

ISSUE 63 / SUMMER 2016

# CamLIFE

EDUCATING  
TOMORROW'S  
WOMAN

Camberwell Girls  
Grammar School  
An Anglican School



## MEET OUR BRAINSTORMERS

# CREATE YOUR TOMORROW



This edition of CamLIFE is about creativity. It highlights the importance of brainstorming and design thinking – inviting the collaboration of ideas in search of a solution to a problem. I hope that you enjoy the playful and fun images that illustrate the creative process, using everyday objects reinvented to suit a purpose.

Throughout 2016, 'Create Your Tomorrow' has been the focus when developing our programs. We recognise the importance of discovering new ideas, brainstorming solutions to problems and enabling our Camberwell girls to be in charge of their own learning and futures.

This year we have continued to build a culture of learning, where students have a

mindset focused on creating their tomorrow. Through coding and robotics, partnering with Girls Invent, offering enterprise and life skills programs, providing the latest technology and visiting organisations like Google and Apple, Camberwell girls can experience, understand, value and develop the skills needed for their futures.

What skills will our girls need for their professional careers in 2030 or 2040? As educators, this is at the fore of our thinking, as the question is very real for every student, including our current Early Learning and Foundation students.

We know that our current education system, built predominantly around the Industrial Revolution, no longer retains its relevance, only its familiarity. Today, we constantly hear about the need for a toolkit of new skills – enterprise skills such as creativity, critical thinking, problem solving, communication and digital literacy. In a report released by the Foundation for Young Australians in November 2016 titled, The New Work Mindset, researchers identified seven new job clusters. The Generators, the Informers, the Artisans, the Designers, the Technologists, the Carers and the Coordinators will all help young people navigate the future of work, where skills

and capabilities need to be more transferable because careers will be less linear and many people will manage a portfolio of jobs and careers.

This new way of thinking about professional careers also encourages us to evaluate our models of education, to support our students' pathways into universities. Whilst there are indicators that this is changing globally, today we need to navigate a journey of two paths in parallel; one the traditional pathway to university and the other preparing the creative and innovative problem solvers and entrepreneurs that the future needs. I suspect that eventually these two paths will fully converge, but our students cannot wait – their time is now.

It is not hard to understand how we are all innately creative. You only need to witness a young child's curiosity in discovering the world around them... enjoying playing with the box or packaging a present came in – instead of the present itself, or watching them dance or sing. It is obvious that creativity is a part of being human. The problem as Sir Ken Robinson articulates so clearly in his TED talk, Do Schools Kill Creativity?, is that we grow out of it, or are educated out of it at a young age through our beliefs and pressures that value getting

the 'right' answer. We need to re-educate ourselves about the importance of 'failure' in the creative process of developing new ideas. We talk so readily about our successes and achievements, but we need to also celebrate our failures, where they provide better and more creative outcomes.

Dr Tina Seelig, Professor of the Practice in the Department of Management Science and Engineering and Faculty Director of the Stanford Technology Ventures Program, the Entrepreneurship Center at Stanford University's School of Engineering has a

clear message to her students: Fail fast and frequently – learn how to fail, do it, change and move on quickly. In the future, people will be hired not only because of their successes, but also because of their failures as these people often demonstrate a greater capacity to change bad ideas into brilliant ideas. We need to learn how to turn problems into opportunities, and that leads to the notion that big problems can also equal big opportunities for the creative thinkers of tomorrow.

Original ideas, creativity and imagination – we value and honour the broad range of talents that our Camberwell girls bring with them to school each day and we are committed to helping them reach their full potential as individuals. As simply conveyed by Sir Ken Robinson, "Imagination is the source of all human achievement." Our responsibility is to nurture and value it.

With best wishes  
**Debbie Dunwoody**  
Principal



**WE NEED TO SEE OUR CREATIVE CAPACITIES FOR THE RICHNESS THEY ARE AND SEE OUR CHILDREN FOR THE HOPE THEY ARE. OUR TASK IS TO EDUCATE OUR STUDENTS WHOLE BEING SO THAT THEY CAN FACE THE FUTURE. WE MAY NOT SEE THE FUTURE, BUT THEY WILL AND OUR JOB IS TO HELP THEM MAKE SOMETHING OF IT.**

**Sir Ken Robinson**

British author, speaker and international advisor on education in the arts to government, non-profits, education and arts bodies



# THINK. CODE. CREATE.

CODING  
GIVES STUDENTS  
CONFIDENCE THEY  
CAN BE DESIGNERS  
AND BUILDERS

Scientists who grew up watching *The Jetsons* and *Astro Boy* have theorised for decades that robots will one day become a part of everyday life. As each year passes, it would appear that we are getting closer to seeing this become a reality.

Our students are growing up in a very different world than that of their parents. Computers, mobile phones, YouTube, Netflix and Facebook are embedded in their daily lives. Even toys are digital and many are programmable.

It is one thing to know how to use these technologies. It's another to understand the logic behind them. Coding draws back the seeming 'magic' of technology so that students can truly understand the logic and science that controls this technology – a discovery that is all the more magical.

Our reliance on technology will only increase, meaning digital literacy skills are vital. The students of today must be able to not only passively consume technology, but also to understand and control it, becoming an active part of this huge digital shift. Therefore, as an education institution, it is our duty to ensure that our students are fully prepared for their futures.

Earlier in 2016, the School purchased two humanoid robots, who are now permanent members of the Camberwell Girls community. Known as NAO

(pronounced NOW), our two newest robots are from France and they have joined what appears to be a team of growing robots at Camberwell Girls. The collection also includes Dash and Dot, Sphero and BlueBOTS.

Students of every year level are using robots to problem solve and to learn the skills required to succeed at both non-scripted jobs and jobs that don't currently exist but will in the future.

"To succeed in the 21st Century, our students need to be able to identify a problem and design a solution to that problem on their own," says Karin Lemanis, our Senior School Code Club Coordinator.

Our eLearning Team wanted an engaging platform to enable Camberwell girls to develop and hone such skills. A platform that was exciting and that would introduce our students to computer programming and coding.

"One of the things we liked about the NAO robots is that they are open-ended. Once you've mastered the basics, you can use your imagination and creativity to enable the robot to do whatever you want it to do," says Emma Hinchcliffe our Junior School Digital Learning Leader.

Designing solutions to problems goes beyond algorithms and mathematical

thinking. It involves logical thinking... teaching students how to think logically about the next step in their coding.

"One of the most rewarding aspects of teaching with the NAO robots is stepping back and observing the students trying to solve a problem. Coding requires trial and error. Students write code and test it over and over again until it is flawless," says Emma.

Coding gives children confidence that they can be designers and builders. With coding you have to be able to see what's working and what's not working and go back and redesign.

Failure is ok and we want to teach our students that because it is the only way they are going to become successful. It's not always how things happen but how you deal with adversity. Everyone has ideas. Only a select few can make them happen. The ability to code separates those who merely have an idea from those who can make their ideas a reality.

We want our Camberwell girls to be thinkers and innovators who can bring ideas to life and therefore we are fully behind developing our Coding and Robotics Program.

# OOPS! THERE GOES GRAVITY

The study of English got a whole lot more exciting in Term Four when our Year 7 students were introduced to Virtual Reality (VR), another initiative to integrate emerging technologies into learning at Camberwell Girls.

English teacher and technology enthusiast, Nirvana Watkins finds cross-disciplinary and technology-infused inquiry learning extremely interesting and highly beneficial.

"Virtual reality really takes it to another level, as students become totally immersed in the experience. It places the user in the driver's seat and they determine the experience," says Nirvana.

In preparation for a paper which Nirvana delivered at a National Conference on STEAMing Up the English Classroom, she started to examine more closely technologies such as virtual reality, augmented reality, interactive fiction, gamification, digital fabrication and coding.

"Sitting all day in rows of desks, studying one subject after another is counter intuitive. These tools are essential in contemporary education," she says.

Whilst VR isn't a new technology by any means, the platforms and production values being used with it in different forms of storytelling are very exciting.

In VR narrative works, it is the audience that determine where the attention goes. "It significantly disrupts traditional modes of storytelling and gives the user a lot of control over their experience," she says.

As part of their study of Mahtab's Story, a novel about a young refugee who endures a journey of danger and survival when leaving Afghanistan for Australia, our Year 7s used VR to step inside a Jordanian refugee camp.

With just a smart phone and a VR headset, our Camberwell girls became engrossed in this unfamiliar landscape as they viewed a 360-degree video and controlled where they went, what they saw and what they heard.

"Developing an understanding of the experiences of other people their own age is crucial in nurturing empathy and

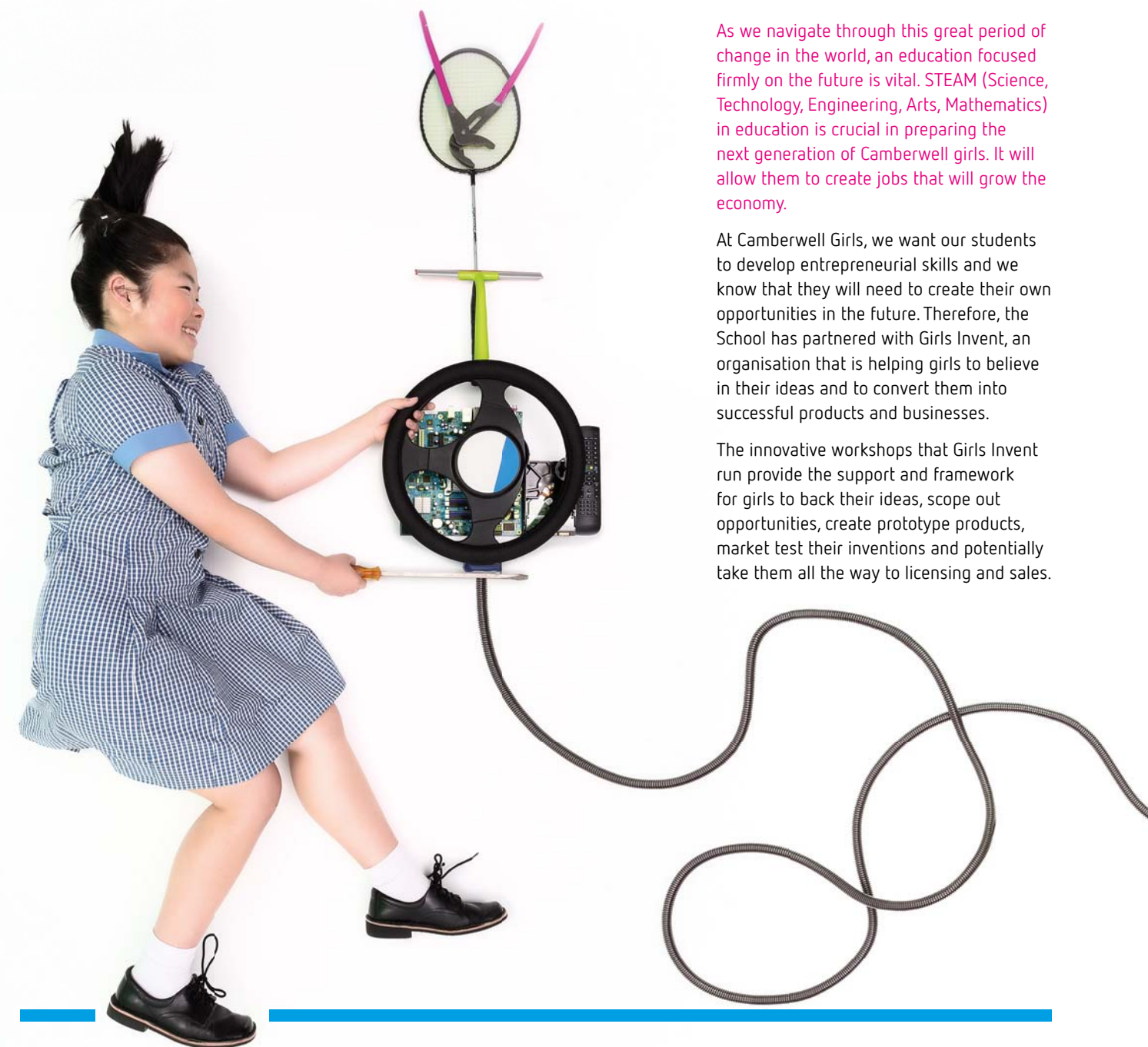


global awareness. By placing users 'in' the landscape, their understanding of what that would be like is enriched," says Nirvana.

As the technology develops, Nirvana expects that even more students will have the opportunity to be more interactive with the content, as well as begin producing their own, proving that it truly is such an exciting time to be in education.



# INVENT GIRLS



As we navigate through this great period of change in the world, an education focused firmly on the future is vital. STEAM (Science, Technology, Engineering, Arts, Mathematics) in education is crucial in preparing the next generation of Camberwell girls. It will allow them to create jobs that will grow the economy.

At Camberwell Girls, we want our students to develop entrepreneurial skills and we know that they will need to create their own opportunities in the future. Therefore, the School has partnered with Girls Invent, an organisation that is helping girls to believe in their ideas and to convert them into successful products and businesses.

The innovative workshops that Girls Invent run provide the support and framework for girls to back their ideas, scope out opportunities, create prototype products, market test their inventions and potentially take them all the way to licensing and sales.

"Girls Invent encourages and supports women to pursue careers in STEAM and empowers girls from a young age to become entrepreneurs by providing them with opportunities to understand the steps that enable their inventions to become a reality," says Principal, Debbie Dunwoody.

Already, our students have developed detailed plans and prototypes for products including a watch for diabetes patients that measures insulin levels, an airport luggage tracking device, a shield to protect the spikes on athletic running shoes, a

protective engineered material which hardens on impact and an iPhone protector case that ensures the device always lands face up.

Girls Invent is partnered with Scale, an organisation that helps investors and entrepreneurial women to connect, invest and succeed. Through Girls Invent, one Year 10 student has already secured a mentor to help develop her invention.

Girls Invent Founder, Mark Glazebrook is an innovator, inventor and business leader. As former Head of Social Responsibility at BP and a Deakin University Lecturer, Mark's reason for starting the program was simple.

"I was absolutely floored when asked by my daughter why inventors were always male", he says.

Mark championed the program to help girls and that's exactly what Girls Invent is doing.

Debbie says it is a really inspiring and accessible program for our students to learn about and understand their capacity to be creative innovators.

"Girls Invent really connects our students' to all elements of STEAM and focusses them on design thinking. The girls work collaboratively to bring ideas to life. From concept to design and development, marketing to distribution and sales - this is a program so relevant to their futures," says Debbie.



# BEING A GOOGLER AT Google

Google is continually named as one of the best companies in the world to work for.

It feeds its employees three gourmet meals a day. It offers them an array of perks from yoga and massages to a games and music-making room and even a makers space.

There's custom scooters to ride, a choice of cafes and staff can start and finish their day when they please. Coupled with a casual clothes policy and pets welcome at anytime, themed breakout rooms and even a relaxation centre complete with sleep pods... the physical environment is like nothing you've ever seen before.

Whilst this doesn't sound like a real-world company, it certainly is and we took 30 of our own Camberwell girls to the Google Headquarters in Sydney to experience the culture and environment of this tech giant.

As we stepped inside Google's largest global engineering centre and birthplace of Google Maps, we were met by our hosts, otherwise known as Googlers.

The Googlers are all on a mission to organise the world's information and make

it universally accessible and useful and they spend their days dedicated to making this happen.

Many work on the development of new projects, not yet public and others refine programs, browsers and Apps - some of the most commonly used in the world.

Building great products depends on great people and it became apparent quite quickly that it is the Googlers who make the company what it is. Ideas can come from anyone and anywhere, hence why the atmosphere is casual.

"We strive to maintain an open culture, in which everyone is a hands-on contributor and feels comfortable sharing ideas and opinions. Our offices are designed to encourage interactions between Googlers, and to spark conversation about work as well as play," said one Senior Googler.

Although Googlers share common goals and visions for the company, they hail from all walks of life and speak dozens of languages, reflecting the global audience that the company serves.

"As the lift doors opened and we saw a giant swing in the reception and an upside down meeting room, we knew the day was going to be awesome," says Zoe Tang-Chong.

A presentation and live Q&A panel with coders, was followed by a comprehensive tour of the four-storey tech hub where our Camberwell girls were able to see firsthand every aspect of a Google office.

"We learnt one of Google's secrets and that is, combining your knowledge with your 'x factor' or passion. Providing options for Googlers to combine the two, means that they work to optimum levels," said Amelia Noffs.

Google only opens its offices three times a year and we were beyond privileged that our Camberwell girls were able to visit, meet and speak with Googlers, learn about life as a coder and absorb absolutely everything that is GOOGLE.





# SHOWTIME!

To observe Keira Lyons working with her students is truly something special. She is gentle yet straightforward, committed to technique yet innovative, a highly inspiring, patient and creative mentor who brings pure joy to every challenge.

A graduate of the Monash University Arts School, multiple qualifications in education and an ongoing involvement in the performing arts industry, Keira joined Camberwell Girls in a part time capacity in 2007. Over the course of that year, the School discovered it had something special on its hands and Keira knew that she had found a professional and spiritual home. That part time teaching role quickly became a full time Head of Drama role and as they say, the rest is history.

For Keira, who puts her absolute heart and soul into teaching, it is highly important that she remains involved in the performing arts industry whilst working in education.

"I don't have to sacrifice one for the other as they support each other. Education and theatre are important in the shaping of who we are as a society. I really believe that both are fundamental in the search for and creation of identity," says Keira.

When it comes to her own experience in the performing arts world, there really isn't anything that this all-rounder hasn't done. With strengths in managing projects and people, she started out as a stage manager.

"I'll never forget the time when I was managing a production of Fiddler on the Roof. It was opening night and our lead came down with laryngitis. I was the only one who knew her songs. Suddenly, I'm thrust on stage and become an actor."

However, Keira believes there is an important message in this scenario. "People will want to 'box' you into a niche and they're often uncomfortable if you don't fit one box or if you suddenly swap boxes... ignore them."

She went on to act with appearances in TV shows and short films. From here, she moved into directing and writing - mounting her own show at Gasworks and Theatre Works and later in the United Kingdom. She then became an artistic director and also worked with a children's theatre company, where she was first introduced to her love of puppetry.

Next stop was overseas. "I wanted to pursue greater knowledge of myself and my limits. I trained in the UK, Spain and France and performed in an Improvisation Comedy Troupe in England and Ireland."

Keira describes a successful audition with Polygot Theatre as a match made in heaven. She was lucky to perform and tour Singapore, Washington DC, New York, Orange County and Pittsburgh, as well as extensive national touring in the capacity of actor, puppeteer, stage manager, vision mixer, production manager and director.

"It's a privilege to see and be a part of worlds being created. Collectively we imagine something and together we build it. Witnessing girls taking risks and supporting each other. There's so much joy in my everyday," says Keira.

As an educator, it is so important to Keira that her students understand and appreciate all of the skills that go into interpreting the text and presenting that interpretation to an audience.

"As theatre makers, there's something very satisfying about building your own vision. I want the girls to take responsibility for the final product and understand that sometimes we have to go out and acquire new skills or make a new tool to get the job done," she says.

A full time parent to Stuart, Sophia and Ollie, her three adopted cats, Keira still finds the time to keep herself actively involved in the performing arts.

She frequently works as a director for puppetry shows and she also toured with War Horse Australia as puppetry captain and performer. She is a freelance physical theatre trainer, employed by companies such as the National Theatre and The Women's Circus to train their actors if particular skill sets are needed.

Teaching, marking, organising auditions, preparing for rehearsals, sourcing props, painting sets, sewing costumes, applying stage make-up, building sets, problem solving, rigging lights, testing sound and drawing the curtain back on opening night - when it comes to real-world educators, Keira ticks all of the boxes.



**KEIRA LYONS**

Head of Drama & Performing Arts



I ENCOURAGE  
THE GIRLS TO TAKE  
RISKS WITH THEIR  
IDEAS

# CREATIVE HEART

## FIONA GIBSON

Head of Creative  
Arts Program /  
Junior School

Fiona Gibson joined Camberwell Girls in 1997 as a Junior School classroom teacher. A passionate artist and longtime creative, Fiona recalls growing up in a family that always took her to galleries and art show openings.

"My parents were really into art, sculpture, architecture, gardening, jewellery and photography. I very quickly developed an interest in the same things and learnt to appreciate the beauty in everyday life," says Fiona.

After 17 years of classroom teaching, just two years ago the school decided to move Fiona from her Prep Classroom to the Discovery Centre, where she now heads up our Junior School Creative Arts Program. We haven't looked back and nor has Fiona.

You only have to step foot inside the Junior School and you soon notice the impact that Fiona is having on our students. Beautiful creations, anything from sculpture to paintings and drawings to ceramics adorn the walls, columns, bookshelves

and locker areas. Fiona has truly created a sea of colour and a culture of creativity at Ormiston.

Fiona believes her role is really to inspire the students and that, she does!

"I want the girls to develop risk taking with their ideas and I want them to experiment with different styles, materials and techniques. I endeavour to always provide open-ended and challenging tasks so that they never tire of wanting to create," says Fiona with a big smile.

Fiona believes that gaining an understanding of artists the world over, their artworks and their style, as well as art through the ages is also important.

"I particularly love Indigenous artists and my favourites would have to be Emily

Pwerle, Bombatu Napangati and Betty Mbitjana. I love the colours and patterns but more importantly, the stories and strong connections that their pieces have to their culture," says Fiona.

She also loves French poster maker, Bernard Villemot because of his simple, elegant lines and clever use of space and bold colours.

From classroom teacher to art teacher, Fiona very quickly discovered just how different the two roles are.

"I love working with students of all ages and from every class within the School. The girls always arrive at the Discovery Centre in a happy and joyous mood and this mood is only amplified during the lesson. Every day is different and quite often messy. It wouldn't be a good day if I didn't end up with paint on me."

Fiona's inspiration comes from everywhere - books, magazines, online, nature, galleries, television, fashion and life in general.

"Sometimes I'll just come up with an idea, explain it to the students and we all just see where it goes and what happens. Creativity is about turning the ordinary into something extraordinary and you're that bit closer to getting there if you just try," she says.

We couldn't agree more Fiona - so please don't stop inspiring our Camberwell girls to be creative.



# DESIGNSCAPES

**MARTIN CONLON**

Landscape Gardener



I VIEW THE  
LANDSCAPE IN  
TERMS OF COLOUR,  
SHAPE & FORM

Martin Conlon joined Camberwell Girls in 2014. As the School's Landscape Gardener, he spends most of his time outside ensuring our grounds and gardens remain beautiful all year round.

He hails from Cork in southern Ireland and moved to Melbourne in 2009. With a diploma in Art History, a diploma in Horticulture and a long career in graphic design, Martin is now able to combine his passion for the outdoors with his strong knowledge of design and we the Camberwell Girls community greatly benefit.

"My design background really helps me view the landscape in terms of colour, shape and form. How things look in the garden is as important to me as how things grow," says Martin.

Gardens connect us with the land and with nature. They remind us that there are seasons, that nature needs time to grow and blossom and that patience will be rewarded. In many ways, gardens are a wonderful antidote to the fast-paced, technology driven and instant-gratification world in which we live.

"Gardening is really good for the soul and extremely rewarding. If you're not into the physical work, just take a stroll through a nice garden and you'll notice colour and texture. And, they are important islands of habitat for wildlife in our increasingly built up and built over environment," he says.

The School's gardens change seasonally, and if you're looking really closely, Martin says - daily. A large role, with two schools to maintain, no two days are ever the same for our resident Irishman.

He ensures all existing gardens are maintained to the highest standards, that any seasonal issues are anticipated and responses prepared. From planting to pruning, weeding to watering, Martin plans all aspects of our gardens to make a complete and effective ecosystem.

He's also responsible for lawn mowing and tasks such as line marking the oval and keeping paths clean. His favourite task is, of course, designing new gardens or totally renovating an existing garden space.

"I have a particular fondness for designing new gardens and then planting them up. Seeing the gardens conform to the original design idea and thrive is a bonus. But... if I'm honest, I am not so keen on cutting grass, except if I'm on the Toro mower! Grass takes up valuable space that I could otherwise fill with plants," he says.

Martin's inspiration comes from anywhere and everywhere. He's constantly reading and researching and he visits nurseries regularly.

"More often than not I plan new gardens on my Mac. It lets me experiment with ideas before I start digging holes in the school grounds," he says.

And, he's quick to add, "Oh, I hate when it rains heavily because I can't garden. That's really boring."

Besides heavy rain, the only other frustration for Martin is that gardens can take a long time to get them to where he wants them to be.

# BOOKS ON THE RAIL



If you've recently found a book on public transport... chances are it was left there, just for you.

Since late August, hundreds and now thousands of books are traveling independently on Melbourne's trams, trains and buses in search of a reader.

The free books have been set loose on the city's public transport by 'book ninjas' as part of a new movement called Books On The Rail.

Founded by our very own Junior School Teacher and resident book worm, Michelle Kalus - Books On The Rail was created to get people off their phones and reading books while commuting.

"It's really a way of sharing my love of reading with strangers. I'm sure everyone has experienced that feeling where you've just finished an amazing book and you want to share it with the world. Books On The Rail lets you do just that," Michelle says with a smile.



Books On The Rail encourages people to leave books behind for commuters to discover, read then pass on. Each book has a sticker on the front and a flyer inside the cover explaining the project.

"It says who we are and instructs people to take the book, read it, enjoy it and then return it to a service," says Michelle.

Inspired by a similar initiative in London, Michelle and her co-founder Ali Berg have a website for members of the public to sign up to place books on public transport.

"We send out a 'book ninja' pack with stickers and flyers and we encourage our ninjas and readers to post on social media too with the hashtag #booksontherail," she says.

Readers also have the opportunity to write a location and review on a slip inside each book so people can track where their literary discovery has travelled.

While Books On The Rail initially started with their own books or ones purchased from op-shops, Michelle says they now receive regular shipments of new novels from publishers and copies from emerging authors.

"We've been overwhelmed at how quickly Books On The Rail has taken off and blown away at the support from the public as well as publishers and authors."

"We're happy to have a whole range of books. We're trying to keep it as diverse as possible, given the randomness of public transport, you never know who's going to find it and what they'll enjoy," says Michelle.

So... if you're bored with your Spotify playlist, your Instagram feed or that Candy Crush game, then put your phone down and take a book. They are there, waiting to be taken by a curious reader, read, shared, and most importantly, enjoyed!

# 2040

## OUR NEW ENRICHMENT PROGRAM



This year the School launched 2040, an exciting new Enrichment Program. The first of its kind at Camberwell Girls, 2040 was developed to challenge, extend and inspire our girls.

Students from Years 8-10 were invited to participate and have been working together on creative problem-solving tasks, entering external competitions and participating in forums.

Senior School Science Teacher, Eleanor Macaro is the brains behind 2040 and says that the program represents the future... a time 24 years from now... and ticking.

"As the pace of change is accelerating exponentially, we have to ask ourselves where will our students be in 2040 and what will be required of them. What type of society will we need in 2040 and what can we do to build the kind of world that we want to inherit in the future," says Eleanor.

Eleanor believes that some of the biggest changes in society will take place between now and then (the year 2040).

"Interconnected issues like sustainable water resources, climate change, energy supply, stable food supply, healthy living and equality - these are the problems that today's students will need to solve," says Eleanor.

This fantastic new program is providing valuable opportunities for our girls to develop vital skills and is providing many gateways for students to translate their aspirations into achievements and successes.

Just recently, our group entered the National Future Problem Solving Competition where they placed second and now proceed to the International Competition in the USA in 2017.

Our girls developed a community benefit project. More specifically they tailored a program to combat the language barrier of our own EAL students to allow them to fully engage and participate in the life of the School.

They spent six months conducting thorough research to enable them to develop this

unique program. During the competition, the girls had to demonstrate to the judging panel that they had completed the Six Steps of Problem Solving - problem definition, problem analysis, developing possible solutions, selecting a solution, implementing the solution and evaluating the outcome.

The girls will now develop this project further for participation in the International Competition.

2040 students also participate in CSIRO competitions, UN forums, parliamentary debates and philosophy conferences. These opportunities enable them to meet and work with other like-minded students excelling in the fields of science, maths, engineering, civics and service.

"External mentors also visit our 2040 team members to challenge their existing mindsets," says Eleanor.

An absolutely brilliant initiative, we look forward to watching both the 2040 Program and also the students develop.

## GEOFF CUNNINGHAM

Art Technician

# ART TECH

In 2016 we were delighted to welcome to the School professional artist, Geoff Cunningham. Geoff joined us in Term Two as our Artist In Residence, a program designed to provide students with an insight into the working methods of professional artists.

The main aim of the residency was to increase the engagement of students in creative practice by giving them an opportunity to interact with and observe a professional artist at work.

Geoff worked with and inspired our students and staff. He conducted technique workshops and attended lessons. He also set up his studio for the duration of the stay which enabled everybody to witness first hand a professional artist during their creative process.

Geoff believes that creativity has always been important and that if somebody hadn't of thought, 'can we do this differently?' - we would still be hunting and gathering.

"Creativity is vital to the human spirit. The ability to think creatively, to solve problems and invent better ways of doing things can be applied across every walk of life. There will always be a need for creativity so that new innovations can improve or enhance our lives," says Geoff.

Geoff's contribution to art at Camberwell Girls was so valuable that we offered him an ongoing role at the School. Geoff is now our Art Technician, a role that is constantly evolving but primarily exists to support the art educators to enable them to spend more time with our students.



"I do everything from ordering art supplies, stacking the kiln, setting up rooms and hanging students' art in the School."

Geoff started out as a screen printer before realising that he preferred to create art rather than print it. After studying graphic design, Geoff went on to work in the graphics industry for 15 years.

A self-taught artist, Geoff specialises in stencil paintings but has worked extensively with acrylic paint and linocut printing. He has been a full time artist since 2007 and is currently represented by several galleries. Geoff's work is regularly exhibited in Australia and overseas and he feels very privileged to be able to call himself an artist.

"Through my art, I comment on the present by evoking the past. I capture moments in peoples lives, often focusing on my love of history, fashion and the unusual. By placing modern technology out of context, I am seeking to increase our awareness of how much our lives have changed" says Geoff.

Geoff likes his paintings to provoke an emotional reaction, whether it's a sense of nostalgia, self-reflection or humour.

"In the end, what matters to me most of all is that the final image is compelling and that the owner loves them as much as I love creating them."

# THE OPENING OF THE ANNE FEEHAN BUILDING

It was the School's delight to welcome the Archbishop of Melbourne and Primate of Australia, the Most Reverend Doctor Philip Freier and The Honourable Josh Frydenberg MP to formally open and dedicate the new Anne Feehan Building on Wednesday 7 September.

Current students, staff, parents, School Council Members and special guests all gathered in the Barbara Sutton Hall to celebrate the opening of our newest Senior School Building, designed especially for Years 7 and 8 students.

As Principal of Camberwell Girls Grammar School from 2001 to 2014, Anne Feehan was instrumental in establishing a number of innovative curriculum programs, extensive refurbishments, major building projects including the new Ormiston Campus, the Woodstock Building, the Fig Tree Cafe and Sports Field. She also established the integration of the Cisco Technology Network to enable more collaborative engagement in programs

"Anne had a vision for the future preparation of students and the design of this new building was also a key part of her legacy," says Principal, Debbie Dunwoody.

Anne Feehan's leadership of Camberwell Girls continued a very strong tradition that had been at the forefront of change for over 90 years. She continued the legacy of her predecessors in ensuring that the education of our girls was contemporary, rigorous and focussed on preparing them as compassionate leaders, who understood the importance of service to others.

To be specific, in Anne's words, "You receive a great education to build a better community." Importantly, she also ensured Camberwell Girls maintained its distinctive culture, as a very friendly school with a great sense of community.

"We are very grateful to be able to acknowledge Anne's vision, energy and commitment in providing an outstanding education for girls, enabling them to be the compassionate leaders of the future. The naming of the Anne Feehan Building is a very fitting tribute to her commitment to Camberwell Girls Grammar School," says Debbie.



WE ARE VERY  
GRATEFUL FOR  
ANNE FEEHAN'S VISION,  
ENERGY AND  
COMMITMENT





# SUPPORTING GECKOS

Social Justice and helping others less fortunate is instilled in the culture of Camberwell Girls. For almost 100 years, as a School community, we have worked together to keep this tradition alive.

As a Christian school, we encourage our community to respond to any and all in need, regardless of race, religion, economic or social standing. Our School Motto 'Utilis In Ministerium' urges us to serve others usefully. Our Mission, Vision and Values statements highlight the purpose of being compassionate global citizens.

During the September Holidays, 19 students and four staff members travelled to Cambodia and Vietnam on the School's inaugural Immersion Trip.

In partnership with The Green Gecko Project, founded by Australian-born Tania Palmer, our students and staff worked together

to support over 70 'geckos' (children) who previously lived and begged on the streets of Siem Reap.

"Green Gecko provides security, education, love and opportunities to these children through their formative years and into their adult lives, empowering them to achieve their full potential," says Tania.

Our Camberwell girls spent days working with the young geckos, as well as immersing themselves in the traditional Cambodian culture.

"This trip enabled me to put real faces to the statistics that we are taught about here at school," says Ariane Webber.

As the first school to partner with Green Gecko, this trip was designed to introduce our staff and students to the needs of the world, all while making a difference.

"We arrived in Cambodia as girls on a mission to work towards solving social injustices in the world. I very quickly learnt that there is a difference between being materialistically satisfied and emotionally happy. The latter is what truly matters," says Kieran Medici.

"One person can make a change doing something in a seemingly small way. But, with 23 motivated people, something special can be achieved to make the world a better place," says Teacher Brett Stout.

A second group of staff and students will be heading back to volunteer at Green Gecko in 2017.

"Poverty and similar social justice issues are very complicated and never have a straight answer or quick fix. Sometimes the best thing for mankind is love, friendship and a smile."  
- Fearn Corney



MY JOURNEY /  
**KRISTIN SOH**  
YEAR 12



Commenced Camberwell Girls Journey in 2013 (Year 9) / Born in Malaysia, Kristin moved to Melbourne in 2012 / This year, Kristin studied English, Further Maths, Visual Communication & Design, Studio Art and Chinese / She has a real passion for designing and creating pieces that have intent behind them and it will come as no surprise that her favourite subject is Vis Comm / Vividly remembers the first time she created something - a landscape with oil pastels in primary school / This year she was part of the talented make-up team that created the beautiful faces of the feline cast of CATS / Has attended every camp since joining the School / Confronted many fears on the USA Study Tour when as the Commander, she successfully landed a space shuttle at NASA Space Camp / Kristin believes she's always had a creative spark inside her and recalls filling the pages of sketchbooks with primitive drawings when growing up / Is excited that one of her works was recently selected to be published in a book titled, Stolen / Her favourite medium is acrylic and she loves creating realistic portraits that focus on complex and intricate details.

**Her Dream:** I want to be a graphic designer or a photographer. Hopefully one day I'll work for a leading magazine... this has been my dream since completing work experience at Fashion Journal, one of Australia's leading fashion publications.

**Last Words:** Growing up in Malaysia, rote learning was an essential skill and creativity was cast aside. When I came to Melbourne, it was surprising to see students step outside textbooks and develop creativity. In the real world, there's no manual or handbook. Thinking outside boundaries is necessary. Without imagination or the ability to think creatively, there would be no progress within our society and we would be living in a colourless world.



WHATEVER A  
STUDENT'S PASSION  
THERE IS A STUDY  
AREA AT OXFORD FOR  
EVERYONE

# LEARNING ABROAD

Studying abroad offers an immersive international experience which can have a profound effect on shaping the way one views the world. It challenges individuals to think and act independently.

Year 10 Camberwell Girls student, Veda Surapaneni was lucky enough to be given the once-in-a-lifetime opportunity of attending a Summer Seminar Program at Oxford University in the UK, where she majored in genetics.

"When I applied for the course I chose to study genetics, as we had studied it during science and I really enjoyed it. Ever since attending the course, I wish to study something in the genetics field and am very much considering it as a career possibility," says Veda.

The study of genetics encompasses a plethora of exciting hands-on experiences such as performing dissections, extracting DNA and field trips to discover more about genetics beyond the laboratory.

Travelling to Oxford during the mid-year break, Veda was amazed by the city's beautiful and historical setting with quaint buildings and cobblestoned streets. More than this, she couldn't believe how much she learnt and how the program has impacted her studies - motivating her to choose three science-based subjects for VCE.

"It has really spurred my love of the subject. The experience also encouraged me to start looking ahead, towards life after school and has me excited for VCE and University."

Veda's favourite part of the five-day program was visiting the botanical gardens and investigating different medical plants that could potentially help with genetic diseases.

Through this incredible experience Veda was able to meet new people from around the world and form friendships with others undertaking the program.

"I was amazed at how multicultural the 91 students in the program were. They were

from all four corners of the Earth, including Qatar, Myanmar, Canada, France, Germany, South Africa, Austria, Japan, Zimbabwe, China, Nigeria, India, Spain, Korea, Nepal and Argentina. Australians were in the minority as I was one of only two students in the program," says Veda.

Veda encourages other Camberwell Girls students to apply for the Summer Seminar Program in Oxford as she gained a wealth of knowledge and opportunity to explore a subject she loves. Other study areas included international relations, economics, medicine, business, American literature, politics and psychology.



# FAREWELL CLASS OF 2016

Quality education for girls ensures that the world has diversity of thought, a perspective that values collaboration and the benefit of the talent, creativity and ideas of half of the world's population.

Therefore, one of our greatest satisfactions is seeing young women, who are fully prepared for their futures graduate from secondary school with global perspectives and a determination to pursue their dreams.

To the Class of 2016 who recently graduated, we thank you for making us proud of now, just over 9,500 Camberwell Girls graduates. We wish you all the very best of luck as you embark on this next chapter in your lives.

This year's School Captain, Karen Zhang showed strength, character, leadership and intellect beyond her years. Her graduation speech was certainly powerful and we are certain that it will not be forgotten by our staff and students.

*"You can either sit back and let there be another injustice or you can grasp your potential and power to make a change."*

*We really are so privileged and lucky to have an education and to have our achievements acknowledged. 125 million children in the world still don't go to school, and of those 125 million, 75 million are girls who are otherwise, just like us - girls who have dreams, passions and aspirations.*

*Don't let this statistic make you feel guilty - instead, let this statistic empower you to use what you are so lucky to have. Remember, a successful student who has made the most out of their education isn't the one who gets 100% on every test. The truly successful student is the one who can walk away, with strong values and is able to link their passions, skills and the world together, to create a better place - whether it be within their local or global community. There is truly no end to the love you can give another person, and there is no limit to the number of changes you can make."*

Extract from **Karen Zhang**,  
Graduation Speech



Creativity  
is what makes  
a diverse and  
enriching world

### MIA SIEBER / SCHOOL CAPTAIN

**What do you want to achieve for yourself and for the School in 2017?**

I would love to impact and educate the girls on the importance of self-worth and positivity. It is extremely important to me to create a year that is different, through focussing on topics that I personally am passionate about.

# SCHOOL CAPTAINS

**What do you love most about being a student at Camberwell Girls?**

I love the focus on creating a well-rounded woman, one who has the skills to enter the world with everything needed to make a difference.

**What subjects will you be studying in 2017?**

Chemistry, English, Maths Methods, French, Visual Communication & Design.

**What is creativity to you?**

Creativity is what makes a diverse and enriching world - one which isn't always constrained by the mundane. Creativity cannot be taken over by computers and robots and we will always rely on the human mind to invent the impossible. Creativity is essential in making life what it is currently and in shaping the future into what it will become.

**How do you create balance in your life?**

Sport has always been a big part of my life. I use it to escape stress and to relax.

**Do you have a mentor?**

I've always been inspired and motivated by students in year levels above and also past students of the School.

**If you could create a new product, what would it be?**

I would create a machine that puts information in your head. This would enable us to learn in the blink of an eye. It would be like your very own 'Google'. Imagine the advances that we could make in the world!

**Where do you see yourself in 5 years time?**

Hopefully, I'm doing what I love in a place that doesn't feel like 'work'. I also want to make a difference to the lives of others.

**How will creativity help you achieve your goals?**

I wish to build a unique and exciting year and therefore creativity is imperative to help me achieve new ideas that the students of Camberwell Girls haven't seen before.

**If you could change one thing in the world, what would it be?**

Right now, as cliché as it sounds, the one thing that I would change is war. It shouldn't be something we see as 'normal'. The emergence of terrorism is particularly terrifying, plotting humans against humans, and no one wants to be in a world where violence and fear shapes our everyday lives.

### MEG KOLLMORGEN / VICE CAPTAIN

**What do you want to achieve for yourself and for the School in 2017?**

I want to ensure that everybody feels included in the life of the School and I want to see every girl involved in as many domains of school life as possible.

**What do you love most about being a student at Camberwell Girls?**

I have been a student at Camberwell Girls for almost eight years now and it has become clear that it is the people of the School, who all work tirelessly, that makes being a student here so very special - this includes both my teachers and also my peers.

**What subjects will you be studying in 2017?**

English, Maths Methods, Biology, Health and Human Development, History: Revolutions.

**What is creativity to you?**

Creativity is using your imagination to think outside the box and attempting to try something new or different, whether you succeed or fail. It is not limited to art or projects. It can be applied to any area of life, such as being innovative and worldly in the way we think and act.

**How do you create balance in your life?**

I always involve myself in as much as I possibly can in all areas of life including music, sport and productions. I also ensure that I get adequate time to rest, relax and rejuvenate. This is what makes me happy.

**Do you have a mentor?**

There have been too many people in my life that have made lasting impacts to simply narrow it down to just one person. A common piece of advice I have been given from my parents, family, friends, teachers and my peers is the importance of treating others how I would like to be treated. I treasure this and believe it should be spread far and wide.

**If you could create a new product, what would it be and why?**

I would create a device that assists you in packing your bags before going away on a trip. This contraption would ensure all your belongings are safe, packed neatly and would alert you if you have forgotten something important.

**Where do you see yourself in 5 years time?**

I will hopefully be traveling the world and seeing and doing as much as I can while I am still young. My short-term goal is to circumnavigate Australia on a road trip with my friends and then if I can, continue overseas. I plan to do this whilst also completing my studies to become a physiotherapist and possibly study abroad in Europe.

**How will creativity help you achieve your goals?**

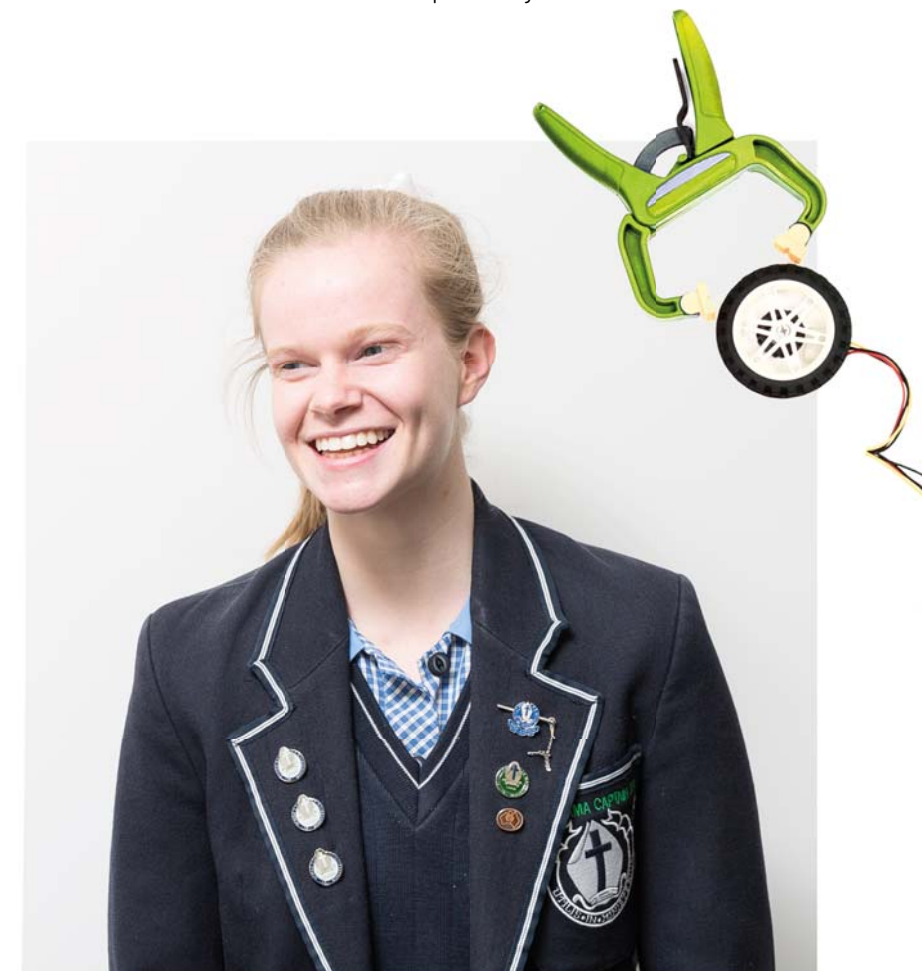
Creativity will encourage me to find alternative methods of coping with and finding new solutions to difficult problem. Being creative would open more doors for me to pursue my dreams.

# 2017

**If you could change one thing in the world, what would it be?**

If there was universal acceptance in today's society, I am sure the world would become far safer and peaceful place to live. Thus, if I could change one thing in the world it would be to completely eradicate issues that are catalysts for conflict and discontent across the globe such as racism, discrimination and violence, and ultimately promote acceptance and peace.

Creativity is using  
your imagination  
to think outside  
the box





Creativity is the ability to adapt and be versatile with what you already know

## JACQUELINE GU / VICE CAPTAIN

### What do you want to achieve for yourself and for the School in 2017?

I would love to see more cross-level bonding. I also hope to grow as a leader and inspire other girls to lead in their own way.

### What do you love most about being a student at Camberwell Girls?

I love the tight-knit community of the School. We are not only be supported in our learning by the teachers, but also by close friends who are there, to share our joys and comfort us in our sorrows.

### What subjects will you be studying in 2017?

English, Maths Methods, History: Revolutions, Literature, Global Politics.

### What is creativity to you?

Creativity is not only the ability to be original and think of new ideas and new ways to do things, but also the ability to adapt and be versatile with what you already know. Approaching tasks with different perspectives and using unconventional methods to communicate our ideas.

### How do you create balance in your life?

I have a strict timetable that allows me to organise my time and study for an hour before taking a short break. Of course, it's not just all study... a combination of work and co-curricular activities gives me my life balance.

### Do you have a mentor?

My mum is my biggest mentor. She has taught me that hard work always pays off, sometimes in different ways. She has also taught me to not take anything for granted and to always be grateful for what I have. And, that if you have the ability and means, you must help others. She once said that one of life's greatest joys is the satisfaction you feel after knowing you made a difference in changing someone's life.

### If you could create a new product what would it be and why?

I'd create a device that can produce food out of thin air so I never have to take another step to the kitchen if I'm studying or doing something. I mean it's a step back in exercise but who wouldn't want food at their fingertips?!

### Where do you see yourself in 5 years time?

Although I'm always changing my mind, I'm interested in studying law or politics and global studies. So, I'll probably still be studying to ultimately, have a job that will challenge me and that I love.

### How will creativity help you achieve your goals?

I will be able to present my views and ideas in a different light, and by thinking outside the box, it will make me stand out and take me places I never thought I could go.

### If you could change one thing in the world, what would it be?

There are so many things that I would like to change in the world. But if I had to pick just one, I would like to see people less apathetic and indifferent to global events. With everything going on in the world, I think people have become numb. I'd love to see more people committed to making a difference by taking an active role in social justice issues, instead of just turning a blind eye and letting these situations become the norm.

# DOMINATING THE WORLD STAGE!

Year 8 student Emily Zhang is dancing her way onto the world stage and dominating it. Having just returned from a whirlwind trip of competitions in Australia, China and New Zealand, this young 14 year old won gold everywhere she went.

At the Dancesport Australian National Championships, Emily and her dancing partner, Demetri placed first in the Youth Open 10 Dance.

At the World Dance Council World Cup in China, the dancing duo placed first in the Amateur Ballroom. At the New Zealand Championships, they place first in the Adult Open 10 Dance, Youth Open 10 Dance, Youth Open Ballroom and Youth Level 5 Ballroom.

Open 10 Dance is an event judged on five Latin dances (Samba, Cha Cha, Rumba, Paso Doble, Jive) and five ballroom dances (Waltz, Tango, Viennese Waltz, Foxtrot, Quickstep).

To get two individuals to create 10 characterisations and compliment each other as a partnership is no easy task. Not to mention maintaining consistency and skill. But Emily seems to have absolutely no problem doing this.

When asked about winning the Adult Open 10 Dance, international dance adjudicator, Kingsley Gainsford said that the young couple achieved the win in style.

"They were the most talked about couple of the competition. Every dance they performed showed an easy, relaxed characterisation and technical ability that set them apart from their competition. They clearly won all 10 dances and the other couples in this event learnt just by watching them," said Kingsley.

Emily has been dancing for nine years and whilst it does come naturally to her,

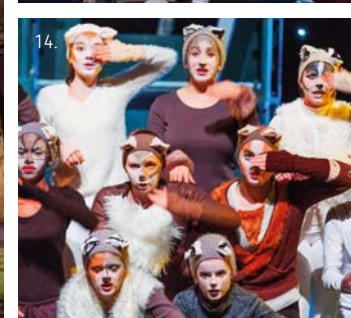
at minimum she trains five days per week, which equates to 20 hours in the studio. This commitment increases to seven days per week and up to 35 hours when preparing for a competition.

"Dancing is both a sport and an art, which I think is amazing. Getting dressed up in gorgeous costumes with beautiful make-up and presenting to the audience and judges your months of hard work is what I love most about it," says Emily.

It will come as no surprise that Emily sees dance as always being a part of her life. Whilst she's not completely sure of what she wants to do professionally, she is definitely not ruling out a full time dance career.

**We think she's got what it takes.**

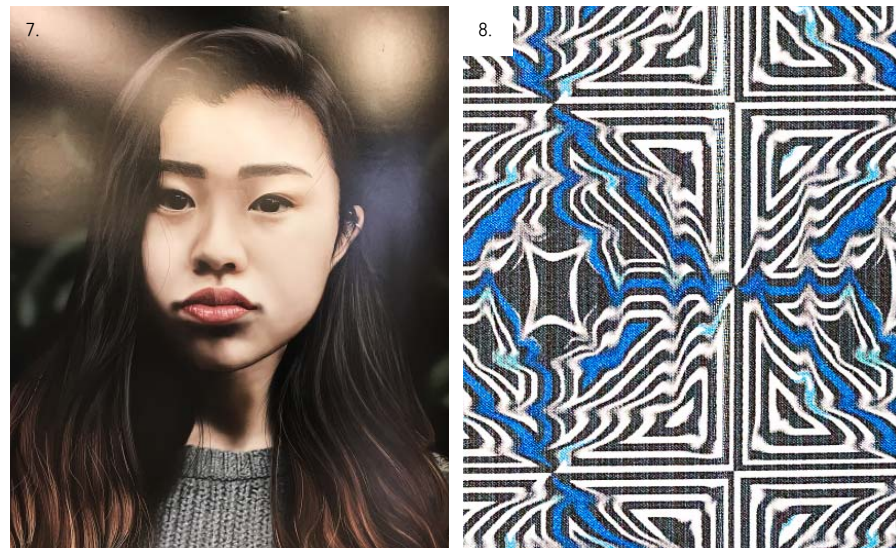




# PERFORMING ARTS

This Semester, the Camberwell Girls Community experienced two outstanding productions - CATS (Senior School) and TROUBLE! (Junior School). The Barbara Sutton Hall was at full capacity each evening as audience members delighted in seeing our girls perform.

Pictures 1-6: TROUBLE!  
Pictures 7-15: CATS / The Musical



# VISUAL ARTS

This Semester, the School staged two annual Art Exhibitions. The Junior School Hall was home to creations by our Ormiston students, while the Woodstock Building became the venue for our VCE art students. The imaginations and creativity of our students is certainly to be admired.

*Pictures 1-5: Junior School  
Pictures 6-9: Senior School*

# CamART

OVER 330  
PIECES OF  
CONTEMPORARY  
ART FOR SALE

CamART, the School's professional art show returned to Camberwell Girls this year. Held across the last weekend of November, the ground floor of the Woodstock Building was transformed into a gallery, with over 330 contemporary pieces of art for sale.

A fundraiser for the School, CamART showcases works from both emerging and established Australian artists. The Show is quickly building a reputation in the art world and this was evident with the number of guests in attendance and also by the number of works sold.

The Gift Shop was hugely popular with many visitors making a start on their Christmas shopping. This year's Show was by far our most successful event and CamART will be returning to the School in the near future. **Stay tuned for dates!**



# GET INSPIRED

VICTORIA CURTIS /  
CLASS OF 2002



MY GOAL IS  
TO OFFER WOMEN  
MORE THAN JUST  
MAKEUP

Australia has a new entrepreneur in the beauty industry and she is a Camberwell Girls graduate.

Embodying all the qualities of a woman with drive - savvy, intelligent, creative, inspiring, confident and discerning, Victoria Curtis (Class of 2002) is turning her lifelong passion into a full time career.

Through Secondary School Victoria worked in hair and beauty salons. After graduating from Camberwell Girls, she completed a double degree in Marketing and Accounting at Swinburne University and she also studied abroad in the USA.

On return, Victoria was offered a marketing role with L'Oreal Australia where she worked in the products division. It was this role that allowed her to build the knowledge and experience necessary to launch her own salon specific cosmetics range.

"My role at L'Oreal allowed me to reconnect with the salon and spa industry. I developed a keen interest in the philosophy of these salons and what they were trying to achieve for their clients," she says.

It was during this time that Victoria discovered a gap in the market. "I felt there was an opportunity to launch a luxury cosmetics brand exclusively for the salon and spa industry. My vision and point of difference was to combine the chic and style of designer cosmetics with high quality, pharmaceutical grade ingredients that complimented a salons' services," she says.

Fast forward three years and Victoria's vision came to life. The Curtis Collection was born after thorough research and development.

Victoria conducted focus groups to identify the most common beauty issues affecting women. She travelled the globe - through France, Italy and across America to source the highest quality vitamins and minerals in order to develop the best formulas to solve these common problems.

"My goal was to offer women more than just makeup. I wanted to offer a range of cosmetics that double as problem solvers for our beauty needs. I designed a collection that targets these issues directly, offering beauty solutions through the use of makeup," says Victoria.

When reflecting on her days at Camberwell Girls, Victoria says the School had a huge impact on her.

"I graduated from Secondary School feeling empowered, driven and inspired to chase my dreams. My education at CGGS taught me to see opportunity in every challenge and strive for excellence in everything that I do," says Victoria.

The Curtis Collection is available in over 250 spas and salons across Australia and New Zealand with plans to expand internationally.

# MESSAGE FROM THE OGA CHAIR

In today's hectic times and with the speed of technology, it is important to embrace being creative. Make time to open your mind and challenge yourself to think about something in a new or different way and always be open and ready to embrace new opportunities that may cross your path.

One of my favourite quotes from Joseph Chilton Pearce is, "To live a creative life, we must lose our fear of being wrong". This is an important lesson to learn. When faced with a new opportunity or a potentially life changing decision, I often think to myself, what is the worst that could happen? At the end of the day, you never know where an opportunity may lead unless you take a leap of faith, jump and let the parachute open!

I think this lesson couples with always living life with a grateful heart and ensuring you enjoy every moment and being present as nothing lasts forever. Change is the only real constant in life. You never know what is around the corner. Always embrace this.

The School instills in every student a passion for learning. There are no mistakes in life, there are just learnings. To me, nothing is ever a problem, it is a challenge and often you have to think creatively and laterally to find a solution. I love challenges in life and think that we should always embrace these. It is really through these that we experience growth. Always look to challenge the constraints and think outside of the square.

As you approach the end of 2016, take the time to reflect on the year that was, celebrate what you have learnt, how you have grown and look forward to 2017. Make the time to be creative, pull out the coloured pencils, be as creative as you want to. Be original, be you, create your prism of life!

We have received wonderful feedback from reunions held this year with the overarching comments being how wonderful it was to come back and see the School and connect with friends. A list of the year levels whose reunion will be held in 2017 is on the following page. I highly encourage you to attend your reunions.

I wish to extend a thank you to our old grammarians who supported the School this year by speaking at Mentoring Breakfasts and the annual Careers Evening. I also thank those women who wrote a letter as part of the Letters of Encouragement program. You provide such inspiration to current students and we know how much they appreciate and value your time and advice.

As this is the final edition of CamLife for 2016, I would like to give my heartfelt thanks to our dedicated OGA Committee, Yvonne Mah - Treasurer (1988), Nikki Davidson (nee Duncan: 2005), Amy Hall (2001), Carolyn Olsen (1996), Elisabeth Sandbach (2012), Freya Harewood (nee Summons: 2001), Grace Tennant (2012), Emma Visentin (2012), Claire Poyser (2010), Kiran Sandhu (2011), Vivienne Petroff (2007), Elizabeth Downes (2012) and Konstance Zaharias (2011). We were delighted to welcome a number of new OGA Committee members in 2016 and are looking forward to our committee growing and strengthening in 2017.

I would also like to thank our Principal, Debbie Dunwoody and the Foundation Office for their ongoing support and kindness in particular, Karen Bartram, Alumnae Relationships Coordinator who has been our Secretary this year.



As we look forward to the year ahead, I encourage you all to connect with the School, whether through reunions, events or attending an OGA meeting.

On behalf of the OGA Committee, I wish you a joyous and safe Christmas and every happiness for the New Year. In the words of Danny Kaye, "Life is a great big canvas, throw all the paint you can on it!"

In closing, I had the honour of presenting the Year 12 students with their OGA badges at the Leavers Service. Each and every student is unique in their special way and I left feeling inspired for what our future may hold as these Camberwell girls enter the world. I leave you with some of their quotes, which truly do show their creativity!

"The future belongs to the curious. The ones who are not afraid to try it, explore it, poke at it, question it and turn it inside out"

"The most important thing is to enjoy your life and be happy, that's all that matters"

"Don't ruin a good today by thinking about a bad yesterday"

"Be yourself and be your best self"

"Be the change that you want to see in the world"

## GENERAL NEWS

### BIRTHS

**Sarah Gowland (nee Cooper) 1998** and husband Alastair, were delighted to announce the safe arrival of baby twin boys, Harry John Gowland (left) and Jack Cooper Gowland (right) on 20 July 2016. Baby brothers for Emily and grandsons for long serving Junior School Staff Member, Sheila Cooper. Congratulations to Sarah and Alastair. *Picture 1.*

**Freya Harewood (nee Summons) 2001** and husband Andrew welcomed their first child, Alice Ruby Harewood on 5 September 2016. Congratulations to Freya and Andrew. *Picture 2.*

**Amie Herdman (1993)** and Stephen Ward welcomed a baby son, Jasper Joshua on 14 April. A little brother for proud big sister Bonnie Margaret. Congratulations Amie and Stephen. *Picture 3.*



### SIGNIFICANT BIRTHDAYS

We wish to congratulate the following old grammarians on celebrating significant birthdays in the second half of 2016.

Anita Tolley, Jill Barnes and Roma McCullough  
- **Happy 80th Birthday**

Jan Henderson, Peggy Horner, Margaret Macdougall, Marilyn Gough and Ann Weston  
- **Happy 81st Birthday**

Lynda Kaye, Gwen McDonald, Joan Bisset and Marion Mathieson  
- **Happy 82nd Birthday**

Pat Kerr, Patricia McGlashan, Jill Greeve, Ruth Nicholls, June Hillard and Sylvia Jones  
- **Happy 83rd Birthday**

Phyllis Jaensch, Kathleen Lennon, Joan Chapman, Faye Curnow, Leonie Taylor and Dawn Harvey  
- **Happy 84th Birthday**

Shirley Hiah and Margaret Collier  
- **Happy 85th Birthday**

Ruth Whitbourn, Dorothy Hoffman and Joan Williams  
- **Happy 86th Birthday**

Peggy Stirling and Betty Wade  
- **Happy 87th Birthday**

Joyce Haines  
- **Happy 88th Birthday**

Roma Drummond OAM and Dot Aydon  
- **Happy 91st Birthday**

Congratulations - we wish you all many happy returns!

### VALE

The School community was saddened to hear of the passing of the following old grammarians.

**Joan Forest Eltham (1948)**

**Dorothy Golder (1947)**

**Marjorie Lambert (nee Petering 1947)**

Marjorie Petering was a never-to-be-forgotten friend to many of us who admired this wonderful young girl with a ready laugh, a great sense of humour and a strong strength of character. Although Marjorie's time as scholar of CCEGGS was relatively brief, she continued to support the School by joining the Past Students Dramatic Club run by Roma Drummond (nee Brunt) and appearing in all the plays to help raise funds for the School. Our rehearsals were hilarious largely due to Marjorie's sense of fun.

It was not long before Marjorie changed her name to Mardie, toured the world on a motorcycle with **Dorothy Golder (1947)** and wrote incredible and informative letters back for us all to read. She was adventurous, outgoing and full of the joy of living. On her return, I introduced Mardie to the Chief of the Advertising Department in the Myer Emporium where she then spent many happy years as a writer/journalist. Years passed and later she met Harry Lambert, a past school teacher. They moved to Healesville, adopted two young children and Mardie became the founding editor and part owner of the Mountain Views Newspaper. She was revered by the country people and all her friends from Camberwell Girls Grammar School, especially us.  
- Noel Waite OM and Roma Drummond OAM

### AVRIL VANDERSAY

We wish to honour the life and memory of our much loved and respected friend, colleague and Music Secretary, Avril Vandersay.

Avril was a kind, generous and gentle woman who sadly lost her battle with cancer in late October. We thank her for the wonderful contribution that she made to music at Camberwell Girls.



# REMAINING CONNECTED

If you would like to learn more about reunions or be involved in planning a reunion, please contact Karen Bartram, the School's Alumnae Relationships Coordinator.

Phone + 61 3 9811 8501  
Email dev-sec@cggs.vic.edu.au

### Class of 2015 - 1 Year Reunion

Friday 29 July saw the Class of 2015 well represented at their 1 Year Reunion in Robinson Hall. The girls were excited to be back at School and happily chatted about what they have been up to since leaving. They were particularly excited to see some of their former teachers.

*Below: Class of 2015*

*Opposite Page: Class of 1996*

### Class of 1996 - 20 Year Reunion

Friday 26 August saw the Class of 1996 celebrate their 20 Year reunion in Robinson Hall. Guests travelled from Tarwin Lower, Mt Eliza, New South Wales, Perth and even Canada. Along with former teacher, William van Hoboken, the women had a great evening meeting Principal Debbie Dunwoody and they also enjoyed seeing how much the School has changed since leaving.

2017 REUNIONS

Class of 2016 / 1 Year Reunion  
Class of 2012 / 5 Year Reunion  
Class of 2007 / 10 Year Reunion  
Class of 1997 / 20 Year Reunion  
Class of 1987 / 30 Year Reunion  
Class of 1967 / 50 Year Reunion



## SAPPHIRE CIRCLE LUNCHEON

Although the weather was not kind to our guests at arrival time, the Sapphire Circle Luncheon was as always, very well attended. Held in Robinson Hall on Saturday 22 October, guests travelled from many parts of Victoria and interstate to attend a sit down two course lunch.

The pop-up museum once again proved popular as each guests brought with them a piece of school memorabilia to share.

We look forward to hosting this event again in 2017.



# THANK YOU

Thank you to the following members of the School Community who have made donations in 2016 to the Annual Appeal, Building Fund, General Scholarship Fund, Dorothy Hall Scholarship Fund, Barbara Sutton Scholarship Fund, the Annual Parents’ & Friends’ Association Donation and Parent Group Donations.

Mr R Allardyce & Ms N Le-Tran  
Mr D & Mrs J Andrianopoulos  
Mr J Ang & Ms A Tay  
Dr D Arnot & Mrs S Arnot  
Mr S & Mrs E Au  
Assoc Prof P Baird & Dr A Hogg  
Mr J & Mrs S Banitsiotis  
Mr R & Mrs R Bartram  
Mr T & Mrs K Bessemer  
Mr C Betts & Ms T Yang  
Dr S Bhattacharjee & Mrs S Tan  
Mr D & Mrs J Bignold  
Mr J Billson & Mrs K Fisher  
Dr J Bokas & Dr M Karas  
Mr D Boland  
Mr C & Mrs V Bosco  
Ms J Boyle  
Mrs A Broadbridge  
Mr R Brown  
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