In 2020, our Centenary year, we will welcome Foundation students who will graduate in 2033 and after their professional lives, will probably retire around 2080. What will the world look like and how will they contribute? We already have driverless cars and eye controlled technology for those with physical disabilities - so you can only imagine what is still to come!

In his book Future Wise: Educating our Children for a Changing World, Professor David Perkins from Harvard’s Project Zero examines the issue of what’s worth learning. It is a proposition that is continually at the fore of my thinking, as we are challenged to design learning. Learning that will engage our girls’ hearts and minds, inspire them to act and, help to prepare them for new professional landscapes and opportunities in a highly connected world. It is to us, the learning that matters.

Recently a discussion paper highlighting a proposal to reform Australia’s senior secondary education was released by the Australian Learning Lecture. This paper titled, Beyond ATAR: A proposal for change, proposed three recommendations:

1. Senior years of schooling with more individualised learning pathways to better support student transitions from compulsory schooling.
2. The development of a ‘learner profile’ to provide a common way of representing the full range of attainments of young people.
3. The adoption by tertiary education providers of broader, more transparent entry criteria, not just a single ATAR score.

As a single number, the ATAR is a very narrow representation of 13 years of schooling. It does not capture the student as a person, including their broader competencies and skills or social and ethical capacities. Attributes that we know are integral to their future success.

The continuous dialogue about the impending changes to education have also been very reaffirming to us as a school. We have not been resting upon our laurels. In fact, this has been front and centre for us for a number of years.

We have been intentionally developing our transferable skills alongside, and not at the expense of, our discipline specific knowledge and skills, as we know our students need both. We have been incorporating our design principles into our curriculum and co-curricular activities, aligning them with the new competencies defined by the Education 2030 international research from the OECD. These competencies include creating new value, reconciling tensions and dilemmas, taking responsibility, and we have also prioritised pastoral care and wellbeing.

Research has informed the design of our learning frameworks, ePortfolios and ongoing work on how we will incorporate micro-credentials into our student profiles. Our highly regarded Service Learning Framework that includes core curriculum from Years 7-10 and an extensive range of opportunities to engage with local, national and international organisations, has also ensured the provision of extensive service and community engagement opportunities for our girls.

The thing that keeps me awake at night is how we ensure that each girl is able to demonstrate her uniqueness by sharing tangible examples of how she has developed her core competencies. As I recently read through our Year 12 transcripts I felt very satisfied that this was widely evidenced through our curriculum, leadership, teamwork, service learning and extensive co-curricular opportunities.

Further evidence of ensuring our girls’ success, came in the number of university conditional offers received by our Year 12 students prior to sitting their exams. Approximately 25% of our 2019 Year 12 cohort received offers from the Australian National University (ANU) and LaTrobe University based on their contribution to the community in service and other co-curricular interests.

I am excited as we approach 2020, a major milestone for Camberwell Girls Grammar School - our 100th anniversary. Whilst we have changed remarkably since 1920, we remain faithful to the inspiration and courage of our Founder, The Reverend Hubert Brooksbank, the first Vicar of St Marks Anglican Church. During our Centenary year we will celebrate a century of educating young women. We will honour our past, look forward to the future and celebrate many wonderful occasions with our extensive CGGS community.

I look forward to sharing these with you.

With best wishes,

Debbie Dunwoody
Principal
The concept of transferable skills is not a new one. Transferable skills have always existed and been valued, however, with rapid changes in the employment landscape, the importance of these skills has come to the fore. Transferable skills are sometimes referred to as employability or enterprise skills. They are portable and can be used in different contexts. They are highly valued not only in the job market but also by the community at large.

Everyone has these skills, with different degrees of proficiency and experience. At Camberwell Girls Grammar School, we seek to provide opportunities for students to develop transferable skills and communicate their proficiency, through explicit teaching and embedding them throughout our curricular and co-curricular learning programs.

The Strategic Planning for Learning Programs Team used industry and university research to identify 8 key transferable skills which are highly valued by organisations and businesses.

Dr Charlotte Forwood
Director of Learning Design & Development

Follow these icons on pages 7 - 13 to see how we develop transferable skills in the classroom.
Foundation - Talk Time

Each week the Foundation students are required to prepare a short presentation related to a particular topic or question, set by their teacher. Through research, the students prepare a presentation and then present to the rest of the class.

“Whilst this activity might seem fairly straightforward, some students find it particularly daunting to stand up and share their ideas in a formal setting. Talk Time focuses on the development of oral language skills, which underpin many other aspects of learning. Presenting to an audience is such an important skill that the students will use and build on throughout their schooling and their lives.”

Selena Reedman - Foundation Teacher

Year 1 - Music

The story and music of Peter and the Wolf was written by Sergei Prokofiev in 1936 for a children’s theatre in Moscow. He used instruments from four instrument families - Strings, Woodwind, Brass and Percussion to tell the story, with each character represented by a particular musical instrument. The Year 1 students were required to study the various movements and compare the instrumentation, tempos and expression used by the composer to portray each character in the story. The students also re-enacted the story as a pantomime to the music.

“This activity encouraged critical listening and thinking skills, as well as a deep musical imagination to interpret the music. Many valuable lessons were learnt from this beloved musical tale including: bullying others is wrong, music is the universal language, dreams can come true, differences should be celebrated and we all have our own voices.”

Nichole Adams - Music Teacher

Year 1 - LEGO Masters

As part of the Year 1 Inquiry Unit on Forces, students were set weekly challenges to follow a procedural text using LEGO. Students had to create a complex design to solve a problem and find a solution to the problem posed. The students were asked to modify and make changes or alterations to their designs to reflect new ways of thinking and problem solving. Working in small groups to complete each task, they built on their critical thinking and reflective skills. Students worked together to reflect on their design, identify strengths and weaknesses and evaluate what changes they can make in the future.

“Teaching critical thinking and creativity in the classroom can sometimes be a challenge. Despite natural curiosity and endless imagination, students can at times be afraid of making mistakes or not providing the sort of answer we are looking for. Using the LEGO education program, it allowed us to involve our students in play, whilst tapping into their critical thinking skills. Inspired by LEGO’s motto ‘We see the world with our eyes; we change it with our hands’ we saw the students quickly unpack ideas and find solutions to the problems we posed through the manipulation of the LEGO blocks. For those students who are often hesitant to use concrete materials to assist them in their learning or demonstrate their understanding, we found a change in their willingness and saw their creative juices flow naturally, surprising themselves and their peers.”

Miranda Jackson & Craig Goodwin - Year 1 Teachers
Year 2 - Sustainability

Students were assigned an area of research in relation to renewable and non-renewable resources. In particular they looked at ‘How can we use the Earth’s resources in a more sustainable way?’ Once sufficient research had been carried out, the students shared their learning with each other. They were required to present their research in a variety of formats including oral presentation, as well as accompanying diagrams and visuals. Working in small groups, the students were responsible for all the planning, as well as organising themselves to ensure that each group member contributed.

“This inquiry was an authentic and powerful experience for the students. They were required to collaborate with their peers when sharing their expertise about a renewable resource. Most importantly, they displayed leadership through action, when they contributed to assisting communities in Rwanda, who have an ongoing health issue of Trachoma. They did this by assembling and donating a water filtration system that helps to provide clean water – a natural resource of the world”.

Florella Soci - Year 2 Teacher

Year 3 - Australia

Researching an Australian state or territory was the starting point for students to create a travel show. Once their research was conducted, they developed TV style scripts and rehearsed their lines in preparation for filming the show in the TV Studio. On filming day, the students were responsible for all aspects of production including camera control, technical support and editing. The end result was a series of short productions which all promoted their chosen destination.

“The ability to collaborate and compromise with peers was at the core of every stage, from planning through to production. Students transferred their public speaking and presentation skills to the screen as they considered voice projection, expression and audience engagement. The ability to take control of the creative aspects of script creation, stage management, image selection and technical filming using the equipment in the TV Studio allowed their creativity to flourish. Independence and organisational skills were fostered as girls were responsible for creating project timelines and managing their time effectively. The pride they felt taking ownership of their learning was inspirational.”

Angela Columbine - Year 3 Teacher

Year 4 - Chinese

Small groups of students created a Chinese cartoon based on one of the scenarios from the story, ‘How will I get there?’ Using iPad apps, Toontastic or Puppet Pal, each student created an animation of one character from the story. They completed a Chinese recording and acting based on their own comprehension of the story. The girls worked collaboratively with other teams in order to finish a final animated production.

“Students developed their digital literacy skills during this task by purposefully choosing digital tools and using appropriate images and colours to best represent the characters and themes of their stories. Working on collaborative tasks like this empowers students to develop their digital creation skills through peer teaching and managing their learning by working towards a deadline.”

Emma Hinchcliffe - Year 4 Teacher

Year 5 - Sustainability

Through research, investigations and a range of interactive experiences, students explored the question ‘How can we make informed choices as consumers to create a sustainable world?’ They analysed the information gathered and created an action plan for their families – outlining sustainable practices that their family was already undertaking and improvements they felt could be made. To persuade their family, students wrote a letter and made a mini-documentary, inspired by the 2040 film, which used detailed evidence to support their recommendations. Family members were invited to a presentation afternoon where students showcased these action plans, letters and mini-documentaries.

“This unit of work was inspired by the documentary, 2040 directed by Damon Gameau. The discussions around climate change and sustainability can be confronting for younger people and this film focused on the positive solutions that already exist and how they could have a global impact if they were effectively implemented. Although the Year 5 students found some of the technical concepts and language challenging to grasp, they really engaged with the idea and integrated creative ways, including stop-motion and animation, to demonstrate their learning via their mini-documentaries. They have continued to share the changes they have been making, such as starting compost bins, walking/riding more often, and buying products with less plastic packaging. This highlighted how they connected with their learning and have applied it in a real-life context.”

Liz Ruffles - Year 5 Teacher

Year 6 - Sustainability

Students were required to design and produce a working model that showed energy being used in a more sustainable way. Using the ‘Design Thinking’ process, students planned and built their models and sought feedback from their peers. Taking on board feedback, they made alterations to their designs right through the process. Using the TV Studio, the girls created persuasive videos about the importance of sustainability. Both the videos and the working models were showcased at an evening exhibition for the CGGS community.

“Students used the ‘Design Thinking’ process to create their own working models. This process is a design methodology that provides a solution-based approach to solving problems and it explicitly teaches students how to develop and refine their ideas. Models included a solar-powered tent, a solar-powered cooler and recycling shower water to power other household devices. We were impressed by the depth of thought that went into creating a wide variety of sustainable models and solutions.”

Katrina Cheong & Nancy Robotton - Year 6 Teachers

Year 7 - Melodrama

Character stereotypes and exaggeration often evident in soap operas and comedic genres, was the subject of exploration for our drama students. Through role play and the creation of an eight minute co-created piece of theatre, students learnt that truth is not found in stereotype. The unit of study culminated in a performance to peers which allowed students to use comedy as a communication tool to share their understanding of melodrama and its purpose. Connections were made between fact and fiction and students communicated this to their audience, using comedy as the communication tool.

“This learning experience is a really fun and engaging way for students to inhabit another person’s body and assess whether it is based on truth or not. This focus allows students to differentiate between fantasy and realism as they explore the theatrical possibilities of the genre.”

Jenine Caruso - Drama Teacher
Year 7 Science -
Coding & Robotics

The unit starts with students programming a robot to drive fixed distances in set patterns. As students develop their coding capability, the challenges become more complex and students learn to break the larger problems down into simpler ones, constructing solutions one step at a time. Assessment consists of a series of challenges, exercises and reflections throughout the unit, concluding with a final team challenge.

For this final challenge, students choose from a list of missions, coding and modifying the EV3 Robot to perform multiple tasks including dancing and painting a portrait.

“Coding and Robotics activities help students contextualise problems to be solved, by breaking them down into smaller and more manageable blocks. Students naturally develop skills including: precise logical thinking, using data to make decisions, analysing problems and building solutions in teams. It is amazing to see students implement the feedback provided from testing the robots, evaluating the results and adapting their code to troubleshoot the problems they encounter. It also illustrates to students that creativity and critical thinking are complementary skills. As a department, we consciously design learning to incorporate these key computational thinking skills in ways which engage students and develop their capacities to create their own knowledge.”

Anthony Pasinati - Head of Science

Year 8 Maths -
Designing A Habitat

Students were presented with a scenario where they were commissioned by the Melbourne Zoo to design a new habitat to house the endangered Giant Panda. Working to a design brief which outlined the deliverables and scope of the project, they were required to work collaboratively as part of a team to deliver a new solution for the client. The enclosure could take the form of a scale drawing or a scale model that included details of dimensions of all features and calculations of perimeters, areas and volumes.

“Students were encouraged to be creative with their model and use the resources, construction tools and materials in the MakerSpace. They were presented with various technical constraints and problems that they were required to overcome and clearly communicate their thinking process and method of solution.”

Belinda Kirvane - Mathe Teacher

Year 8 Physical Education -
Technical Analysis

To further improve their soccer skills, students were required to analyse videos of themselves performing specific skills and explain how they could improve.

“One of the most important roles we have as educators is to provide students with a range of ways to learn. In Physical Education, one of the most effective ways for students to learn is by doing. Through repetition, students can begin to master skills. However, for a number of students, being able to actually see what they are doing can help them identify aspects of the skill that still requires improvement. By using a simple device like an iPad, the students can access video footage of themselves performing the sport specific skills and how they implement them in game situations. For some, seeing themselves on screen the penny just drops, and they realise what they are doing wrong. This skill analysis then provides them with a direction for their future learning.”

Dot Georgiou - Head of Physical Education

Year 9 Religious Education -
World Religions

After studying each of the major world religions, students were required to describe them by responding to the big question, ‘what is it to be human?’ The responses were carried out both in class as verbal discussions and also as individual written reflections. The task demanded a consideration that was both empathetic and discerning. Personal viewpoints needed to be articulated clearly and respectfully.

“How do we prepare young people for an open and largely unknown future? Religion is not usually seen as particularly relevant to success, at least in the conventional sense of the word. But the very fact that religion is in the news so much means that it’s a very present reality for all of us, whether we like it or not, for living in a multicultural society within a globalised world. We all need to think deeply about how to communicate and collaborate with people whose worldview is framed differently than our own. We need to have thought about what can be learnt from these worldviews.”

Duncan Reid - Head of Religious Education

Year 9 Commerce -
Plan Your Own Enterprise

Students were required to develop a feasible business idea and record the key considerations required in order to bring their idea to market. This included identifying their target market, considering the most appropriate marketing options, defining the legal structure of the business and developing a financial plan, including forecasting projected sales and profit. This information was collated into a professional Business Plan and submitted to the Plan Your Own Enterprise competition.

“Business planning enables students to consider the complexity involved in business operations, allowing them to start developing a more in-depth understanding of the ingredients required for successful business outcomes. Introducing this competition to the Year 9 curriculum has provided a real-world context for student learning. The competition is an authentic opportunity for students to develop so many of the skills that will stand them in good stead as emerging young adults - organisation and planning, creativity and innovation, critical thinking and decision making, research, collaboration, reflection and action.”

Mat Duniam & Stephanie Leslie - Music Teachers

Year 9 Music -
Music In Advertising

Students were required to compose music to persuade a target audience and sell a product. They analysed how the elements of music can be manipulated to impact the message of the advertisement and influence a specific group of people.

“In everyday life, the girls learn not to blindly consume based on advertising tricks. This unit unpacked the different aspects of commercials, including how music is synchronised to visual images to convey a desired message. A highlight was listening to an advertisement and then composing an original piece to sell the product, we also required them to develop a piece that would not sell the product.”

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11 Camberwell Girls Grammar School
Year 10 English - Comparative Reimagining

Students were required to compare the experiences of the outsider protagonists from two texts: Boo Radley from the 1960s classic, To Kill a Mockingbird and John B McLemore from the 2017 podcast, S-Town. Responding to a specific prompt, each student was required to develop a creative piece of work which reflected the key themes conveyed in both texts through these individuals. The artworks developed took the form of various mediums including sculpture, painting, drawings and digitally created pieces. Students also needed to justify their design choices and embed literal and symbolic features into their final piece of work. Each piece of work formed part of a curated gallery which was installed within the Senior School.

“Deep understanding of complex themes, ideas and values embedded in texts can be communicated in a variety of ways. In utilising a visual creative medium, alongside more traditional forms of written and oral analysis and communication, students were challenged to design a project that reflected their nuanced thinking around two comparable texts, that was accessible to both a public and wider audience. Students showed their thinking through a layered visual medium whilst also articulating this in a written analysis.”

Kate Manners - Head of English

Year 10 Geography - Green Spaces

Year 10 students enjoyed a field trip to look at four vastly different green spaces in the City of Yarra including, Yarra Bend Park and Abbotsford Convent Gardens. Post field trip, the students were required to produce a field work report to process the data collected. Applying their learning from the field trip, they were also required to develop a proposed new green space for the City of Yarra that would suit the environmental needs and improve human wellbeing. Using various communication tools, the plans for the new green space were presented in a variety of formats including drawings, digital renders, letters to council and video productions.

“The intention was to create a strong link between the importance of environmental management and improving human wellbeing. The fieldwork sites were deliberately chosen to be relevant to our city students and to fit within the current global context of climate change and urbanisation issues.”

Katherine Walter - Head of Geography

Year 10 Food Studies - Green in the Home

Working with the Australian Guide to Healthy Eating (AGTHE) and the Australian Dietary Guidelines (ADG), students were required to plan, prepare and cook a healthy nutritious meal for a chosen stage in the lifespan of a person. The meals needed to meet the dietary recommendations of the two plans and guidelines. The written component required students to critically analyse their chosen recipe and list of ingredients and make suggested improvements where required.

“The importance of this task was to create greater life skills in students when planning and preparing meals at home, no matter what age group is being catered for. The knowledge and skills gained by being aware of and utilising both the AGTHE and ADG is vital as we, as a society, struggle with an increase in both obesity and lifestyle diseases at alarming rates.”

Jennifer Goad - Food Studies Teacher

Year 11 History - Cold War

At regular points throughout their study of the Cold War, students were asked to work in small groups to role play Soviet and American leaders. They were required to explore the merits of a range of proposed responses to a particular geopolitical crisis, and speculate about how each option might escalate or reduce tensions. Students then compared their responses to the actual responses of historic leaders and the outcomes these had on the development of conflict between the superpowers.

“It was wonderful to see the pragmatic and creative way our girls responded to events like the Cuban Missile Crisis or construction of the Berlin Wall. They showed sensitivity to the competing priorities that political leaders face, as well as skill in negotiating and forming reasoned compromises to resolve conflicts. Activities like these use History as a means of preparing young people to understand and respond to the challenges of the world today.”

Ian Lyell - Head of History

Year 11 Food Studies - Green in the Home

As part of their detailed studies of French culture, the students learnt about the Parisian Banlieue. The Banlieue refers to the suburbs on the outskirts of Paris, made up of commission high rises and predominately home to immigrants. Generally, these suburbs have no schools, no green spaces or infrastructure and therefore, have become dangerous, in addition to creating an ‘us’ and ‘them’ mentality among the French people. The students were required to study documents on all sides and angles of this topic. They took in films, listened to podcasts and watched news footage. Some students even reached out through social media to people involved in the news and interviewed them. This research enabled the girls to formulate their opinions on the Banlieue, in preparation for their major assessment, a 15 minute oral examination with two French assessors. They discussed their detailed study for 8 minutes and engaged in general conversation for 7 minutes - all in French of course.

“The exciting aspect of Year 12 Visual Communication Design enables students to design something they are particularly interested in and see them solving real-life problems. Students dive into a design process that is individual and personal, which results in a vast range of creative solutions. Many use the resources available to them at school, particularly in the MakerSpace to develop their prototypes with the laser cutter and 3D printer, resulting in very professional outcomes.”

Liss Campbell - Visual Communication Design Teacher

Year 12 French - Detailed Study

To develop a proposed new green space for the City of Yarra that would suit the environmental needs and improve human wellbeing. The fieldwork sites were deliberately chosen to be relevant to our city students and to fit within the current global context of climate change and urbanisation issues.

Jennie Goad - Food Studies Teacher

Kate Manners - Head of English

Jen Riley - Head of LOTE

Jo Rittey - Head of Geography

Liss Campbell - Visual Communication Design Teacher

Students were required to solve a real-life problem from one of the three design fields of Environmental, Industrial or Communication. They responded to a problem by firstly composing a brief for their client. This included detailing the deliverables and scope of the project, as well as the purpose, any constraints and target market. The next stage was the design process, where they responded to the brief by thinking creatively, critically and being reflective to find a solution.

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Students were required to evaluate the usefulness of a range of written and oral analysis and communication tools, the plans for the new green space were presented in a variety of formats including drawings, digital renders, letters to council and video productions.

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Katherine Walter - Head of Geography

Year 12 Geography - Comparative Reimagining

“No great city is an island. The dependence of city life on the agricultural needs of its hinterland, the extent of its trade with other cities, and the nature of its government, have always been important factors in its development.”

Jen Riley - Head of LOTE

The importance of this task was to create greater life skills in students when planning and preparing meals at home, no matter what age group is being catered for. The knowledge and skills gained by being aware of and utilising both the AGTHE and ADG is vital as we, as a society, struggle with an increase in both obesity and lifestyle diseases at alarming rates.”

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Katherine Walter - Head of Geography

The detailed study undertaken in Term 3 of Year 12 enables the students to explore and compare aspects of the language and culture of the French-speaking world. This includes immigration, racism and unemployment to formulate and express their own point of view of the current situation.

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Liss Campbell - Visual Communication Design Teacher
Belinda Kinnane has been teaching for 18 years and in that time she's seen three major overhauls of the Victorian Curriculum and Standards Framework. However, the changes in education right now couldn’t excite her more.

When she started teaching, the curriculum was very prescribed with each standard written specifically by the policy makers, however there’s been quite a shift in this area of late.

Belinda believes the standards are less specific now with more allowance for interpretation by schools. She likes that there is so much conversation at the moment around the concept of ‘ATAR and Something More’.

“I'm a strong advocate for moving away from the ATAR as the sole measure of success. It's great that we are exploring moving to a model that will give students a chance to shine outside of just one subject,” she says.

As our former Head of Mathematics, when Belinda is not in the MakerSpace, you’ll find her teaching Maths and Robotics - two areas that she’s extremely passionate about. She also holds the role of School Timetabler, a huge job that keeps her extremely busy towards the end of each year. She juggles the enormous task of finding the right times and rooms to enable all staff to teach their subjects and for students to get the subjects of their choice, all without any clashes.

“This year I have also been part of the ‘By Design’ Development Team and I’ve thoroughly enjoyed spending the year working on a new learning architecture for the school that will underpin all learning which we will commence rolling out in 2020,” she says.

Belinda believes that student success should be defined by their ability to demonstrate competency in the transferable skills. Being able to collaborate, communicate, show initiative, problem solve, manage time and resources. Embracing the opportunities to work with others.

“There are few things more rewarding than sharing your failures and successes with someone else. If we in schools can successfully curate opportunities for students to show these skills, we are genuinely preparing them for the future. We will move all of the development of learner profiles and portfolios. To provide our girls with a platform to show who they are, with artefacts of their learning it is just so exciting. When students can identify their own strengths, it means they can easily communicate these to others, opening a world of opportunities,” says Belinda with a smile.

For someone who joined the school in 2014, Belinda has made an extremely valuable contribution to the development of our teaching and learning programs. Just like us, we look forward to seeing where the future of learning goes at CGGS. If one thing is for certain, we know our girls will be fully prepared.
A young group of CGGS Year 6 students proved they are among the nation’s best when they rounded out a year of competition in third place in the 2019 National Virtual Debating Competition.

Our speaking superstars, Sarah Zhou, Cate Mead, Suwedha Ranjith and Aliyana Rajakulendran were the only team from Victoria who made it through to the finals.

Working from the TV Studio, this group of girls embraced the opportunity to compete in a virtual environment against 32 other independent schools across Australia, participating in a debate each month.

“A contemporary version of what is a much-loved tradition, this 21st century debating platform allows students to efficiently prepare and present arguments about a range of interesting and topical issues to their peers,” says Kim Perkins, the school’s Head of Media Technologies.

In a classic, live debate, students and teachers can spend up to 20 hours preparing and polishing arguments. In contrast, the virtual competition delivers the question to students just one hour in advance of the debate, with the debate then taking place in the comfort of their own school.

Year 6 teacher and debating mentor, Nancy Robottom has worked with this group of girls over the last two years. In 2018, the team made it to Round 4 and were determined to compete again this year and to go further in the competition.

“I am really pleased with the results but most importantly, I’m impressed by their determination and growth. The personal development that they have gained, simply by having to work under pressure... that’s really what sets this learning experience apart from any other,” says Nancy.

We congratulate Sarah, Cate, Suwedha and Aliyana - it’s been a real delight watching you gain so much from this experience.
USA Study Tour

In the September school holidays, a group of 32 students and four teachers headed off on the fourth CGGS USA Study Tour - ready for a jam-packed two weeks in Florida, immersing themselves in once-in-a-lifetime experiences.

Tour Coordinator, Karin Lemanis dreamt up this overseas learning experience and obtained its maiden voyage in 2013. Running biennially ever since, there have been many modifications over the years, however the objective has always been the same. “I wanted to offer a tour that would give students who are interested in Science, Technology, Engineering and Mathematics (STEM) an opportunity to travel and pursue true academic interests,” says Karin. And, that is exactly what this tour has provided.

Year 10 student, Ashley Olsen was one of this year’s enthusiastic tour participants. “Science has always been a passion of mine, especially the field of Astro-Physics. This trip offered a unique opportunity to see and experience the life and training of an astronaut,” she says.

For the first five days of this tour, our students were blasted into astronaut training, at the Kennedy Space Center. This included microgravity, commanding and piloting missions, simulated landing, diving a rover on Mars and, exploring Mars through virtual reality.

Visiting the NASA Space Camp has been part of the tour since its inception. Four space camps later, watching the girls experience it still excites Karin. “Seeing them undertake real astronaut training still gives me goosebumps!”

However, astronaut training at NASA formed just one part of this STEM tour. Girls also had the opportunity to swim with and learn about endangered Manatees in the Crystal River. “We were eye to eye with the gentle giants, who allowed us to pat them,” Ashlay in Year 10 reflects. Other activities such as indoor skydiving at iFly put our travellers out of their comfort zones. “I was encouraged to step out of my comfort zone and try new things,” says Olivia Banitsiotis in Year 9.

Other attractions included a trip to Wonderworks, an interactive science museum with over 100 exhibits covering a range of topics in Science, Technology, Engineering and Mathematics (STEM). Here, the girls designed their own computer games, created expression change animation and competed in a space invader style game.

Before returning home, they took in an American Baseball game. What a spectacle it was, with our travellers simply in awe of the sheer size of the event. Another right-of-passage before leaving Florida was visiting some theme parks. The girls spent the day at Universal Studios and Islands of Adventure.

“After returning home, they took in an American Baseball game. What a spectacle it was, with our travellers simply in awe of the sheer size of the event. Another right-of-passage before leaving Florida was visiting some theme parks. The girls spent the day at Universal Studios and Islands of Adventure.”

At the end of the tour it was extremely rewarding to sit back and reflect on everything I had seen and done. There were so many fun facts about rockets,” reflects Year 10 student, Ru-Jin Lam.
It’s no secret! At CGGS we are known for our extensive music programs and the outstanding musical abilities of our students.

One of the highest awards that can be bestowed upon a music student is The Associate of Music, Australia, more commonly referred to as AMusA. Awarded by the Australian Music Examinations Board (AMEB), this Associate Diploma is equivalent to a diploma in any other field, traditionally completed at a tertiary level.

It will therefore come as no surprise, that six of our students received their AMusA in 2019, taking the school’s overall tally to 27 since the year 2000.

“The Associate Diploma is highly respected in the international music community and recognises a sophistication of musical understanding and performance ability,” says Kate Savige, Director of Music (Curriculum).

In order to receive this renowned award, on successful completion of the exam itself, candidates must also have passed up to Grade 5 (highest level being Grade 6) in either Theory of Music, Musicianship or Music Craft.

In the AMusA exam, the candidates must perform a program of between 25-40 minutes of music. They have to perform at least four different pieces, from a diverse repertoire, that covers at least three different styles and/or historical periods. It is also desired that students know portions of their music by heart for the performance. Candidates will be asked general knowledge questions about meanings of terminology, background on composers and their influence on later generations of composers. As well as historical and stylistic context of their repertoire, a wide range of musical theory and a detailed knowledge of their instrument and its history.

Throughout the year, the girls staged performances for small groups of music enthusiasts, family and friends, as they prepared for their big assessment. This was a wonderful opportunity for the students to practise their program in full in front of an audience and, of course, a lovely opportunity to show their peers and loved ones what they have been working so hard towards.

Once the AMusA has been achieved, musicians become eligible to sit another examination for a Licentiate Diploma or LMusA. This has only been achieved by nine students in the school’s history. In recent years Kathy Han, currently in Year 11, achieved her LMusA in Violin in 2016, when she was only in Year 8. Another amazing achievement!

We are certain that in the years to come there will be more names etched into the schools AMusA history, as our girls continue to strive to achieve their best.
You name it, Mark Corrie has done it. From overseeing staff training and approving loans at the Commonwealth Bank, running his own martial arts school to training guard dogs and fitness coaching. There’s not an industry he hasn’t worked in or a job he hasn’t been afraid to try. However, his love for coaching others is what led Mark to up-skill at the age of 26.

“I was drawn to teaching and decided I wanted to study education. I returned to school as a mature age student to complete Year 12. A degree and four years later, I landed my first teaching role at 30 and I’m still as passionate about teaching now as I was 25 years ago,” he says.

Mark joined CGGS in 2013 and thanks to his passion for education and varied skillset, he currently holds the roles of Director of School Operations, VCE Coordinator and PE teacher.

“I’ll never stop teaching PE. It’s my real passion but, I thoroughly enjoy the challenges that come with my other roles too,” he says.

We would never remove Mark from the PE classroom either. After all, he is one of the authors of the current textbook and previous textbooks for PE in Victoria. He is the State Reviewer for VCAA for Year 12 PE, a role that sees him auditing schools across Victoria. And, 2019 was also Mark’s 25th year as a VCAA examiner for PE.

It’s no surprise that in 2018, Mark received The Australian Council for Health, Physical Education and Recreation (ACHPER) Honour Award for his services to the organisation.

With multiple marathons under his belt and a number of Tough Mudder challenges behind him, it’s easy to see that Mark does not shy away from hard work.

As Director of School Operations, he is responsible for managing all diary dates, and co-ordinating most events that occur on the senior school campus. He also oversees the timetable, manages daily staff absences and coordinates the exam timetable.

“Schools are very busy institutions. I’ve just completed next year’s diary and there is over 950 events occurring throughout 2020. Trying to coordinate the dates and times so that everyone ends up happy is certainly no mean feat,” says Mark.

Another of Mark’s strengths is his knowledge of all matters pertaining to the VCE. So, in his role as VCE Coordinator, he oversees the rules, procedures and enrolments into VCE subjects. As well as the SAC timetable and the end of year VCAA examinations.

“From a staff perspective, I also work with our brilliant VCE teachers to help maximise the results for our girls,” says Mark.

A highly passionate educator, Mark knows how to get the best out of his students and each year, most of his PE graduates receive outstanding scores.

Having worked in the industry for 25 years, Mark has seen many changes in his time. There’s been the obvious ones, like the revolution of technology and the stepping away from ‘chalk and talk’. But to him, one of the major changes has revolved around pedagogy, with a focus on students being more involved in their own learning through collaboration and the need to develop transferable skills. “These changes are definitely for the better. We are moving from a teacher-centred focus, to a student-centred focus, where they can take real ownership over their learning. While the transferable skills are not necessarily examinable, there is absolutely no denying that they are vital to develop for future employment and to solve the next wave of problems that the world faces,” says Mark.

Besides teaching the girls about anatomy, physiology and nutrition, Mark’s story alone, is a great life lesson for many. It shows that it’s never too late to follow your passions and if you do, it will lead to success.
Duke of Edinburgh's Award

With employability requirements and tertiary landscapes rapidly changing, students are taking every opportunity to upskill themselves so that they can stand out in the crowd. One of the ways CGGS helps students achieve this is by assisting them in commencing and completing the Duke of Edinburgh's Award (DoE).

For over 30 years, CGGS students have been participating in the DoE Award, with many girls successfully completing Bronze, Silver and Gold levels. An internationally recognised award, DoE encourages youth, aged 14 - 24 to get involved in a balanced program of voluntary self-development activities. As a result, the program empowers young people to explore their full potential, purpose, passions and place in the world.

Year 11 student, Michaela Robinson has completed her Bronze and Silver Award and is currently working towards completing her Gold. “I know this award is significant and it can help me stand out from other candidates when going for jobs in the future. The award demonstrates a wide range of skills which will benefit the workforce,” she says.

This year, 26 CGGS students completed a DoE Award with 14 Bronze, five Silver and nine Gold being awarded. Year 11 student, Felicia Spiridonos has completed her Bronze and Silver Award and like Michaela is currently working towards her Gold. Felicia recognises the skills she is developing through this award are significant. “I saw completing the award as an opportunity to develop life skills including organisation, initiative and problem solving.” Emily Wu in Year 9 who is currently completing her Silver Award found the Adventurous Journey aspect very challenging but equally as enjoyable.

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To cap off their final year of school, Year 12 students, Matilda Kutey and Lucy Bartram were selected to be presented with their Gold Award at the National Gold Award Ceremony at the Sydney Town Hall. This ceremony marked the 60th Anniversary of The Duke of Edinburgh’s International Award - Australia. Matilda and Lucy were fortunate to receive their award from HRH Prince Edward, Earl of Wessex, who is the Chairman of the Board of Trustees for the Award, and of course the son of whom the award is named after.

“It was an incredible experience being there and receiving the award from HRH. It made me realise how prestigious this award really is,” says Lucy.

DoE Snap Shot

The award comprises of four sections that must each be successfully completed over a specific amount of time.

Voluntary Service: volunteering their time to the community.
Physical Recreation: participating in a sport of physical recreation.
Skills: development of a new skill based on personal interests.
Adventurous Journey: undertaking a team journey or expedition, often completed through a camping trip.
When it comes to productions, CGGS always aims for the stars. This year, over 185 senior school students were involved in a production that broke all the conventional rules of what you expect in a school production.

The school’s Head of Performing Arts, Keira Lyons had a wild idea, and she says the student’s eyes lit up when she told them. “In one of the initial rehearsals, I shared with them that we would be performing in the middle of the hall, with the audience all around us and a giant staircase that comes down from the balcony to the middle of the floor,” she says.

From here, the student’s imaginations ran wild and the creation of the fantasy world that is, *The Secret In The Wings* began. It was all hands-on deck to create this mammoth production, with two casts equalling around 140 performers and a support crew of 45 students. For some, it was their first high school production and for others it was their last.

“Students can have small or large parts within the performing cast, they can be a lighting director in the box or an usher on performance evenings. Whether it’s big or small, we offer something for everyone to be involved,” says Keira.

At CGGS, it is important that everything the students create has a piece of them in it and they feel like they had an important contribution. Keira explains, “It’s so important to us that the students have a sense of ownership over the performances they create. Events like the production are opportunities for students to apply and cultivate practical, real world skills that enable and empower them.”

Year 9 student, Bethany Orme composed a string arrangement for a quartet that was played during the performance. Multiple students came into school during the holidays and painted sets and made props. Andrea Li in Year 10 painted a portrait that was painted throughout the performance and School Drama Captain, Maddy Brake took on the role of Assistant Director and Stage Manager. The girls did it all, from sound, multimedia, lighting operation, making props and special effects. As a result, they experienced real world design and application processes that could form part of their future employment, if they wish to pursue a career in the theatre industry. The extent to which the girls have control over the look and feel of the production, is that of a professional show.

From couches with false bottoms, to doors leading to nowhere and staircases that lead to where the audience normally sits, *The Secret In The Wings* was a production like no other. For Keira, the most rewarding and exciting part of the process was “watching the students get so excited by the challenge and then jump on board with complete trust.”

*The Secret In The Wings* truly was, collaboration at its best.
YABBA Awards

CGGS had the honour of being the host school for the 2019 Young Australians Best Book Awards (YABBA). The Senior School Library was transformed into a ‘green room’ for the near 30 authors who were a part of the award ceremony. Barbara Sutton Hall was filled with 400 primary school students from 19 different schools from around Victoria, including our Year 3 - 6 students from Ormiston. Authors included friend of the school, Felice Arena, Terry Denton, Adam Wallace, Sally Rippin and Nicole Hayes. We were also delighted to welcome author and former CGGS School Captain, Alex Miles (2001) and her brother Andy Lee, also a budding author.

The ceremony was full of laughter, book readings, drawing, Q & As and of course, lots of awards – accompanied by all mighty cheers from the audience when their favourite books won. Felice had our girls and staff in fits of laughter as he told humorous stories about the constant mispronunciation of his name. The laughter continued as he introduced the girls to many of his stories and characters. Felice spoke to the girls about his writing process and the research he carries out to create authentic stories. He even taught the girls how to do Morse code in a fun and unique way.

Everybody in attendance could have listened to Felice all day and we thank him for reminding us of the joy of reading.

We also thank YABBA for providing us the opportunity to host this momentous occasion for children’s books.

Visitor Author - Felice Arena

In Term 4, our Year 3 - 6 students had a very special visit from famous Australian author, Felice Arena. Some may know him from his extremely popular children’s book series, Specky Magee, that he co-wrote with school mate and AFL Legend Garry Lyon. This book series propelled his career and he’s been madly writing ever since.

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Artist in Residence

An impromptu art lesson on water colour, hosted by Early Learning 4 Teacher, Lilian Bishop led to an artist in residence program for some very lucky EL4 students.

“One of the children in my class hesitates to participate in visual experiences. She was encouraged to have a go at ‘mark making’ rather than creating a representation of something. I wanted her to understand that art doesn’t always need to appear realistic.”

“Her creation reminded me of the work of Melbourne artist, Christopher Jewett. I showed the class images of his art and this inspired us to collaborate, to create a class piece reminiscent of his work,” says Lilian.

Christopher’s paintings portray subject matter in a playful manner that is both abstract and figurative. His style is reminiscent of childhood notebook doodles and simple scribbles. He layers zigzags across swirls, lines beside dots, opaque and semi-transparent. Patterns are created, found and lost again.

Visual art is a large part of Early Learning and through art, Lilian aims to encourage the children to express their ideas and learning in a variety of mediums.

Lilian took the liberty of contacting Christopher and sharing images of the pieces created by our children. He responded positively and answered a number of questions the children sent him. Before they knew it, Christopher was in their classroom. He shared his artistic processes and guided them to develop specific skills and techniques.

“Over three sessions, Christopher worked with our children, teaching and guiding them and it was amazing to watch a blank canvas be transformed into a brilliant piece of art which each and every student contributed too,” says Lilian.

This artist in residence project was beneficial to both the children and to Christopher. “The children really respected Christopher’s professional knowledge and at no point, did he ‘dumb down’ the experience. They actively engaged in the sessions and had opportunities to learn how to critique both Chris’s paintings and their own.”

Whilst they all wanted to take the masterpiece home, it now hangs in the Early Learning Centre for all to admire.

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Nancy Robottom says she always knew she wanted to be a teacher, simply because she loved school as a child. “I attended a very small village primary school in Devonshire (UK) with 50 students. My time there was filled with exploration, discovery and life-long friendships,” she says. This nurturing community and time of exploration as a child, helped Nancy realise her passion. “I adored school, so from a very early age I decided I would be a teacher.”

Nancy is now in her 20th year of teaching and she still loves it. “The primary classroom has always been quite varied and dynamic, which is why I love it,” she says. It also fed into all learning areas that also grew her in primary school. “The flexibility of scheduling and variety of curriculum areas really appealed to me. I had never decided upon one area of the curriculum I preferred.”

Nancy joined the CGGS community in 2017 as a Year 4 teacher. Nearly three years later, she is now a Year 6 teacher, the Ormiston Numeracy Learning Leader and a highly valued member of the Junior School community.

Nancy grew up in Devonshire, South West England and studied at Goldsmiths College at the University of London, where she completed her Bachelor of Education with Honours. A teaching career began. She taught in inner city London schools, as well as a rural village school with 50 students and only two classes.

Nancy first moved to Australia in 2004 after meeting her husband while travelling through Europe. They then lived back in the UK between 2012 - 2015, before returning to Australia. In Australia, Nancy worked at multiple metropolitan state schools before coming to CGGS.

In her role as Numeracy Learning Leader, Nancy’s focus has been on the development of new curriculum documentation. This task has been an exciting and challenging process for her. “Planning a mathematics curriculum that includes mastery of key concepts, but also opportunities for inquiry, enabling students to apply that knowledge to authentic situations has been exciting to explore,” Nancy explains.

In her 20-year career, the biggest change she has seen in the education world is within technology. “The development of technology and access to information is a huge change. This has highlighted the importance of helping students to develop digital and evaluative thinking skills which will enable them to safely and effectively navigate the online world,” she says.

Her advice to young people is to not be distracted by technology. “Modern life will bombard you with information, specifically designed to distract you. Focus on retaining critical thinking skills and goals. Control your use of multimedia, don’t let it control you.”

The most rewarding part of Nancy’s job is seeing growth within a child. She says it will always be a special moment for her as an educator. “As a parent, I know that achievement and milestones in my children’s life is a big deal. As a teacher I get the privilege of witnessing these milestones every day. The growth a child makes in a year, a semester, is so real, regarding to support students in their learning journey.”

Just like many of our parents, as a school, we are glad that we have you supporting our students on their learning journey too, Nancy.
For 100 years, service has been at the core of what we do at CGGS. Our commitment to the school motto, Utilis in Ministerium (Useful in Service) is evident through our Cambodia Service Learning Immersion Tour, which this year saw not one but two tours of eager girls travel abroad in their school holidays to volunteer.

The 2019 tours were once again in partnership with Green Gecko, an organisation that helps bring effective and sustainable positive change to communities in Cambodia, helping to reduce the number of families on the streets.

Deputy Head of Senior School, Nirvana Watkins who coordinated the tours says, “The girls are able to have first-hand service experience overseas which illuminates what they learn in the Service Learning curriculum in an authentic way.”

In the lead-up to the tour there is a lot of preparation that occurs here at school. There is an annual fundraising target that must be met, with the funds going directly to Green Gecko. The girls also plan the activities and initiatives that they will participate in while in Cambodia.

"The fundraising is achieved primarily through the Annual Service Soiree and Silent Auction. Students also commit to individual fundraising and we complete other activities like BBQ’s and lolly stalls at school events,” explains Nirvana.

Year 10 student, Jessica Brake went on the September tour because she believed it would teach her a lot about other cultures and the way other people live. “I also knew it would change a lot about myself and the way I looked at life and other people,” she says.

When in Cambodia, our girls worked with the young children at Green Gecko conducting English and Art lessons. They spent a day working on the Green Gecko Farm and enjoyed a homestay in the Kulen Mountain district. The students also had the honour of presenting 100 feminine hygiene kits, made at CGGS, to the Cambodian branch of Days for Girls.

Visiting some of the Green Gecko social enterprises was also a highlight. One of them being Rehash Trash, a group that makes stylish products from roadside rubbish, while providing a safe environment for women to work and earn a living, as well as learning to reuse and recycle. At the Silk Screen Printing Lab, another enterprise, our girls learnt the art of screen printing and made their own tour t-shirts.

At local markets, they ate weird and wonderful things, they rode in tuk-tuk’s, visited temples and participated in Cambodian cooking classes.

“Spending time with the young geckos and becoming friends with them was really fun and rewarding, I learnt that I should not take the life I have for granted,” says Jessica.

Caitlin Sutton, also in Year 10 has similar thoughts about what this trip taught her, “I gained a more worldly view and learnt about different ways of life other than my own. I had never been to a country out of the western world before, so this was a really eye-opening trip.”
Participating in the Monash Business School Accounting Week Case Competition is a great opportunity for senior school students to get a unique taste of university life.

Now in its third year, the competition is run as part of the Monash Accounting Week and is open to all Victorian VCE and IB students, enrolled in either Business Management or Accounting. It aims to provide opportunities for students to showcase their talent in developing innovative, real-world business solutions or perspectives on accounting related issues.

Earlier this year, six of our Year 12 Accounting students formed two teams and entered this competition. Over a four-week window they were required to analyse the case study, develop solutions, and write a formal business report. The girls were able to learn the value of applying what they are learning in the classroom to a real case study and analyse how that application allows the business to function better. They spent a long time wrestling with the financial ratios in the case study but it was the analysis of those ratios that was very beneficial for their learning," says a proud Ali.

CGGS Head of Commerce, Ali Larkey believes the competition is a great stretch for students who want to extend their understanding of the foundations of accounting into an industry-based application of their knowledge.

We found that the CGGS students presented exceptionally well and their case study generated a lot of discussion with the judges," says Dr Aldonio Fereira, Deputy Head of Department of Accounting at Monash University. The girls were able to learn the value of applying what they are learning in the classroom to a real case study and analyse how that application allows the business to function better. They spent a long time wrestling with the financial ratios in the case study but it was the analysis of those ratios that was very beneficial for their learning," says a proud Ali.

With the competition being held at Monash, the girls experienced first-hand the level of performance required at a university level.

Arguably one of the most exciting services at Ormiston is our biennial Blessing of the Pets ceremony. Started in 2007 by animal lover and former Head of Junior School, Glenda Bushell, this event has become a much-anticipated tradition for our Ormiston community.

Held in early October, the 2019 ceremony was one of our biggest yet. The school delighted in welcoming students, siblings, parents and, of course all creatures great and small to be blessed by Religious Teacher, Jeanette Acland.

This ceremonial blessing occurs all throughout the world and across many religions. "Our service is a fantastic way to demonstrate to the students, God’s love and care for all created, which of course includes our mutual interdependence with God’s creatures," says Paul Donohue, Head of Junior School.

With pets playing a huge part in many people’s lives, it’s to surprise that this service has a special appeal to our Ormiston girls.
Semester two at CGGS was packed full of outstanding performances from our Senior School and Ormiston students. Here is just a snapshot of these magnificent performances.

1 - 4. Festival of Music
5 - 6. Junior School Choral & Instrumental Concert
7 - 12. House Drama Competition
Budding artists span right across the student population at CGGS. This semester we were lucky to see the creative minds of our youngest students, from Early Learning 3 – Year 6 at the Ormiston Art Show. We also saw a year’s worth of hard work on display at the VCE Art & Design Exhibition.

1 - 2. Ormiston Art Show
3 - 5. VCE Art & Design Exhibition
6. Ormiston Art Show
7. VCE Art & Design Exhibition
8 - 9. Ormiston Art Show
10 - 12. VCE Art & Design Exhibition
This year’s Shaping the Future event brought together people from all corners of our community, with parents, students, past parents, old grammarians, staff and guests from the wider community attending this wonderful evening.

We were honoured to welcome four members of The Outer Sanctum Podcast, including two CGGS old grammarians, as this year’s special guests.

Our panel for the evening were sisters, Emma Race (1993), a broadcaster and writer and Lucy Race (1987), a trainer at her local football club and business owner. Together these women make up part of the ABC podcast, The Outer Sanctum, an all-female, thought provoking podcast from the perspective of footy fans. Together they discuss and uncover AFL stories from the outer.

The evening was structured just like one of their podcast recordings: informal, conversational and fun! The four women spoke about their paths into the podcast world, as well as their exciting careers so far. Sports fanatics, of course they touched on the complex world of sports journalism, AFLW (Women’s) and AFLM (Men’s).

The library was abuzz with conversation as these four women engaged the audience in open conversation about the changing career landscape for women, especially in sport. They discussed topical news stories, reminisced on school days and delighted in answering as many questions as they could from the excitable audience.

It was lovely to see many members of our connected community join together to discuss these important issues in the informal yet engaging format that is our CGGS Shaping the Future series.

Bon Voyage to the Class of 2019!

It’s that time of year again when we say goodbye to another group of CGGS women. However, we do so with a smile, as we know they leave the school with a determination to pursue their dreams, fully prepared to conquer this next chapter with passion and purpose.

The Class of 2019 is the first group who have completed all of their senior schooling under the leadership of Principal, Debbie Dunwoody - a bittersweet milestone for both.

We thank the Class of 2019 for contributing so greatly to the life of CGGS. Just like the 10,000 plus old grammarians who have gone before them, we wish you all the very best of luck in the future. We know you will continue to do the school proud.

Bon voyage
Joanne Ling (2017) lives by the belief that the best use of a life is to spend it on something that will outlast it. In other words, Joanne wants to make a long-lasting impact on people’s lives, and that is exactly what she is doing.

Joanne has just completed her second year of Dentistry at La Trobe University in Bendigo, a field that she was drawn to because of its impact on everyone’s lives.

Recently, Joanne embarked on a trip to Phan Thiet, a rural area of Vietnam, volunteering her time providing free dental services at orphanages, parishes and schools. She assisted with dental treatments and ran workshops for the community on proper oral hygiene techniques and the importance of a healthy diet. Working up to 10 hours per day with a team of volunteers, they saw 500 patients in one week.

“There I realised, it’s not how much you have, but what you do with it, that matters. This revealed itself in three areas. Being less than two-thirds of the way through my course, I was doubtful of the impact my contribution would make on this trip, until I saw how much the work we did meant to the children.”

“Those who are poor and underprivileged face immense injustice and it was a joy to help in an area I am skilled at - to relieve pain, improve aesthetics, restore functionality to patients’ mouths and prevent future oral problems. Health and health education are important factors in all aspects of the development of children, and it was such a pleasure to contribute to the wellbeing of Vietnam’s upcoming generation,” says Joanne.

Joanne also had the opportunity to advance her skills in communicating across cultures, despite the language barrier. Vietnam is rich in culture and she feels blessed to have gained some insight into their different cultural practices and worldviews. “This is the power of volunteerism; it positively impacts both parties,” she says.

In January, Joanne took part in a large-scale humanitarian project in Fiji, providing a remote village with access to fresh water and refurbishing a local school. She also keeps herself busy by coordinating donations for the Australian Red Cross Blood Service, tutoring secondary students born in refugee camps, assisting with student translation, as a university ambassador, helping advance an algorithm for a technology start-up and running oral hygiene information sessions with a local primary school and a women’s refuge.

Meeting the women at the refuge and hearing their stories was an eye-opening experience for Joanne. Not only did they receive oral health education and free oral hygiene products, she was happy to hear that the visit introduced some normality to their lives and allowed them to interact with a new group of people. One aim of the visit was to mitigate fear around dental clinics.

“It’s easy to associate dentists with traumatic events and some women’s most recent visit to the dentist was for dentures because their teeth had been ‘knocked out’. I learnt never to overlook the impact of poor interactions with others. It was such a joy to coordinate meaningful events such as this”.

“During my time at CGGS, opportunities provided by the school nurtured my zeal for volunteerism, such as packing birthing kits for women in developing countries and fundraising for the Birlinn and the Foundation Austraila. I highly encourage all Camberwell girls to be driven by what motivates them; taking advantage of everything the school has to offer.”

After Joanne graduates, she’s looking forward to undertaking more dentistry-related volunteering opportunities around the globe. One of her ambitions is to offer her dental skills to areas of the world that need it the most.
If you listen to podcasts, chances are you’ve already heard of Annabelle Lee (2015). Whilst she is still studying a Bachelor of Arts/Law majoring in Journalism, Annabelle has already made quite a name for herself in the media and journalism world.

You might recognise Annabelle’s voice if you’ve listened to any of Shameless Media’s podcasts. She co-hosted season one of ‘She’s On The Money’, a podcast targeted at millennials looking for financial freedom. She now co-hosts the reality television podcast ‘Reality Check’ which analyses the week in ‘trash’ television. Both podcasts are produced by Shameless Media, a women’s media company best known for its very popular and award-winning pop culture podcast, Shameless.

When she’s not behind the microphone, Annabelle can be found working behind the scenes for Shameless Media. Her title of Community Manager sees her curating social media content, developing ad scripts, editing podcasts and writing and building their heavily subscribed newsletters, an aspect of the job that she enjoys most.

Annabelle says that she has always loved writing and expressing herself through language, which is what attracted her to the media industry from a pretty young age. It became a concrete realisation though, when she was working in her first media job at Mamamia, an online opinion and lifestyle website targeted at women. Witnessing clever women pitch and write content about pop culture - something Annabelle was always  embarrassed to be so deeply interested in - through a smart lens, helped her to recognise that this was what she wanted her career to look like.

“As someone who was always quite shy, something I truly valued from my time at CGGS was its real sense of community. Growing up, I was never the loudest, most vocal person (which makes my current job in podcasting quite ironic) but feeling comfortable enough to step forward and be a part of extra-curricular activities like House Drama really helped me get out of my shell. I wouldn’t have been able to do that without such a supportive school environment made up by the encouraging teachers, staff and peers at CGGS.”

Annabelle recently travelled to Brisbane and Sydney to emcee the Shameless Podcast live shows, which was her first on-stage hosting experience.

“It was actually the first time I’d spoken on stage since House Drama in Year 12. While the event was completely surreal and nerve-wracking, it was also an incredible amount of fun and something I hope to do more of in the future.”
parents & friends association

In the last issue of CamLife, my predecessor, John Downes talked about the concept of a connected community. During the last semester, the CGGS Parents & Friends Association (PFA) have continued to build the community that supports the school and our daughters. There have been a wide range of activities involving all levels in the school community. Our wonderful parent volunteers play such an important role in CGGS events and activities and are a great example of how the CGGS community is connected.

Class Reps

At the beginning of Terms 3 and 4, Year Level Class Reps welcomed new families to both the Senior School and Ormiston and we look forward to building connections with these families. Class Reps are part of the PFA and they play an integral role in connecting the school community with parents from ELCS to Year 12. The Class Reps kindly volunteer their time to welcome new families to the school, organise parent and student activities and assist in communicating with parents about CGGS projects and events.

Friends of Arts

The PFA Friends of Arts proudly supported many art, drama and music events by providing complimentary pre-show refreshments. These events included the Senior School Production, House Drama, Festival of Music and the VCE Art and Design Exhibition.

Our wonderful CGGS parent volunteers spent a Sunday afternoon preparing homemade sausage rolls to serve to the crowds, along with a variety of red and white wines prior to each performance.

The PFA volunteers were kept very busy with audience members enjoying the refreshments and mingling with other parents. The PFA will return in 2020 to the Barbara Sutton Hall foyer to continue this valuable service.

Friends of Sport

The PFA Friends of Sport supported the Celebration of Sport Dinner by providing pre-dinner refreshments, served by parent volunteers and later in the semester volunteers cooked and served sausages at the House Swimming Carnival.

Friends of STEAM

The PFA Friends of STEAM funded the purchase of the Micro:bits for the recent Family Robotics and Coding Evening which was a huge success, attended by almost 100 members of our community.

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2020 will mark a Centenary of our beloved school. It took some time for me to find inspiration for how to write about this, how can one ever capture the incredible milestone of 100 years in this one piece?

Sitting recently with a dear school friend seeing her children and love her beautiful three-week-old daughter, with her proud mother sitting next her, inspiration came. I started to think about the hundreds of women who shared time and their education at our school and smiled thinking, if our school walls could talk what stories would we learn? All of the friendships made and times shared. I started to think about the global impact of simple acts made by each and every one of the generations of Camberwell women.

I often wonder if The Reverend Hubert Brooksbank realised what he was creating those 100 years ago when he advocated for a girls’ school and St Mark’s Church School was formed. Brooksbank was truly creating the women of tomorrow, the women of the future. One of my favourite reflective places is in the side chapel of St Mark’s Camberwell, seeing our school’s original stained glass window warms my heart as I feel such a connection to this and each and every one of us will forever be part of this beautiful community.

It never ceases to amaze me the invisible tie that unites us all; we are all connected through the times spent around the Fig Tree, the school yard, walking in and out of those distinguished black gates. Memories that flood back each and every time I come back to school. While some friendships can cross your path at different times of life, the strength of the connection and the times shared forever remains.

I like to think that all of us proudly uphold and continue always to live our School Motto - Utilis in Ministerium (Useful in Service). In our 100 year celebrations let’s honour the past, celebrate the present and together be part of creating tomorrow and our future. Always remember that simple acts of kindness, love, and thought, can change lives and together we can truly make a difference in the world. Every small act can shape not only your today, your tomorrow and your future, it can shape all of those around and, in every way the world we live in today. What is the small act you can do today to help those in your community?

I’d like to take this opportunity to thank our dedicated Old Grammarians Association Committee; it is true what is said ‘Each time women gather in circles with one another, the world heals a little more.’ “The continued support and kindness from our incredible Principal, Debbie Dunwoody, Director of Advancement, Jane Harris and Alumnae Relationships Coordinator, Karen Bartram is so greatly appreciated and I look forward to enjoying the remarkable milestone celebrations together.

We would be delighted to welcome all old grammarians to attend our meetings and events in 2020.

Cara Davey
OGA President

Robinson Hall was abuzz with the inaugural Captains of Camberwell Dinner. Sixty-nine former Head Prefects, School Captains and Vice Captains joined us for a dinner of thanksgiving and celebration, honouring their service to the school.

The room was filled with laughter and much conversation as the commonalty of being a Captain of CGGS bought everyone together. Old friendships were rekindled and new connections were made as we honoured our past and looked forward to the future. It was a truly memorable evening and one we are sure to repeat in the future.

“I thank you for such a splendid celebration last night. It was simply wonderful to catch up with so many ‘old’ faces – both as a former student and as a former teacher. I loved hearing about the various paths people have followed and it was terrific to see all the archival photos and memorabilia.”

Judy Rivestington (Barratt, 1974)

“I thank you for a wonderful evening of memories, conversation and fun at the Captains of Camberwell Dinner. I’m sure you could tell from the buzz in the room and the length of time everyone stayed, that we all had a wonderful evening together. We are all very excited by next year’s anniversary celebrations.”

Janelle Darbyshire (1977)

“I would like to thank you and the staff for organising a wonderful night. It really was a great success and I thoroughly enjoyed catching up with both old friends and past students, sharing stories and getting up to date with their lives. The school really does bond its students past and present, and I am proud to be a part of its history in some small way.”

Kerry Webb (Butler, 1979)

“The Captains of Camberwell Dinner was without doubt, a highlight of my year. Walking to our old Year 12 Hall for the event, surrounded by the changed grounds and evolutions since my time and being greeted by so many familiar faces brought back countless incredible and vivid memories of my time at Camberwell. I loved school. Through all the ups and downs, highs and lows, the school community provided the best environment for me to learn, grow, achieve, believe in myself, respect and embrace differences in people and most of all become the strong woman that I am today. My closest friends now are those I met at Camberwell and many of my networks stem from this. I am not just lucky, but truly blessed.”

For me the school musicals was I part of were the best team environment I have ever been part of. I now run an engineering business and as the General Manager I often reflect on how I was motivated at school to do my best and how we thrived in teams. I also realise the importance of leading by example and treating everyone with respect – very much a legacy of my time at Camberwell and my family’s values.

I could go on forever, but for now, I thank you all involved in bringing the Captains of Camberwell Dinner to life for those of us lucky enough to be able to attend. I thoroughly enjoyed reading all of many conversations that are now lasting memories.”

Timara Talbot (Macquarie, 1994)
Refl

”I was lucky enough to be taught by Keira Lyons. Not only did she nurture and support the individual in each of us, she taught us so much and was the most amazing role model. I will always look back on my theatre memories with a grateful, warm heart.”

Career aside, Laura is an avid traveller and lover of different cultures. Last year, she did a 15-day hike to Everest Base Camp, and its surrounding mountains in the Himalayas. Afterwards she travelled solo to India to volunteer in Jaipur, where she taught theatre at a day care centre for street children whilst living with an Indian family in their home. This year she has also been to Egypt, Jordan and Dubai.

Laura is passionate about volunteering and does so with Orange Sky Laundry Services, a laundry service for the homeless.

“This work constantly reminds me of the impact something as simple as a friendly chat and empathetic ear, can have on the lives of others. I believe in the benef

It is her acting career that led her to the corporate sector as a role-play actor and simulated patient. Here Laura works with a wide variety of health practitioners to practice and hone their communication skills in improvised simulations.

It is its very actions that helped earn Naomi a Pride of Australia nomination. The Pride of Australia Editor’s Award acknowledges outstanding community service. It is one of News Corp Australia’s most important community endeavours that celebrates the remarkable contribution and achievements of the Australian community.

“I am deeply honoured to be elected as Mayor and I couldn’t wish for a more committed, intelligent and capable Deputy Mayor in Cr Kylie Grzybek. We are both passionate about getting things done for the smart, savvy and grounded people of Greater Geelong.”

At 7am every morning her doors were open for a Biology lesson which she would later repeat again during the day. Now as a teacher, I recognise the significance of and appreciate all her efforts.”

Iman loves to be active. Whether that be running along beautiful trails, she always finds a way to stay connected with nature whilst pursuing her love for sports. The ACYA girls ran a series of leadership and personal growth workshops. The workshop facilitated by Karen focused on public speaking and interview skills to show everyone how they can use their most powerful tool - the voice.

“I walked away from this program feeling so inspired by the incredible young women from China and with a stronger appreciation for what it means to beautifully represent different cultural perspectives,” reflects Karen.

Karen Zhang (2016)

Earlier last month, former Year 10 captain, Karen Zhang was selected as one of eight Australian young ambassadors for the 2019 Women’s MyLead Program in Beijing, funded by the Australian Chinese Business Council (ACBC). MyLead is a program hosted by the Australia-China Youth Association (ACYA) and Educating Girls of Rural China (EGRC). It provides a unique forum for young women to facilitate cultural exchange and personal growth. They explored the beautiful campus grounds of China’s top two universities, the Peking University and Tsinghua University, whilst exchanging personal insights about each of their own lives and experiences. They discussed many challenges facing women in Chinese society, like mental health, beauty standards and socio-economic disadvantages.

Jess Walsh has spent her working life as a researcher, campaigner and union leader. She has been proud to represent diverse people including cleaners, early childhood educators and hospitality workers through United Voice, one of Australia’s largest unions.

She is passionate about helping people who perform underpaid and unpaid work in our country to build a strong voice at work, in the community and in politics. Her campaigns have helped diverse community voices be heard in the political conversation in some of Australia’s lowest-paid sectors.

In 2018 Jess launched Hospo Voice, Australia’s first digital trade union, which has won significant victories in campaigns against wage theft and workplace sexual harassment.

After living and studying in the US in the 1990s, Jess decided to work in the Australian union movement as the States, she saw a rise in poverty-wage jobs, where people struggle to make ends meet despite often working full time. She was inspired by the determination of low-paid, migrant and women workers to stand up for a better life through their unions. After concentrating efforts in the fast food and other economic policy centres, Jess returned to Australia, later becoming United Voice’s Victorian Secretary. She is an Australian Politician and Trade Unionist who was elected as a Senator for Victoria at the 2019 Australian Federal Election. Jess is also a member of the Australian Labour Party. Before her election she was Victorian State Secretary of the United Voice Trade Union and was elected to the Senate for Victoria in 2019.

Karen Zhang

Stephanie Asher is a professional writer, keynote speaker and company director. She has a 25-year career in management consulting, providing corporate communication and strategy advice to some of the world’s biggest brands and most successfully publicly listed companies. Stephanie has recently been elected as the Mayor of Greater Geelong. She is the second female to ever hold the role and she is joined by her Deputy Mayor, Cr Kylee Gryzieb in an all-female leadership team.

Read the full story here.
significant birthdays

We wish to congratulate the following old grammarians on celebrating significant birthdays in the second half of 2019.

Happy 80th Birthday
Jennifer Strachan, Meri Mattingley, Julia Monger, Margaret Johnson, Barbara Rusmir, Beverley Williams, Joan Sedawie, Andrea Purvis and Judith Harding

Happy 81st Birthday
Beverley Thyer, Jacqueline Milne, Jennifer Hamilton, Ann Baker, Mhairi Macleod and Elizabeth Cope

Happy 82nd Birthday
Jenny Lane, Elaine Small, Elaine Cohen, Pamela Dewar, Margaret Grouse, Meryl Loy and Laine Pearce

Happy 83rd Birthday
Merle Newell, June Taylor, Anita Tolley, Jill Barnes and Roma McCullough

Happy 84th Birthday
Glenn Hame, June Hillard, Jill Greive, Sylvia Jones, Ruth Bird and Patricia McGlashan

Happy 85th Birthday
Pat Kier, June Hillard, Jill Greive, Sylvia Jones, Ruth Bird and Patricia McGlashan

Happy 86th Birthday
Phyllis Jaensch, Joan Chapman, Dawn Harvey, Faye Curnow and Jill Freake

Happy 87th Birthday
Phyllis Jaensch, Joan Chapman, Dawn Harvey, Faye Curnow and Jill Freake

Happy 88th Birthday
Shirley Hiah and Margaret Collier

Happy 89th Birthday
Happy 90th Birthday
Joey Craig, Peggy Stirling and Betty Wade

Happy 91st Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 92nd Birthday
Grace Lovell
Valerie Von Lagoda, Jan Henderson, Glen Rennie, Peggy Horner, Margaret MacDougall and Marilyn Gough

Happy 93rd Birthday
Campbell Stewart

Happy 94th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 95th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 96th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 97th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 98th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 99th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Happy 100th Birthday
Roma Drummond OAM
Maree Strapp, Joyce Haines and Eleanor Hancock

Congratulations and from all at CGGS, we wish you all a wonderful year ahead!

remaining connected

Reunions

Sapphire Circle
A change of date didn’t deter the many familiar faces that annually attend the Sapphire Circle Luncheon. Held on Saturday 17 August, we were delighted to welcome as always, a wonderful group of women back to the school.

The guests were entertained by Year 12 students, Bonnie and Genevieve on acoustic guitar and Year 9 student, Zara on the violin. Year 12 pianist, Maryanne enjoyed leading the guests in the School Hymn, a song that nobody has forgotten the words to.

The archival display was a huge attraction, sparking many memories of tennis days with long dresses, berets and blazer pockets.

A highlight for the school is seeing those women return to CGGS and reminisce as though no years have passed.

Class of 1999 - 20 Year Reunion
A delicious two course meal was enjoyed by the Class of 1999 to celebrate their 20 Year Reunion. Much laughter was heard when the slide show presentation started… the hairstyles, the formal dresses and the short school dresses brought back many memories! Deputy Principal, Cathy Poyser informed the girls that all the things they had wished for in their time at school were now a reality for our current students. A special thanks to former staff, Trish Hunt, Joan Vida and Barbara Russell for joining us on the day.

Class of 2069 - 50 Year Reunion
Women came from far and wide to attend the 50 Year Reunion held on Wednesday 23 October. Guests travelled from South Australia, Queensland and the ACT as well as Euroa, Kilmore and Mount Martha to celebrate and catch up with friends from the past. Still a very connected group, these women had a wonderful time and were found enjoying coffee and cake in the school café many hours after the reunion had finished.

Class of 2000 - 20 Year Reunion
Class of 2010 - 10 Year Reunion
Class of 2015 - 5 Year Reunion
Friday 12 June, 6.30pm – 8.30pm
Whilst these reunions are on the same day and at the same time, they will be separate events

Invitations will be sent out closer to each event.
Discover everything about our Centenary events scheduled for 2020

2020 marks a major milestone for our fine school. In February, the school will turn 100 and throughout 2020 we will celebrate a century of educating young women. The school will provide an opportunity for everyone to be a part of something unique. After all, we only turn 100 once! Please visit our Centenary website, your one stop shop for everything related to 2020: event ticket bookings, latest news, merchandise sales and more.

cggs.vic.edu.au/centenary
SCHOLARSHIPS 2021
APPLY NOW

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

Applications close 5 February 2020
Online applications only cggs.vic.edu.au/scholarships

Enquiries: Sarah Bravo
Admissions Manager
03 9811 8503
admissions@cggs.vic.edu.au

SCHOOL TOURS 2020

Friday 21 February
Tuesday 24 March
Thursday 30 April
Saturday 20 June
Tuesday 8 September
Wednesday 25 November
Year 7 Information Morning
Saturday 1 August
Junior School Information Morning
Tuesday 21 July

BOOK NOW cggs.vic.edu.au/schooltours