of choice the subject offers is immense, with students only limited by their imaginations.

Charlize C in Year 11 is currently investigating her research question, 'How does the cultural background of second generation Chinese Australian immigrant teenagers impact their perception of body image?' As a second generation Chinese Australian immigrant herself, Charlize is extremely interested in the origin of different cultural beauty standards and how they affect people her age. She is also interested in how young people form their identities, and how they work through the conflict and tension that is often created as they balance the influence of home and peers, particularly where culture plays a role.

learn how to construct strong and good arguments based on sound reasoning and evidence. They have to avoid blinkered thinking and look for alternative perspectives and disconfirming points of view. Students need to be able to hold two or more different views and ideas about a topic and know that rarely are things 'black and white'."

EAT PLAY LOVE

ESTHER WONG

Early Learning Coordinator



Early childhood education wasn't on Esther Wong's radar when she started her Bachelor of Science (Nutrition) degree at RMIT. It wasn't until she worked as casual support staff at the University of Melbourne's Early Learning Centre (ELC) that she discovered her love for early childhood education.

"My eyes were opened to the magic of education, in particular the role that arts and creativity play in early childhood. I was amazed by its ability to engage children regardless of skill, ability or interests," Esther explains.

She then completed a Graduate Diploma of Education (Early Childhood) at RMIT, and the rest is history! Esther spent the next 12 years at the University of Melbourne ELC before joining us at CGGS in January 2022 as our ELC Coordinator.

Just prior to coming to CGGS, Esther completed a Master of Learning Intervention (Disability) which she found really rewarding. "I found a passion for supporting students with challenging behaviours and additional needs. As many of the developmental needs of students were evident in the early years, through this I developed a strong belief in early intervention," she explains.

Observing the developmental progress of children is so rewarding

Esther's current role is what she describes as the best of both worlds, some days she's in the classroom as a teacher, and other days she's being the Centre Coordinator. She laughs, "I'm kept on my toes - no two days are alike."

Although Esther hasn't been at CGGS for very long, the impact she has made in that time has been astronomical. She oversaw the long-planned garden and playground redevelopment and assisted in the design and refurbishment of the ELC classrooms, which saw the whole centre repainted, along with new flooring and furniture installed. Esther, in collaboration with her six brilliant teachers and assistants, are the reason for CGGS' fantastic results last year in our five-year assessment from the Australian Children's Education and Care Quality Authority (ACECQA). The CGGS ELC exceeded national quality standards in all seven assessment areas - a wonderful achievement!

A self-proclaimed foodie, in her spare time Esther can be found roaming the streets of Abbotsford for the latest café or restaurant to dine at. "If I'm not trying out the latest food trends and nosing around my local farmer's market, I'll be walking along the river with my dachshund, Peanut - rain, hail or shine," she exclaims.

Esther's favourite moments at the ELC are the beginning and the end of the day. Seeing the children's faces light up when they arrive and light up again when they recount their day to their families brings her much joy. "I love when students pop into my office to give a shy wave 'hello' or 'good morning'. They sometimes even take a seat in my office in the afternoon to share their highlight of the day," she says.

The most rewarding part of Esther's job is when everything clicks. "There comes a point in the year when all the fundamental skills we have fostered in the children such as communication, risk taking, collaboration, resilience and so many more all align."

Esther explains, "It is when children have made strong relationships with peers; have developed a sense of belonging; understand the value and expectation of learning; can actively engage in the classroom routine; and have the confidence to engage in play collaboratively or independently."

"For a moment you can step back and enjoy the hum of productivity or tune into their interactions without needing to intervene. This is when you know you've done your job as a teacher and are headed in the right direction. Education in the early years is challenging and takes plenty of patience, but observing the developmental progress of children makes it all the more rewarding," she says.

How lucky our littlest learners are to have such a highly skilled, passionate and committed young woman overseeing the beginning of their journey to become life-long learners.

You can tell how much joy working as an early childhood educator brings Esther - it brings us joy too!

DR CHARLOTTE FORWOOD

Director of Learning Design
& Development

Dr Charlotte Forwood gives 110% to everything she does - it's just who she is.

Whether it's designing learning experiences for CGGS students, proofing one of the 20 plus educational books and resources she has authored, working one-on-one with a student or colleague, or baking something for a staff morning tea, Charlotte is meticulous in all she does.

Charlotte's keen eye for detail and passion for education likely came from her scholarly parents. Her mother is a retired teacher and her father an emeritus professor. "They have been great educational role models - passionate, hardworking, lifelong learners and valuers of education for all. I lived and breathed kindergartens, schools and universities growing up," explains Charlotte.

Charlotte has a Doctor of Philosophy from Curtin University in Perth. She also has a Master of Teaching, Graduate Diploma in Education (Primary) and a Bachelor of Applied Science in Speech Pathology from La Trobe University. Her studies have led her to a range of roles within and beyond the educational landscape.

I love seeing students making progress, finding their voice and taking ownership of their learning

"I have worked for the National Health Service (NHS) in the UK as a Speech Pathologist. I also worked as a Commissioning Editor at Pearson Education, and as a freelance author for several well-known publishers including Macmillan, Rigby, Penguin and Dorling Kindersley." In 2018, Charlotte designed and authored STEM Investigations, awarded best Primary Education Resource for that year by the Educational Publishing Awards Australia.

Charlotte has held several roles in schools in Victoria, Tasmania and the UK, ranging from classroom teacher and school speech pathologist to leader in pedagogy, curriculum design and development. She is a VCAA assessor and more recently, a lecturer at the University of Melbourne.

Charlotte joined CGGS in January 2018 as our inaugural Director of Learning Design and Development to oversee learning programs and instructional practices across the School. She works with teams in both our Junior and Secondary Schools with a focus on learning design and pedagogy (how students learn). Her initial brief when joining the School was to lead the design of a new learning framework. In 2020 we launched our BY DESIGN Learning Architecture, created over 18 months of research, prototyping and testing.

"We created a rigorous, evidence-informed, adaptable framework which is relevant to the whole School and flexible enough to support contemporary learning. It surfaces common understandings about learning and a shared language for staff, students and parents," explains Charlotte.

Day to day, you might see Charlotte teaching small groups of students, classes or whole year levels. She leads and co-leads projects at CGGS and with external organisations and universities, such as Harvard University and the University of Melbourne. At other times her role is to facilitate teams or champion projects from a less hands-on position. Charlotte also mentors students involved in enrichment opportunities such as the FIRST Lego League, UN Youth Evatt Competition, Swinburne's Youth Space Innovation Challenge and the GALESS Tiltshift Challenge, to name a few. Each day is different and rewarding.

"I love the excitement of a new challenge and working with teachers, students and other interested people to realise initiatives. I am constantly learning. Most of all, I feel incredibly honoured by the trust parents place in me and the School to influence and support their child's learning. Seeing students making progress, finding their voice and taking ownership of their learning provides me with a deep sense of satisfaction and hopefulness for our future leaders," explains Charlotte.

In her downtime, when she is not reading, sketchnoting or writing, Charlotte enjoys spending time with family. A favourite activity is cooking, which Charlotte finds quite meditative. "There is something very satisfying about creating something delicious for others to enjoy." We know

THINK DESIGN CREATE

How do we remember?

that CGGS staff are very grateful for her delightful treats at morning tea.

When Charlotte was three, she journeyed on a cargo ship between England and Australia. Her teacher mother taught her how to read, instilling a lifelong passion for books. Typically Charlotte consumes one to two books per week. She famously read every book in the children's section of the local library to be able to start borrowing from the adult section. You could say this was an early sign of her love of learning and the determination Charlotte displays for everything she sets her mind to do.

We are lucky to have such a passionate, creative and courageous educator at the helm of teaching and learning at CGGS.

PREMIER'S VCE AWARDS

The annual Premier's VCE Awards recognises students who have demonstrated outstanding achievement in their VCE. CGGS is thrilled to announce that five of our students from the Class of 2022 have received Premier's VCE Awards for their hard work and dedication to their studies in 2022.
Congratulations to all five of these outstanding young women!



EMILY WU

Emily has been named a Top All-Round VCE High Achiever. To receive this award, students must achieve a study score of 46 or higher in at least five subjects. Emily was involved in many aspects of School life, most notably in music, and she was also the School Faith and Service Captain in 2022. This is Emily's second Premier's VCE Award. In 2021, Emily received a Study Award for Music Performance, a subject in which she received a perfect study score.



AMELIA WESTERMAN

Amelia has been named a Top All-Round VCE High Achiever and received a Study Award for Psychology, a subject in which she received a perfect study score. Amelia truly lived the School's values during her time at CGGS. She was an inspiring House Captain in 2022, leading Taylor to win the Rhodes Cup and volunteering her time to many service initiatives. This will be Amelia's second and third Premier's VCE Award. In 2021, Amelia received a Study Award for Equine Studies (VCE VET), in which she received a perfect study score.



SHUHAN ZENG

Shuhan has been named a Top Three International Student for 2022. This order of merit is based on a special score calculated by adding the study scores of the best four subjects plus 10 percent of study scores obtained in a maximum of two other subjects. Shuhan was the CGGS Dux for 2022, receiving a perfect ATAR of 99.95. Over her three years at the School, Shuhan embraced every opportunity CGGS afforded her, including being a mentor for other international students as one of CGGS' International Captains in 2022.



DALENEY ING

Daleney has received a Study Award for English (EAL), a subject in which she received a perfect study score. Daleney loved representing her House, Singleton. She participated in many co-curricular activities over her time at CGGS, her favourite being Drama, and she proudly supported CGGS' international students as one of the International Captains in 2022.



BETHANY ORME

Bethany has received a Study Award for Extended Investigation. This is one of many recognitions Bethany has received for this subject. In February 2023, Bethany presented her report at Top Talks as part of the VCE Season of Excellence, a performance series to showcase the top performance examinations in Victoria. Bethany's commitment to investigation, innovation and science saw her appointed as the inaugural STEAM Captain in 2021.

STUDENT SUCCESS STORIES

During Semester 1 we were thrilled to learn that some of our students achieved outstanding success at a state and national level in a range of interest areas. In the following stories you will read about these students and their endeavours.

SPIRIT OF DEMOCRACY

CGGS was very proud to have two successful applicants in the 2022/2023 Premier's Spirit of Democracy Competition. As two of the 22 winners, Dina M and Aashi S in Year 10 jetted off around Victoria and Canberra on a one of a kind study tour with the other winners.

To enter the competition, students responded to a prompt about their perspectives on democracy, changemakers and the role young people play in forming new perspectives.

As part of the tour, they visited many educational, political and historical sites including the Victorian Parliament House, National Gallery of Victoria and Melbourne Museum. In Canberra they visited the War Memorial, Old Parliament House, New Parliament House and the High Court of Australia - it's fair to say there wasn't a landmark they didn't visit.

The students returned to Melbourne with hearts and heads full of knowledge and gratitude for such an amazing experience.

Congratulations to Dina and Aashi on this fantastic achievement.



HOME RUN

Did you know we have a Baseball fanatic in our community? Audrey C in Year 4 is an avid Baseball player and currently plays for the North Balwyn Stingers Under 13 mixed team.

During the April holidays, we were thrilled to hear that Audrey competed in the Little League Baseball State Championships. Audrey was selected in the inaugural Victorian All-Girls Development Team - the Belles. During the tournament, her team played some of the best sides in the state. The Belles did so well they were invited to the National Division II Little League Championships in NSW.

Congratulations to Audrey on such a fantastic achievement.



MUSICAL COINCIDENCE

It is no secret that at CGGS we are known for our musical excellence. The School was so thrilled to learn that two students were selected to receive the Elizabeth Stainkamp Memorial Prize awarded by the Australian Music Examinations Board (AMEB).

The prize is awarded to the candidate who achieved the best combined AMEB exam result in 8th Grade Piano and 5th Grade Theory/Musicianship in the state. Year 7 students, Elise F and Asha B were both recipients of this prestigious award. A fabulous coincidence that they both received the top result in the state, and both attend CGGS! They're even in the same form!

This achievement is reflective of their dedication to their craft. Congratulations to both Elise and Asha!



EYE ON THE BALL

During the 2023 Australian Open (AO) you may have seen a few familiar faces on your TV screens. That is because six CGGS students were selected as Ballkids for this tournament!

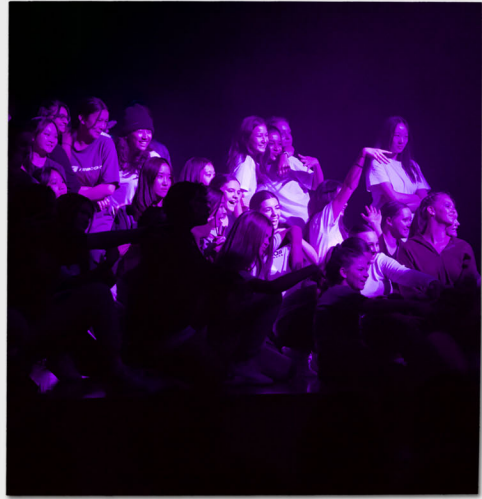
After a highly competitive and rigorous selection process, Nathine E and Chloe W in Year 8, Angelique Q in Year 9, Lucy R in Year 10, and Romy M and Kiki P in Year 11, were selected to be part of the AO Ballkid Team. Our CGGS students each worked over 90 matches during the competition and were privileged to work games with some of the world's best tennis players.

A special congratulations to Kiki who this year was selected to join the AO Ballkid Leadership Program. As part of this leadership role, Kiki was involved in mentoring, guiding and encouraging younger members of the team, supporting AO staff with warm ups, and modelling skills and attitudes required. Kiki was also involved in a range of media experiences and content for the AO, on social media, in The Age and New Idea magazine.

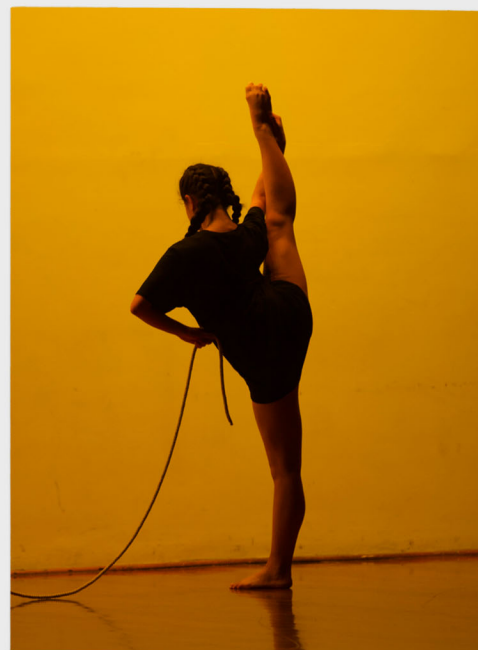
Kiki was also chosen as a member of the Men's Final First Ballkid Squad for the second year in a row - an incredible achievement!

Congratulations to all our CGGS Ballkids!



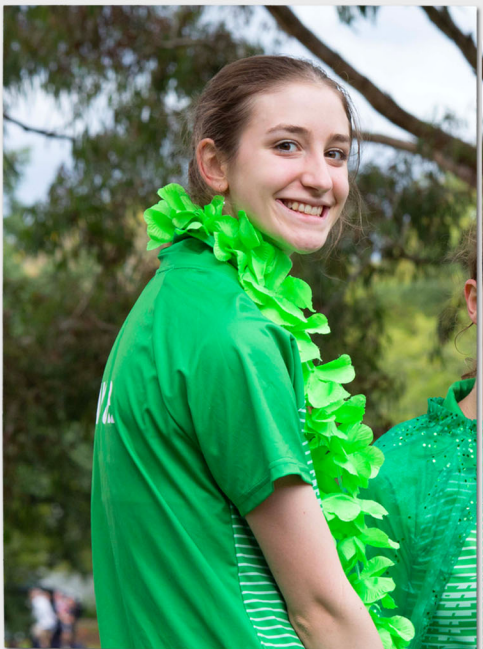


A record number of students participated in this year's House Dance Competition with many stepping onto the stage for the first time! The House Music Competition had a sold out audience listen to a range of beautiful performances, from the classics through to modern day hits. Congratulations to Lawrence House who won both of these events!

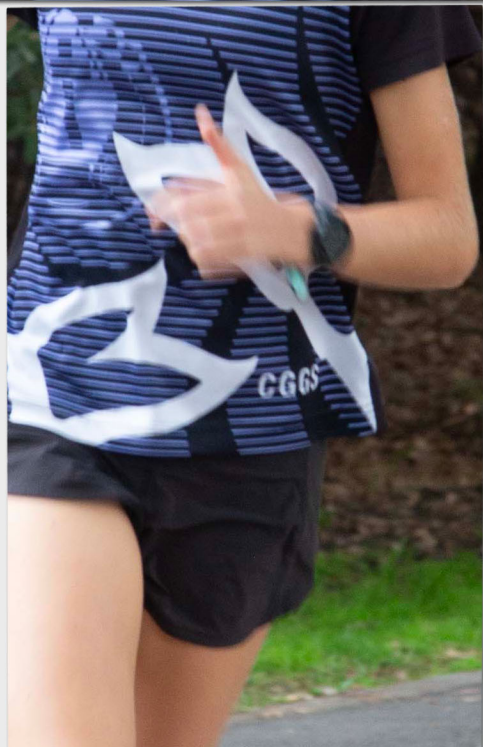


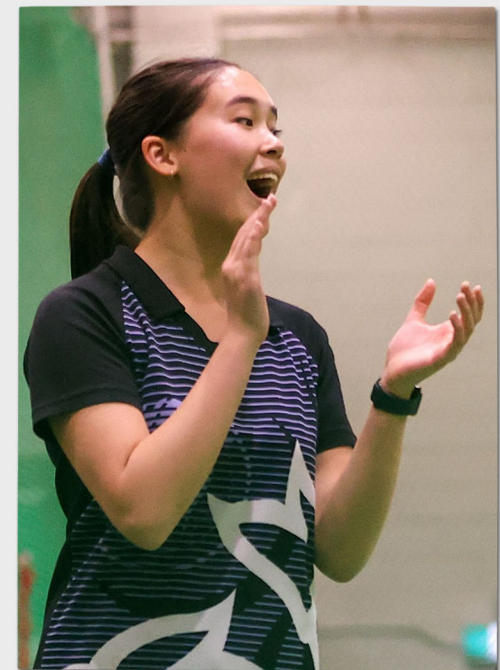
HOUSE DANCE & MUSIC

HOUSE CROSS COUNTRY



The House Cross Country Carnival saw students from Years 4-12 run, jog and walk the 3km track with plenty of House Spirit. A huge congratulations to Lawrence House who also won this event! Lawrence has started 2023 with a bang!





SPORT

There was no shortage of sporting opportunities and successes during Terms 1 & 2. From Golf to Cricket, Diving to Softball, CGGS students did it all! Congratulations to all who stepped out of their comfort zones and tried a new sport, and to those who stood proud on the podium as victors.



CAMPS

Years 5, 6 & 7 Camps went off without a hitch at the beginning of Term 2, with glorious weather for camping, hiking, canoeing, orienteering and so much more - perfect conditions for students to step out of their comfort zones and challenge themselves.

At CGGS we pride ourselves on being a welcoming and diverse community. We come from different backgrounds and cultures, and all have different experiences and identities - we think that's something to celebrate! In Term 1 the Languages department hosted the Language & Culture Festival, which saw cultural food, dress and music highlighted and celebrated.

In Term 2 we hosted Diversity Week, a week in which we educate our community and celebrate inclusion. Festivities included guest speakers, a rainbow dress day, a diversity exhibition and much more.



DIVERSITY WEEK + LANGUAGE AND CULTURE FESTIVAL



AN INSIDER'S PERSPECTIVE

AFL fans from all corners of the CGGS community gathered in Robinson Hall in late February for an all-star footy panel evening.

Talking Footy - An Insiders Perspective, proudly supported by the CGGS Dads' Group, saw a fantastic cross section of the AFL community join us on the panel to share their two cents worth.

We welcomed host of The Front Bar (Channel 7) and current parent, Andy Maher, current Melbourne Football Club ruck, Rhiannon Watt

and media personality, current parent and Fitzroy/Brisbane legend, Chris Johnson. The panel was hosted by Old Grammarians, current parent, broadcaster, producer and self proclaimed footy tragic, Emma Race.

The group were welcomed by a footy-crazed audience with plenty of burning questions, but not before Emma quizzed our guests on the current AFL headlines. Who will be the next AFL CEO?... Will Tasmania get a team?... Will Geelong go back to back? Other topics discussed included the exciting growth of the AFLW, players to watch in 2023 and list management strategies.

Rhi spoke about the strides that are needed to have equity between the men's and

women's competitions in terms of expansion, pay and season length. Recognising there is a fair way to go, the group discussed what needs to be done to get the AFLW competition to where the AFL competition is. It's fair to say, by the time our CGGS students start getting drafted, the AFLW competition will be miles ahead of where it is now - the future is bright!

Many funny stories, as well as insider industry knowledge were shared on the evening. The CGGS Dads' Group really outdid themselves with their first event for 2023 - play on!

TALKING FOOTY



VIKA & LINDA BULL

IN CONVERSATION & BOOK SIGNING

Earlier this year CGGS was thrilled to welcome back Old Grammarians and one of Australia's most-loved musical duos, sisters Vika (1983) and Linda Bull (1985).

Vika and Linda have been in the Australian music scene for almost over three decades. They started their careers in The Black Sorrows in 1987, not long after they left CGGS. This was their big break, winning multiple awards and touring Australia and Europe. In 1994, Linda and Vika left The Black Sorrows and forged their own pathways and produced their award-winning debut album with Paul Kelly, to be followed by a further eight albums of their own.

Vika and Linda have lent their voices to many albums, including Paul Kelly, Kasey Chambers and John Farnham. They have performed for global luminaries the Dalai Lama, Nelson Mandela and the King of Tonga. Vika and Linda are also two of our

inaugural CGGS Inspiring Women and in 2019 were inducted in the Music Victoria Hall of Fame. In 2022 they both received The Medal of Order of Australia (OAM) for their service to the performing arts.

The Brooksbank Library was buzzing with excitement on Thursday 27 April 2023 as an eager crowd gathered to hear from the iconic duo. This In Conversation event was in celebration of their new book, No Bull - a charmingly honest recount of their life and career so far.

A lovely cross section of the community gathered, including Old Grammarians, staff, parents and students. Vika and Linda were even reunited with some of their classmates and former teachers! Sitting eagerly in the front row was Vika and Linda's mother, Siniva who was thrilled to accompany her daughters to this special event.

Guests enjoyed refreshments and canapés before sitting down to listen to an intriguing In Conversation hosted by CGGS Head

of Performing Arts & Drama, Keira Lyons. Vika and Linda opened up about what it was like growing up in an Australian-Tongan household, their time at CGGS, their growth in the music industry, relationships, motherhood and so much more. At the end of the evening, Vika remarked that Keira was one of the best interviewers the pair had ever worked with.

After the formalities, guests spent time mingling whilst their books were signed by the duo. Laughs were had as Vika and Linda shared funny stories with their teachers and classmates.

The guests of honour and their mother were the last to leave at the end of the night, their eyes firmly fixed on old Marcian Magazines from their time at the School.

It was a truly joyful night, full of laughter, reminiscing and storytelling - ladies, you are welcome back anytime!



CGGS is thrilled to have officially launched a new partnership with Global EdTech Leader, HEX (Hacker Exchange).

The first of its kind in a Melbourne school, the HEX partnership is a trailblazing program which sees CGGS students from Years 9 to 11 develop future-ready skills and explore career pathways.

The program, fittingly named HEX @ CGGS includes a series of four engaging interactive mini degrees, all designed to upskill CGGS students with in-demand future capabilities. The mini degrees include Innovation, a mini entrepreneurship degree; Future, a mini sociology degree; Tech, a mini technology degree and Money, a mini commerce degree.

At CGGS we have always believed that a quality education today is about harnessing the expertise and experiences of others. By partnering with HEX, we are providing high quality learning experiences for our students. Debbie Dunwoody says she is extremely excited about this new partnership and the opportunities that it presents for CGGS students.

“Our partnership with HEX brings a world of possibilities to our students. Led by award-winning tech and business leader, Jeanette Cheah and facilitated by role models who are industry mentors, start-up founders, technologists and social impact leaders - student learning is relevant, dynamic and impactful. Together, we are working to ensure our students are developing personal skills, a leadership mindset and the transferable skills needed to respond to the opportunities and industries of the future,” says Debbie.

Through the HEX @ CGGS program, students will be upskilled in the tools, the mindset and the networks necessary to drive the change the world needs and to become tomorrow’s innovative leaders.

“The HEX @ CGGS program alongside our already strong academic curriculum will help develop our students into agile and engaged leaders ready for the future and prepared for the fast-changing global workforce,” says Debbie.

We celebrated the partnership with HEX Co - Founder, Jeanette and her team earlier in the year, complete with celebratory cupcakes and HEX cake. It truly is an exciting time for learning at CGGS!

LIFT OFF!



Parents & Friends Association (PFA)

Introducing our new PFA President Cindy Wong

Families are important partners in their child's education. We know firsthand that parent involvement and support in community events enriches the learning and educational environment for our children.

Knowing this, I have consciously allocated time to engage in School activities. During my time volunteering at CGGS, I have had the opportunity to meet and connect with a community of incredible parents. I fondly refer to them as my comrades in war, as raising kids can sometimes feel like a battle. A friend reminded me of the famous African proverb, 'It takes a village to raise a child'. Either way, it was clear to me that having a supportive school community was vital.

By 2021, I was an active member in the community and enthusiastically supported

the PFA to navigate and regenerate the School community post pandemic.

I was officially nominated and accepted the role as the new president of PFA in April 2023. I was grateful for the opportunity to give back to this community and to continue with the great achievements of our outgoing president, Terry McAleenan. Alongside me are the PFA Committee which includes Vice President, Terry McAleenan; Secretary, Fiona Nicholson Stocker; and Treasurer, Jason Lyster. Together we will be marching forward to bring more positive initiatives to the CGGS community.

The PFA has been exceptionally busy in the first half of the year delivering a large range of fantastic events to suit our whole community. Beyond these events, the PFA continues to support pre-show refreshments for performing arts and sporting events at the School. The Second

Hand Uniform Shop continues to serve our community and we strive to support any co-curricular needs for the School. This year, the PFA proudly sponsored the purchase of a new mini bus for the School.

The PFA will continue to seek new ways to support our goals in fundraising and fundraising, however we cannot do this without your assistance. Whether it is through volunteering or simply attending events, you are making a difference in the life of your child and the students of this School.

I look forward to celebrating our vibrant School community with you, and making remarkable connections and memories.



Cindy Wong
PFA President

JUNIOR SCHOOL TWILIGHT PICNIC

The annual Junior School Twilight Picnic was a huge success with approximately 400 parents, staff and students in attendance. There was a wonderful feeling of joy and excitement with coming together and commencing a new year at CGGS. Our Ormiston families shared BYO picnics, which was complemented with the PFA sausage sizzle and sweet treats bar. Children delighted in the face painting and being entertained by balloon artists.



Thank you TO OUR WONDERFUL VOLUNTEERS!

You are the most humble and hard-working individuals who are always willing to share your time, skills and resources for the betterment of our students and the community.

A very special mention to our Year Level Representatives who play a vital role in fostering effective communication, parent engagement and community building within the School.

Junior School

Henan Feng
Samantha Giannicos
Karen Gwee
Radhika Jayasundera
Sumit Kadam
Belle Karametos
Anthea Ling
Xin Liu Lin
Peggy Qin
Nicola Ramsay
Eng Ronzani
Nitalia Slamet
Jinghue Su
Tony Tang
Eva Wang
Charmaine Whelan

Lisa Wun
Ang Xue Si
Mia Zheng
Michelle Zhou

Secondary School

Tanya Clifton
Maria Coleman
Jaime Edge
Hena Feng
Vicki Gazis
Rhian Hall
Angelina Lagana
Huai Liu
Zoe Morrison
Fiona Nicholson Stocker
Priya Rajendra

Lara Ruddle
Daljean Sandhu
Tammy Sim
Rungthiva Souksavath
Kate Stevens
Karen Tong
Jessie Tong
Robyn Troutbeck
Serah Van Haeften
Vicky Wang
Cheng Won
Susan Wood
Siew Yin Tan



WELCOME DRINKS

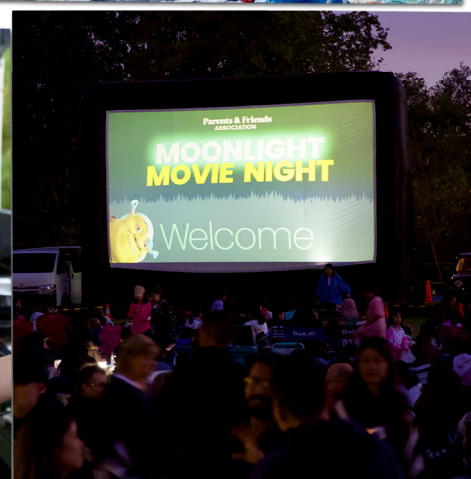
The PFA kicked off this year with an extravagant Spanish Soiree to welcome all parents and staff back to CGGS. Paellas, delicious canapes, and themed beverages were served throughout the evening, whilst a Spanish dancer and live musicians entertained the crowd. It was certainly an incredible night to reconnect with friends, and make new connections within the CGGS community.



MOTHER'S DAY BREAKFAST

We were delighted to welcome over 250 mothers, grandmothers, godmothers, mother-figures and daughters to the 2023 Mother's Day Breakfast. It was a fun-filled morning with lots of chatter and laughter, accompanied by a wonderful hot breakfast and photos in front of our beautiful photo wall.

For the first time, the PFA offered a Mother's Day stall. The students were very excited to have the opportunity to purchase a gift for their mother, grandmother or other special woman in their life. Not surprisingly, woolly socks and heated hand warmers sold like hot cakes with Melbourne feeling like winter even in May.



MOONLIGHT MOVIE NIGHT

In March, we hosted our first ever Moonlight Movie Night! It was a huge feat only made possible by the support of our PFA volunteers and Community Engagement Office. The event was attended by more than 380 family and friends who enjoyed pre-movie entertainment including games, activities, food and beverages. The night culminated with the viewing of family favourite, Shrek.



PFA TRIVIA NIGHT

The PFA was thrilled to host a Trivia Night in early May after a 5 year hiatus. The event was themed 'The Magic of Hollywood' and guests were encouraged to dress as a character from their favourite movie. Attendees dressed up as characters from Harry Potter, Grease and The Wizard of Oz to name a few. Our Trivia Master hosted an amazing evening that challenged all who attended. We'd like to thank our sponsors who kindly donated raffle prizes.



Old Grammarians

News

It has been an exciting first half of 2023 with many joyful events for our Old Grammarians to reconnect.

Remaining Connected

International Old Grammarian Visit!

CGGS was thrilled to welcome two Old Grammarians back to the School, Andrea Brown (Cohen, 1984) and Dorinda Bonanno (De Forest, 1984) who was Head Prefect.

They were both delighted to have a tour of the School in late January 2023 whilst Dorinda was visiting from the US. Both Andrea and Dorinda had a wonderful time reminiscing about their time at CGGS and were impressed with all the changes that had happened since they left nearly 40 years ago.



Class of 1977 Catch Up

The Class of 1977 arranged a 46 year catch up on Saturday 25 February 2023. This informal catch up between reunions saw 20 women from this group meet at the Royal South Yarra Tennis Club, where they had a lovely afternoon reminiscing. They are all very much looking forward to their 50 year reunion in a few years.



The 94th Women's Inter-School Golf Challenge Cup

On Monday 20 March 2023 four CGGS Old Grammarians represented the School at the 94th Women's Inter-School Golf Challenge Cup at Yarra Yarra Golf Club. This is a charity event supporting McAuley Community Services for Women.

Jennifer Darbyshire (1977), Fiona Leggett (1975), Shirley Tucker (1980) and Andrea Donaldson (1977) had a lovely day. Although it was windy, they still managed to enjoy themselves as they competed against 29 other teams on the 18-hole stableford event. These Old Grammarians are organising a golf day for any interested CGGS Old Grammarians on Monday 16 October at a public course, followed by a casual lunch - location to be confirmed.

If you are interested in competing in the 2024 Women's Inter-School Golf Challenge Cup or are interested in the CGGS Golf Day in October, please contact Andrea Donaldson at bellevoeu@ozemail.com.au



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

BE SOCIAL!



Camberwell Girls Old Grammarians



Camberwell Girls Grammar School Old Grammarians Association (OGA)

REUNIONS

A large number of reunions have taken place already in 2023, both here at CGGS and interstate.

Perth Reunion

CGGS Principal, Debbie Dunwoody, visited Perth on Thursday 23 February 2023 and hosted a reunion for Western Australian Old Grammarians. The guests enjoyed the evening immensely - many connecting over the fact they had worked in similar industries. Two guests discovered that they were neighbours whilst at School!

Great connections were made amongst the guests, spanning across year levels and resulting in many of them sharing contact details for future catch ups. The group had such a wonderful time they are excited to maintain these new connections.



Sydney Reunion

Debbie Dunwoody travelled to Sydney on Thursday 2 March 2023 and hosted an intimate reunion with New South Wales Old Grammarians. A wonderful mix of Old Grammarians from across the decades came together to share stories of their time at School. A lovely reconnection was made between two Old Grammarians from the Class of 2016 who were so pleased to see a familiar face in a city that was new to both of them. Other guests mingled and made connections with women in similar fields to them, a really fabulous way to network with like-minded people.



Captains of Camberwell Dinner

Following the hugely successful inaugural Captains of Camberwell Dinner in September 2019, it was decided that CGGS would host this event again in 2023.

On Thursday 16 March 2023 a large group of past Head Prefects, School Captains and School Vice Captains came together in the Brooksbank Library for a lovely evening of reminiscing and reconnecting. The past captains were thrilled to chat to current 2023



School Captain, Amy Dingle about what being a School Captain looks like today.

An enjoyable evening for all in attendance, it was a truly lovely way to not only reconnect with Old Grammarians, but to also thank them for their service to the School. We look forward to hosting this popular event again in the future.



Class of 1973 - 50 Year Reunion

The Class of 1973 gathered to celebrate this milestone reunion on Friday 31 March 2023. It was wonderful to hear the chatter and laughter as the former classmates caught up on the past 50 years. A tour of the School preceded a delicious two-course lunch whilst looking through old School photo albums, magazines and memorabilia. It was exciting to have interstate and rural Victorian Old Grammarians make a special effort to attend.



Above: Captains of Camberwell Dinner. Below: Class of 1973 - 50 Year Reunion



Old Grammarian News

Inaugural Reunion Weekend

We were delighted to host our first ever Reunion Weekend on Friday 16 and Saturday 17 June 2023. CGGS hosted nine reunions for alumnae years celebrating 5 to 45 year reunions. As requested by our Old Grammarians, we are now hosting reunions every 5 years.

On the Friday evening we welcomed the Classes of 2003, 2008, 2013 and 2018 as they celebrated their milestone 20, 15, 10 and 5 year reunions respectively. It was a wonderful evening with so many of the guests mingling and chatting across all year levels. We also welcomed many current and past staff who taught these year levels.

On Saturday afternoon we welcomed the Classes of 1978, 1983, 1988, 1993 and 1998 as they celebrated their 45, 40, 35, 30 and 25 year reunions respectively. Again, it was a very happy occasion that was also attended by past staff.

Top row: Class of 1978, Class of 1983, Class of 1988
Middle row: Class of 1993, Class of 1998, Class of 2003
Bottom row: Class of 2008, Class of 2013, Class of 2018



Remaining 2023 Reunions

There are two reunions coming up at the end of 2023. Please save the date - formal invitations will be sent soon.

Sapphire Circle Reunion

This is a reunion for Old Grammarians who left the School 51+ years ago. This year we are pleased to welcome to this group the Class of 1973 who celebrated their 50 year reunion earlier this year.

Saturday 7 October 2023

School Tour / 1.30pm
High Tea / 2.00pm – 4.00pm

Class of 2022 – 1 Year Reunion

Thursday 23 November 2023
6.00pm – 8.00pm



School Tours & Morning Tea


We know how much our Old Grammarians enjoy returning to the School. In 2023, we were excited to introduce opportunities for you to come into CGGS for a tour and complimentary morning tea.

Our next date is in October. Bookings are essential.

Monday 9 October 2023

School Tour / 9.30am
Morning Tea / 10.00am

To make a booking visit:
events.humanitix.com/ogschooltour-october



Or scan the QR code

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



GENERAL NEWS

Australia Day Honours Awards

Congratulations to Professor Michelle Leech AM (1981), former School Captain and CGGS Inspiring Woman, on her recognition in the Australia Day Honours and being appointed a Member of the Order of Australia (AM) for her significant service to medical education and to professional organisations.

Michelle is Deputy Dean of the Faculty of Medicine and Nursing Health Sciences at Monash University, Head of Rheumatoid Arthritis Clinic, Vice President of Medical Deans Australia & NZ and Chair of Clinical Examination Committee of the Royal Australasian College of Physicians. She is also an academic clinician-scientist,



maintaining active practice as a consultant rheumatologist at Monash Health and member of the rheumatology research group within the School of Clinical Sciences.

Michelle's name is now proudly included on the CGGS Honours Board in the Barbara Sutton Hall foyer.

International Women's Day Breakfast

On Wednesday 8 March 2023 CGGS hosted our annual International Women's Day Breakfast. Robinson Hall was at full capacity with staff, students and parents coming together as a community to show their support for women's equality.

The UN Women Australia theme for this year's celebrations was 'Cracking the Code: Innovation for a Gender Equal Future.'



There was no better person to be our keynote speaker on this topic than Old Grammarian, former School Captain, CGGS Inspiring Woman and Fulbright Scholar, Sarah Boyd (1998).

Sarah spoke on her work in Gender, Climate, Peace and Security. This incredibly informative, insightful and enlightening morning provoked thoughtful questions from the students. Following the breakfast, Sarah joined a group of students in the MakerSpace who were making feminine hygiene packs for Days for Girls, an organisation that sends these packs to girls and women in developing countries.



Top left: Professor Michelle Leech AM (1981)
Remaining images: International Women's Day Breakfast and Days For Girls workshop

Old Grammarian News

Careers Evening

On Wednesday 31 May 2023 CGGS hosted our annual Careers Evening. Held for students from Years 9-12 and their parents, the theme for the evening was 'Women in Emerging Technologies'. Students heard from a range of speakers who spoke about

their careers and provided information about the many career choices within the world of emerging technologies.

We were delighted to have two Old Grammarians in attendance, Lizzy Burrows (2016) who spoke about her role in Cyber

Security and Mai Nguyen (2015) who spoke about her work in Robotics. It was lovely to have them back at CGGS - thank you for your time!



Old Grammarian, Mai Nguyen (2015) presenting at Careers Evening

OLD GRAMMARIANS SURVEY

Thank you to the significant number of Old Grammarians who responded to the survey run by MMG in the latter part of 2022. The information provided to us via the survey reaffirmed many of the existing programs and practices of both the School and the Old Grammarians Association.

In reviewing the information provided to us and after consulting extensively with relevant members of our community, we have

decided to prioritise the following actions over the next twelve months:

- > Development of an OGA mentoring program.
- > Development of programs to enhance the level of engagement with our younger Old Grammarians.
- > Development of programs to enhance the level of engagement with Old Grammarians residing interstate or overseas.

> Review of the OGA section of the School's website.

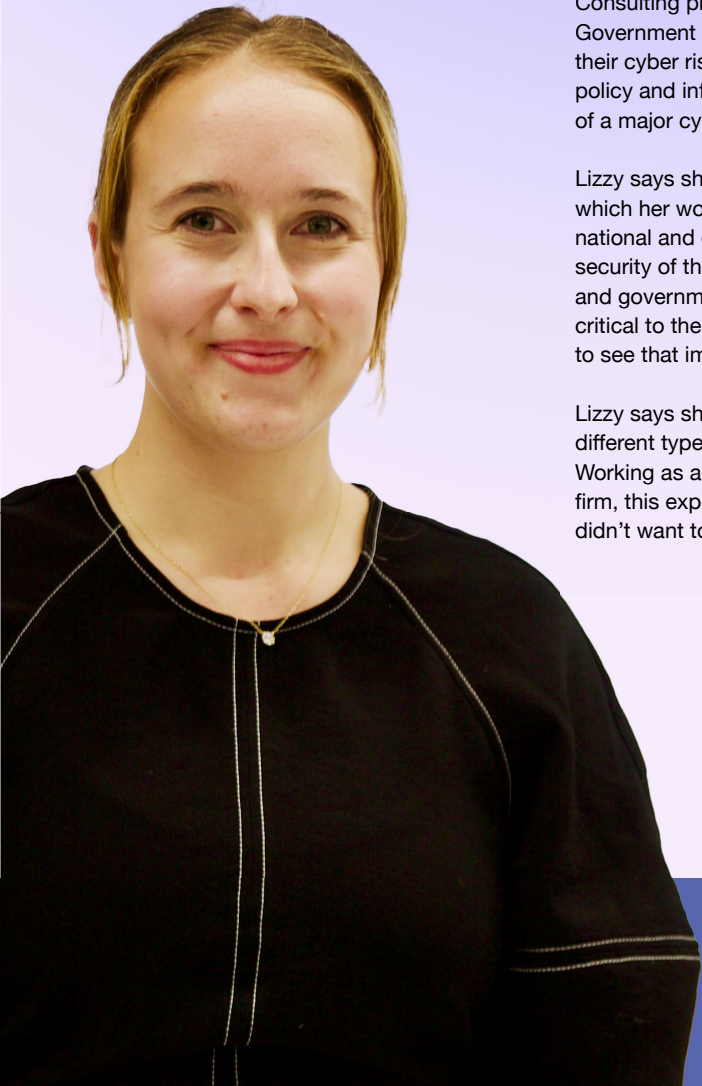
> Review of the type and accessibility of OGA events.

We look forward to reporting back in the December CamLife on the progress of these initiatives.

SPOTLIGHT ON OUR OLD GRAMMARIANS

ELIZABETH BURROWS

2016



After graduating from CGGS in 2016, Elizabeth (Lizzy) moved to Canberra to study International Security Studies (Middle East and North Africa) and Commerce (Economics) at the Australian National University (ANU). She found her way into the cybersecurity industry and currently is a Manager with CyberCX in their Strategy & Consulting practice. In this role Lizzy helps Government and the Private Sector define their cyber risk and put in place strategy, policy and infrastructure to mitigate the risk of a major cyber security incident.

Lizzy says she can see the tangible way in which her work helps to secure our local, national and global communities. "The security of the systems we use from banking and government services, to air travel, is critical to the community and it is rewarding to see that impact."

Lizzy says she experimented with a few different types of careers whilst at university. Working as a policy assistant at a lobbying firm, this experience taught her she really didn't want to work in politics.

Lizzy worked as an analyst for a geospatial sciences firm where she learnt a lot about an entirely new field. This role not only gave her exposure to AI and software development, but it also gave her the confidence and self-belief that she could try something new.

After graduating, Lizzy joined a consulting firm which taught her a lot about how to develop strategic relationships, present to stakeholders and write in a business context. Finally, combining all those experiences, Lizzy is now at CyberCX where she primarily works with the Government.

In her spare time, Lizzy tells us she is a passionate cook. "I could cook for hours on end! In another life I would have loved to have gone to culinary school."

Lizzy says she is really passionate about her work and is driven to provide the best possible outcomes for both her clients and the business. "I think it's easy to stay motivated to get out of bed when you have a huge range of diverse projects to keep you on your toes."

Looking back, Lizzy says her fondest memories of School were certainly the friendships. "I am still friends with many of the girls I went to school with. CGGS instilled in me that I could do anything I set my mind to. Even if I am the only woman in the room or feel out of my depth - I am capable."

SPOTLIGHT ON OUR OLD GRAMMARIANS



MAI NGUYEN

2015

After graduating from CGGS in 2015, Mai went on to study a Bachelor of Engineering with a major in Robotics and Mechatronics at Swinburne University of Technology. Following this she completed a Bootcamp in UX/UI and Front-End Development with Monash University and is currently completing a Graduate Certificate of Service Design at RMIT.

During her undergraduate year Mai was fortunate to secure a position as a student engineer at Bosch. She stayed there for a number of years rotating around functional safety, intellectual property and settling into systems process development. Whilst working in the latter, she built up an interest in human-centered design and how it relates to both processes and end touch point.

After developing a broad technical background, Mai wanted to abstract to a

higher level and specialise in the human-technology interface.

Due to this interest in human-centred design, at the end of 2022 Mai moved away from robots to humans, and made a career shift into service and user experience design. She now works as a UX Designer at E-commerce company, New Aim.

“I love being able to champion my user’s needs and drive their lived-experiences back into the business strategy and software development pipelines,” Mai says.

Mai says her fondest memories from her time at school were developing deeply held and lifelong friendships, as well as being supported to explore any subject area or topic that interested her by her teachers.



OLIVIA BROWN

2010

After graduating from CGGS in 2010, Olivia started a few different degrees including advertising and primary school teaching. Being unsure of what she wanted to do, Olivia found herself in the fashion wholesaling space learning the ropes of the industry. During this time, she worked her way through a range of different fashion-based roles, she started her own fake fur clothing label, worked as a Brand Manager, all which eventually led her to where she is today, running her own personal styling business, Rattle Style.

Rattle Style focuses on helping new mums find their identity and confidence post-partum. Olivia has always been interested in fashion and styling, but since becoming a mum she realised how common it is to lose your sense of identity. “I found myself having conversations with other women who collectively experienced feeling like they lost their sense of self when transitioning into motherhood.”

Olivia says that Rattle was founded on the idea that everyone deserves to express themselves authentically throughout every stage of life. “As mums we give so much of

ourselves to our cute little best friend and need to remember how important it is for us to feel good and dress with confidence.”

Olivia loves styling everyone, not just mums. She offers packages from event styling for birthdays and weddings, to helping clients purchase a whole new wardrobe.

When asked what she loves the most about her job, Olivia exclaims, “The shopping!” She continues, “But mostly helping people gain confidence and expressing their style by wearing whatever they want to wear.”

“My advice for anyone wanting to start their own business and work for themselves, is to just start. You will learn on the way and learn from mistakes.” It’s fair to say this advice has paid off for Olivia, she simply loves what she does. “I think Rattle will be my career for a long long time. It’s like my second baby!”

Olivia fondly remembers her time at school and particularly loved being part of Schofield House, with her favourite House Event being House Drama.

Significant Birthdays

We wish all our Old Grammarians that are celebrating a significant birthday this year a wonderfully happy day!

Happy 98th Birthday

Roma Drummond OAM (Brunt, 1943)

Happy 95th Birthday

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

Happy 94th Birthday

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

Happy 93rd Birthday

Heather Schroeder (Fraser, 1947), Patsy King (1950), Dorothy Hoffman (Golder, 1947), and Joan Williams (Fisher, 1947)

Happy 92nd Birthday

Elaine (Charlotte) Rawson (McLellan, 1948) and Margaret Collier (Harley, 1947)

Happy 91st Birthday

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

Happy 90th Birthday

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

Happy 89th Birthday

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

Happy 88th Birthday

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

Happy 87th Birthday

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

Happy 86th Birthday

Helen Barlow (Sayer, 1954), Nancy Greenslade (Shaw, 1954), Jenny Lane (Tattam, 1955), Elaine Small (1955), Elain Cohen (Howell, 1953), Pamela Dewar (Cartwright, 1955), Margaret Grouse (Cooke, 1954), and Meryl Loy (Dunstan, 1957)

Happy 85th Birthday

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

Happy 84th Birthday

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

Happy 83rd Birthday

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

Happy 82nd Birthday

Patricia Relph (1957), Elaine Letho (Rolph, 1958), Winsome Gladigau (Berry, 1958), Wendy Chilvers (Walters, 1958), Felicity O’Leskin (Maggs, 1958), Ruth McGennissen (1958), Wendy Billings (Hainke, 1958), Lenis Wells (1956), Barb Joyce (Calderwood, 1958), Margaret Luke (Proudfoot, 1959), Pris Gormley (White, 1958), Valrie Kollmorgen (Penny, 1958), Carolyn Sadler (Withers, 1956), Helen Schiller (Lardner, 1959), Susan May (Hancock, 1958), Clare Maglen (Quibell, 1959), Pamela Hore (Beasley, 1959), Barbara Mathers (Wallace, 1958), Helen McHugh (Woods, 1959), Judith Weate (Kerrigan, 1958), and Andrea Gaythorpe (Davies, 1959)

Happy 81st Birthday

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

Happy 80th Birthday

Frances Reith (Docking, 1961), Judy Moore (Timpson, 1961), Alison Watson (Page, 1960), Jenny Ross AO (Newell, 1960), Kaye Pyke (Sawtell, 1960), Sue Moss (Clark, 1961), Carolyn Cotterill (Smith, 1961), Penny Thomas (Cook, 1960), Anne Ballard (Travis, 1960), Helen Bauld (Beasley, 1960), Elaine Robinson (Bourne, 1961), Julie Ross (Stone, 1960), Diana Margetts (Finley, 1960), Wendy Standfield (Bastian, 1960), Gillian Mille (Duckett, 1960), Felicity Fullager (Ware, 1960), Lyn Tritton (Johns, 1961), Wendy Hollis (Davies, 1962), Beverley Boyunegmez (McCallum, 1961), Pam Swan (Willis, 1960), Anne Bready (Swann, 1960), Trish Keene (Wain, 1961) and Elisabeth Bennett (Francis, 1963)



We Remember

The CGGS community was saddened to head of the passing of the following Old Grammarians. We send our condolences to their family and friends.

Reverend Patricia Bouma (Barnard, 1958)

The Reverend Patricia Bouma died on Sunday 29 January 2023. Patricia exercised a long and generous ministry across the Diocese of Melbourne, initially as a Licenced Lay Minister before discerning a call to the distinctive diaconate and was ordained in Melbourne as a Deacon in 2004. She continued to serve the Diocese with Permission to Officiate until 2020.

Patricia served as Licenced Lay Minister St John's Toorak (1989-1993); Licenced Lay Minister St Martin's Hawksburn (1994-2004); Assistant Curate St Dunstan's Camberwell (2004); Deacon at St James the Great St Kilda East (2005-2006); Deacon at St John the Evangelist Malvern East (2007-2010) and Honorary Associate Deacon Christ Church South Yarra (2011-2020).

Patricia was passionate about mentoring young and newly ordained clergy and commending the distinctive ministry of the Deacon as foundational to the ordained life. She championed the development of a mature spiritual life and for many years practiced a ministry of Spiritual Direction. She completed her theological studies at the Melbourne College of Divinity, graduating with a Bachelor of Theology in 1995 and Master of Ministry in 2000.

Joyce Craig (Winter, 1945)

Joyce sadly passed away on 4 December 2022 in NSW at the age of 93.



She attended CGGS from Year 10, 1943 to Year 12, 1945. During her time at the School, Joyce was awarded a trophy for swimming in 1944, and was Lawrence House Captain in 1945. She donated her swimming trophy and blazer pockets to the School's archival collection. Joyce was involved with the OGA, attended reunions and made many friends at School.

Friend, Judith Gunnarsson (Foote, 1945) remembers Joyce fondly "She was always great fun and kind hearted, a good person."

Rosalie Duckett (Penny, 1967)

Rosalie lived in Western Australia on an outback farming property, having had a strong family connection to the School. She is sister to Valrie Kollmorgen (Penny, 1958) and Leonie McLaren (Penny, 1963). Aunt to Elizabeth Kollmorgen (2015), Meagan Kollmorgen (2017), David Kollmorgen, former Chair of School Council and Community and Foundation Committee member, and Kathryn Kollmorgen, current staff member.

Rosalie made the trip to Melbourne in 2017 to join her former classmates for her 50 year reunion, having not seen these women since leaving school. Rosalie remembered this reunion fondly:

"We fondly reminisced about the dreams and aspirations we once shared and whether we'd in fact pursued those dreams. It was remarkable how many had followed through, and indeed ended up working as professionals in their chosen fields. Others of course had enjoyed full-time caring for their families. Knowing each other so well during our formative years, it all made perfect sense.

We laughed about all sorts of adventures we'd had together at school, still remembering each other's brothers, sisters and parents so clearly, and where we went to Sunday school, played tennis, etc. And we remembered fondly, the endless overnight stays spent at each other's houses. Intimate memories that absolutely no one else would be interested in."

Shirley Hiah (Geechoun, 1949)

Shirley Hiah sadly passed away last Friday a 24 March 2023 at the age of 91.



Photo: Shirley, on the right, at her great-niece Samantha's graduation day, October 2015.

Shirley was sister to Beverley Burnie (Geechoun, 1950), aunt to Caroline Kleiman (Burnie, 1983) and great aunt to Samantha Kleiman (2015). Both Shirley and Beverley continued to be actively involved in Old Grammarian events and the Sapphire Circle Lunch up until the past few years. Shirley loved School and was still friends with the girls she went through CGGS with.

Tribute written by Caroline Kleiman (Burnie, 1983).

Margaret Kearsley (Horsburgh, 1961)

Margaret sadly passed away in March 2023 after battling ill health for 12 years.

Margaret commenced at CGGS in kindergarten in 1949 and left at the end of Year 10 in 1959, and during this time was an outstanding athlete for Schofield. After a few years of working she returned to study, completing Year 12 and went to Monash and studied Arts specialising in social work. On completion of her studies Margaret then went on to work for Anglicare and became the Regional Manager of the Lilydale office where her focus was on fundraising until her retirement in 2014.



Margaret had many interests, a great love of gardening, animals, including horse riding, travel, opera and her biggest passion was her love of the mighty Melbourne Demons.

Margaret is survived by her husband Alan, daughters Angela (1991), Melinda (1993) and grandchildren Acacia and Jarrah, and will be truly missed by her family and her many friends.

Tribute written by Barbara Richmond (1962).

Grace Lovell (Vale, 1934)

Grace was our oldest Old Grammarian reaching the age of 101 and a half. A most remarkable woman, Grace sadly passed away on Boxing Day 2022 with family surrounding her, after celebrating Christmas with her loved ones.

In the last edition of CamLife, we shared a picture of Grace reading the latest magazine, which she always eagerly awaited and devoured cover to cover. She truly appreciated her time at CGGS and often took out the School history books and magazines. She loved the School right up to the end and was always interested in news and happenings.

Her family celebrated her life and Grace's love of the School (her School as she fondly referred to) Here is an excerpt about the School in her eulogy:

"Later in life, Mum reconnected with her School - now Camberwell Girls Grammar School. Until her passing she was the oldest alumnae of her School. We were trying to work out how to get her to meet with the current principal who was heading to WA in January 2023.

Mum was interviewed for the School's centenary in 2020 - via Skype! They were after her perspective on life back in the early days - and boy, did she tell them!



After an initial hesitancy trying to work out this "Skype thing", she told them so many colourful stories about life in the old days - things which would not be 'accepted' in the current schooling system!

My sister and I had to move away from mum because we were laughing so much at times, as was the IT guy and the staff from the School in Melbourne. Mum's beloved School has been in contact with her for the last few years celebrating her birthdays and sharing the School news with her. She valued this contact and enjoyed reading the School magazine and the history book."

Tribute written by Grace's daughter, Mady Colquhoun.

Patricia McClare (Whately, 1957)

Patricia sadly passed away on 16 October 2022 just two weeks short of her 82nd birthday.

During her time at CGGS, Patricia was School Captain in 1957. She was godmother to Rosey Conway, daughter of good school friend, Judy Conway (Westcott, 1957) (dec).

Gwendolyn McDonald (Widmer, 1951)

Gwendolyn sadly passed away in July of 2022. She attended CGGS from 1945 to 1951.

Rosalie Nilson (1968)

Rosalie sadly passed away in April 2022 after a long illness.

Diane Tibbits (Paarman, 1958)

Di sadly passed away in February 2023 just short of celebrating her 82nd birthday.

During her time at CGGS, Di was Taylor House Sports Captain in 1957 and School Captain in 1958, excelling in both Science and all sports. She attended the University of Melbourne and studied Science and Microbiology with a PhD. Her career spanned several areas, she worked as a microbiologist, historian, sexual health advocate and health administrator.

She was married to George Tibbits in 1966, a loved mother of three, and grandmother of eight. She was sister to Jennifer Seward (Paarman, 1961) and she remained a good friend to Ruth Dunn (Thorold, 1959). A valued and loved friend to many.

Tribute written by Ruth Dunn (Thorold, 1959).



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