

CAMLIFE

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Anne Feehan Building

*being
connected*

CREATE YOUR
TOMORROW

Camberwell Girls
Grammar School
An Anglican School



Imagine that you are a student entering a new school for the first time. Picture the scene. What would be on your mind? You might be wondering, "Will I make friends here? Will I fit in?" Or, "Will my teachers like me? Will they care about me?" Or, "Will I be able to do the work here? Will I be smart enough?" Or, "Will I be safe here?"

These questions reveal our basic psychological needs for emotional and physical safety. For close, supportive relationships and a sense of connectedness and belonging.

One of the basic higher needs of human beings is connection. We need to connect and want to be part of a community. It gives us a sense of belonging and makes life much richer.

By building connections, we establish relationships with people with whom we have things in common and facilitate ongoing communication between connected people and between those people and the organisation.

We are all part of the CGGS community, be it as a former student or current student. A former parent or current parent. A former staff member or current staff member.

No matter your affiliation, you are reading this because you are connected to our community and you have all played a role in the life and story of CGGS.

We have been committed to building this community for almost 100 years because, as the old African proverb says, "It takes a village to raise a child." Which means, it takes a community to raise a school.

We can't do this without you!

everybody has the opportunity to play a vital role in the way the school shapes its future



building
a connected
community

the benefits of a connected school community

At CGGS, our connected community provides many benefits to all:

- > valuable networking opportunities
- > programs that support our community's needs
- > a place to share knowledge
- > a support network
- > life-long friendships
- > the whole community is strengthened

For parents who are actively involved and connected in their child's school, research shows:

- > improved student achievement
- > a reduction in student absenteeism
- > a stronger family connection

In addition, you gain a great insight into the education your daughter is receiving and you are able to reinforce it at home.

Today, the idea of being connected is often described in terms of our Facebook friends, LinkedIn connections and Instagram or Twitter followers. These platforms and connections can be very important in our personal and professional lives. They help to keep us informed about friends and events, as well as linking ideas, opportunities, people and networks across the globe. In addition to this, we also need to be more deeply connected to others to help us fully understand purpose in our commitments.

After I was appointed Principal of Camberwell Girls Grammar School, I discovered that a number of women I knew were old grammarians. They were excited and wanted to share with me their memories of their education at the school. The message from each and every one of them was about how much they loved and valued what they described as a warm and gentle community, where they felt a real sense of belonging. This experience

of community and connectedness remained influential in shaping their lives beyond school.

I continue to hear the same message today and it is an important one because our desire as humans for connectedness, belonging and purpose runs deep. We understand the importance of building and sustaining authentic relationships in belonging to a community. These relationships enable us to contribute in meaningful ways and feel accepted and supported during difficult times. Schools are very important places of belonging, as are churches. The school's Anglican heritage also supports the belief that we all belong to one family, no matter what our religious affiliation.

Belonging to a community is also very motivating. I always feel a great sense of pride on our Open Mornings when prospective parents share feedback which is usually centred around how much their student guide loves her school and how strongly they felt this connection. They also observe the energetic and respectful interactions between students and teachers, noting the importance of these connections in effective learning. Our Year 12 students often share with me that one aspect they have loved about our school, is how well they are known by their teachers and, how readily they feel they can ask for assistance.

When you belong, you are not alone. There is no doubt that feeling accepted and connected is important to a person's wellbeing. It promotes motivation and engagement, as well as encouraging us to accept and support others, which leads to feeling happier. At a recent Ormiston assembly, we talked about the importance

of 'lifting each other up' and how belonging to our community is not just about what you feel, do and receive but also what you actively give to others. It's about knowing that we are all supporting each other together.

This priority is further developed through our Service Learning Program. By learning about others, we look beyond ourselves and give support or assistance, enhancing our connectedness as human beings. We are unwavering in our commitment to developing compassionate leaders as what ultimately matters, is building authentic relationships and doing something together that creates purposeful change for the benefit of many.

At CGGS, there are many activities and events that unite students within and across year levels, enabling them to really get to know each other. House events encourage and facilitate connections, as do our student-led assemblies, mentoring

program and community activities such as performing arts events. These often result in many creative outcomes and friendships that extend beyond the event itself.

We greatly value our parents and old grammarians who connect via the many community activities, functions and forums offered by the school and for supporting committees and special interest groups. We know many friendships and connections have developed when members of our community have joined our committees and attended school events.

As an inclusive and progressive school, we value our global connections to other schools, educational experts, institutions and community organisations. Ideas can

come from anywhere and anyone. As educators, we have a responsibility to harness this to create the best learning opportunities for our students and for our broader educational systems. Effective education changes lives, changes families and changes communities.

To thrive as humans, we need to belong by developing deep connections with our families and with others. Our diverse and connected community at CGGS defines who we are and we are looking forward to celebrating this further in 2020, our Centenary year. Ultimately, it is by being connected and valuing others that we build a more just and sustainable world for all.

Debbie Dunwoody
Principal

feeling accepted and connected is important to a person's wellbeing



Cathy Poyser
Deputy Principal / Head of Senior School

Cathy Poyser, the school's Deputy Principal always aspired to be a Doctor, however a six month stay in hospital during Year 11 changed all of that.

"Each weekend, my school principal would visit to catch me up on my mathematics and many other teachers and students visited regularly. This was a real turning point for me," says Cathy.

Thanks to these special visitors from Cathy's school, over the course of her six month hospital stay, Cathy discovered the power of feeling connected, supported and being part of a caring community.

"Up until then, I had always aspired to be a Doctor, but this time in hospital showed me how important the role of the teacher was in the lives of young people. The rapport and relationship developed with students and their families is so special and can have the greatest nurturing effect," she says.

Cathy who joined CGGS in 1999 as a part time mathematics teacher, felt at home almost instantly. Over the course of the past 20 years, she has held various roles of responsibility including Form Teacher, Year Level Coordinator and Head of Pastoral Care.

In 2016, she was promoted to the position of Deputy Principal / Head of Senior School, a role that is primarily responsible for student wellbeing - a role so perfectly suited to her. Cathy leads a team of staff including the Deputy Heads of Senior School, Year Level Coordinators, Form Teachers, Counsellors and Nurses to ensure that as a school, we are caring for our students as best we can and supporting each girl in every endeavour.

"I really don't consider this to be a job, but rather the most rewarding and meaningful opportunity to be a formative part in the development of the young women of the future. What better privilege could there be?"

For two decades, Cathy has been developing strong relationships with students and their families and there isn't one current or past student from her time at CGGS who she can't name. She attends absolutely every school event throughout the year, including sports carnivals, musical productions, art shows and public speaking competitions and, she strongly encourages parents to do the same.

"The time your children have at school is like no other. We all recall with great pride and love the first time our child walks or talks and I would like to think the same feeling applies to their schooling. You only have a small window of opportunity to be involved in the education of your children. These events are as important to them as those early milestones were to you."

"The best way to show you are interested in your daughter's education from an academic and wellbeing perspective is to be a part of it," she confirms.

After 20 years at CGGS, there is no slowing Cathy down. She recently completed a Professional Certificate in Adolescent Counselling through Monash University and she is looking forward to reconnecting with many members of the CGGS community at the school's Centenary celebrations in 2020.

"CGGS is like no other school. We have excellent facilities, exceptional teachers, students who work hard on all endeavours and supportive parents. These parameters will always remain central to the CGGS community. To me it truly is special and I wake up each morning excited about the day in this community."

the best way to show you are interested in your daughter's education is to be a part of it

relationship
extraordinary

How We Remain Connected

It's difficult to appreciate, just how interconnected we are. Technology, the internet and social media in particular, has seismically shifted the geography for all of us. Whether we tweet and post or avoid the sites all together, we must remember that they are not simply faddish communication tools, they are here to stay and are key channels of communication.

This increased level of connection is fundamentally changing the way we live our lives. It is a conundrum, a shift in human experience played out in real time, tweet by tweet and post by post.

It's a landscape that frightens some and excites others. A landscape that in true CGGS style, we have entered with our usual thoughtfulness, optimism and courage because, we are excited about the multitude of benefits, especially when it comes to building and maintaining a connected community.

We've seen firsthand the benefits of how our CGGS social media channels are drawing the community together and creating platforms for sharing and expression, reconnection and discovery. Parents can stay up to date while their daughter is away by viewing daily images and updates from school camps and overseas tours. Old grammarians can reflect on their time at the school by viewing images from the school's archives, bringing on a sense of nostalgia.

In a world where people are more transient than ever before - moving jobs, moving states, moving countries, there is so much to be said about the value of using social media platforms. In saying this, there are many traditional forms of communication and a multitude of other ways to build and maintain connections, however, just not instantaneous.

Online Connections / Global Stats

4.4B People Online
3.5B Social Media
2.3B on Facebook
467M on LinkedIn
270M on Twitter
500M on Instagram

At CGGS, we see value in both the traditional and non-traditional forms of building and maintaining connections and for this very reason, we are using elements of each including:

Traditional

- > **CamLife** - this twice yearly magazine provides a great overview of current life at CGGS. It also contains old grammarian and parent group news.
- > **Community Events** - we all love to celebrate and coming together at events is the perfect way to build a connected community. From school productions and fairs - open to all; year level specific reunions to reunite our old grammarians and events to celebrate Mother's and Father's Day. As a school we offer an extensive annual events calendar for our community to meet and socialise in person.
- > **Committees / Groups** - From formal associations for the old grammarians and parents, to interest groups such as Friends of Sport and year level Class Representatives, there is a multitude of volunteer committees and interest groups that you can join. Managed by the school's Foundation Office, the key focus of all groups is community connection.

Non-Traditional

- > **Social Media** - Facebook, Twitter, Instagram and LinkedIn. We encourage you to engage with us!
- > **Electronic Direct Mail (EDM)** - a direct way to receive information related to school events and general school news in your inbox. At the click of a button you can add events to your diary and book tickets.
- > **Website** - Our website contains a multitude of information related to everything about CGGS. An organic and ever changing online portal, offering the latest news, photo galleries, event dates, enrolment information and, everything in between.

As you can see, it's never been easier to remain connected. We invite you to stay engaged with our vibrant community. We are all bound by one tie and that is CGGS. We are all valuable members and together, we can build a highly engaged and connected community and future for our fine school.

ways we connect

remaining connected

Helen Rawson
Current Parent

Remains connected through:
- School Council
- Twitter

I believe a child's education involves a partnership between parents and the school and it's important for our children to see us participate in school life. This motivates me to remain actively engaged in CGGS.

Alex and I have developed our partnership with the school through engaging in various activities since our girls were at Ormiston including, volunteering as a Class Rep, helping in the old canteen and supporting teachers on class excursions. My involvement as a Council Member developed from knowing more about the school, its ethos and strategy, and I saw where my professional experiences could be beneficial for the school now and into the future.

I like that the CGGS Twitter posts showcase in a very light hearted way, the variety of incredible activities the girls do outside and inside school. The best thing is, my followers get to see how CGGS girls rock. I loved the recent post about our undefeated AFL team. Now, that's girl power at its best!

Nancy Golestos
Current Parent

Remains connected through:
- Twitter
- Volunteering
- Community Events

I love reading on Twitter about all the new initiatives CGGS is implementing to make our school better... the student achievements inside and outside of the school, as well as the numerous wonderful events the school puts on. The CGGS Twitter page provides a convenient and interactive way to stay up to date on what is occurring in the school community and our daughters' activities there.

CGGS is a very warm and welcoming community. Besides being involved in our daughters' school and friendship groups, I love meeting up with staff and other parents at school events. CGGS makes a special effort to involve the entire family with social events and I enjoy volunteering at these events to help make them a success, be it serving food and drinks before school productions or working in the second hand uniform shop, I'm happy to give of my time.

Marion Ellis
Old Grammarian and
Former Staff Member

Remains connected through:
- Facebook
- Community Events

The Old Grammarians Facebook page is regularly updated and provides great snapshots of an earlier time in the school's rich history. Photos from previous editions of The Marcian and photographs taken by staff, students and the wider school community jog the memory and instantly connect us back to those happy times. As both a student from 1966 – 1979 and a past staff member from 1991-2012, I have many memories to be jogged! As a past staff member, I love to see comments from students and staff as they, too, reminisce about school experiences and connect with the great heritage before us.

The recent Summer Spectacular events have provided me with another opportunity to connect with the school by showcasing and selling my mosaic birdbaths. If only Mrs de Vere Eberbach could see my artwork now! I have also jumped at the opportunities to return to the school each International Women's Day to work with the Days for Girls Camberwell Chapter, another project very close to my heart.

Roma Drummond
Old Grammarian and
Former Staff Member

Remains connected through:
- Community Events
- CamLife Magazine

I graduated in 1943 and my closest friendships today, are those friendships formed at school. As soon as I finished school, I joined the Old Grammarian's Association and became a very active member, organising events and dinners so that students could remain connected. I also formed a Drama Club for former students as well.

For the past 75 years I've attended events at the school each year, including reunions, building openings and major celebrations. Even when I moved to the country, I continued to drive back in and attend events. I thoroughly enjoy coming to the production each and every year and I especially enjoy reading CamLife.

Through my time as a student and later as a staff member, teaching Drama and as a Secretary to Miss Taylor, I have been fortunate to know all six Principals and have enjoyed seeing how they have each continued to develop the community of our school.

below is a
snapshot of how
and why our
community remain
connected with
CGGS

John Downes
Past Parent

Remains connected through:
- Parents & Friends Association

In my daughters' later years at school, I became involved as President of the Parents Association (PFA) and felt that I was making a contribution that was valued by the school.

That was 9 years ago and since then, the school has seen the number of families volunteering and donating through the PFA rise to over 60%. To contribute to parents 'being connected' to the school has been one of my great delights and, I guess the reason I'm still involved today.

As a result of our friends and funds raising activities, we have co-funded the Parents & Friends Sports Field, CGGS Aquatic upgrades, introduction of NAO robots and Lego for competitions, arts equipment, musical instruments and a grand piano. Perhaps more importantly, we have facilitated so many wonderful and enduring friendships with the support of our Class Reps and over 60 PFA activities per year.

Tiarnie Ellingworth
Old Grammarian

Remains connected through:
- Sports Coaching at CGGS
- Facebook

I have been fortunate to remain connected to CGGS in a variety of ways. I currently coach Saturday Netball, Vic College Basketball, GSV and Junior School sport teams. I absolutely love being able to give back to a growing sports program that provided me with so many amazing opportunities.

The school's Facebook page is also another great platform that enables me to remain connected with the school community. I am able to reminisce over the excitement of school traditions such as House events, as well as learn about the many new and exciting opportunities offered to girls at CGGS. I encourage all old grammarians to maintain their connection with the school and Facebook is an easy way to do it!

Engage with us online or find us on your favourite social media platform

	Website	cggs.vic.edu.au
	Facebook	@CamberwellGirlsGrammar @CamberwellGirlsOldGrammarians @pfacggs
	Twitter	@CamberwellGirls @DebbieDunwoody
	Instagram	@wearecggs
	LinkedIn	> Camberwell Girls Grammar School > Camberwell Girls Grammar School Old Grammarians Association Group
	Travel Blogs	> Ongoing overseas tour blogs

Claire Poyser
Old Grammarian

Remains connected through:
- Old Grammarian's Association
- Facebook

I have incredibly fond memories of my time at CGGS. I enjoy remaining part of such a wonderful community and helping out where I can... that's why I joined the Old Grammarians Association.

It is exciting to see the ever-growing range of new opportunities available to the girls and I am looking forward to the 100 year celebrations.

I enjoy the school's Facebook page as it gives a really great overview of the huge range of incredible events happening at CGGS. It makes me feel quite nostalgic for my school days (and also old!).

The OGA Facebook page shares a lot of content from the CGGS archives - I like that too and encourage you to check it out!

Pris Gormley
Old Grammarian

Remains connected through:
- Facebook

I enjoy following the official school Facebook page. I was a pupil from Miss Currer's class, aged 7 through to Matriculation. It was a much smaller school in the 40s and 50s.

I've been interested to see how the school has grown, the modern teaching methods and ethos of the school as it is now.

I'm 78, so the students lives are very different from mine. I enjoy the diversity and the caring outlook I see in the posts.



Helen



Nancy



Marion



Roma



Tiarnie



John



Pris



Claire



I love to meet new people, to find out about their lives and understand who they are

Jane Harris
Director of Advancement

To describe Jane Harris in just a few words, it's quite simple really. It goes something like this: PEOPLE PERSON.

"I really like people. I love to meet new people, to find out about their lives and understand who they are and what motivates them," says Jane.

It will come as no surprise that Jane, the school's Director of Advancement spends her days dealing with people. In particular, she is responsible for developing the school's community and philanthropic programs. More specifically, building a connected community and raising funds for the school.

"I manage a diverse team of fantastic and committed staff who are responsible for the engagement of parents, friends and alumnae, the school archives and our significant events program."

Jane who joined CGGS in 2017 started out as a nurse before moving into Arts Management. A strong commitment to women's and girl's causes, Jane moved into single sex girls schools, an environment where she felt she could make the biggest impact.

"I am passionate about making a difference to the lives of young women. A connected community plays a role in the way the school shapes its future, enhancing the student experience and growing our capacity to offer an outstanding education to all our girls," she says.

"I could never have a job where I am ticking boxes or making money to provide income to shareholders that has no tangible community benefit."

One of Jane's passions is philanthropy, in particular women's philanthropy. Her research reveals that by the year 2030, women-controlled wealth is predicted to be \$75.4 trillion worldwide. Which of course means as a school, we have an unprecedented opportunity to work with women to find their passions to support our causes.

"As a predominantly women's community, that is committed to investing in girls and young women, I want to understand what motivates women to give, at the same time ensuring absolutely everybody in our community has the chance to contribute to the future of CGGS," says Jane.

With that being said, Jane knows that building relationships is key and she is currently working to provide many opportunities for the CGGS community to remain involved in the life of the school.

Jane says CGGS offers its community life-long connections through a support network, a place to share knowledge, the opportunity to impact the lives of students, valuable networking opportunities and lifelong friendships.

"The school recognises and gratefully appreciates its past students, staff and parents. Shared experiences and memories, friendships that last forever, networks that can be strengthened."

"Every community member who has walked through those gates on Torrington Street is connected by a common thread – the experience of being a part of the community of Camberwell Girls Grammar School. I want to ensure that the connections are lifelong and that people continue to walk through the gates and support the school for many years after their schooling," says Jane.

If the past two years are anything to go by, she is making great progress and the school is most grateful that Jane walked through those gates to join our community and lead such a valuable program.

people
PERSON

our students form meaningful relationships with a resident who becomes their 'buddy' for a year

Sharing lives

Hedley Sutton Aged Care

Ask any student or staff member, past or present what the school motto is and what it stands for, they'll be able to tell you without hesitation. This is because, *Utilis In Ministerium*, is at the heart of everything we do at CGGS and is what we strive to be, *Useful In Service*. Many things have changed over our near 100 year history, but a constant within our fine school, is our commitment to service.

This commitment starts the moment students join our Junior School community. At Ormiston, Service Learning

Leader, Michelle Kalus strives to create authentic opportunities and experiences for students to connect and give back to the local community. One of these opportunities is the Year 2 visits to Hedley Sutton Residential Aged Care in Camberwell.

For the past three years, as part of the Service Learning program, Year 2 students have been visiting the residents at Hedley Sutton. In pairs or groups of three, the students are introduced to a resident that will be their 'buddy' for the year. You may ask what an eight year old and an 80 year old may talk about or do in an afternoon?

The answer is quite a lot! The girls perform musical pieces to the residents, share their latest art work or project with them, read stories and also just chat about each other's lives.

The ongoing nature of this program means that the students can create meaningful relationships with the residents and grow their confidence in talking to people they may not have encountered and conversed with before. Students are encouraged to step out of their comfort zone and interact with new people.

"The girls interact with people from all different backgrounds and who may have different experiences and capacities. By spending time getting to know and learning from the residents, the program also encourages children to develop a greater appreciation for our older generations, while exploring the past," says Michelle.

Ellie is one of the many Year 2 students that visits the residents, "I like how I get to read story books to the residents and get to know about my buddy. I realised that we have some similarities, like we both like the colour blue!" she says.

Another student, Semaya says that she has lots of fun when she visits the residents. "They tell me about their families and what they like to do at Hedley Sutton,"

The innocence of the conversations and activities that the students partake in benefit the residents greatly. "Visiting Hedley Sutton is an age-appropriate and meaningful way for young children to be immersed in their local community and experience giving back to others" says Michelle.



"We hope that the time spent together with the residents reading, playing music, sharing learning and conversing is beneficial to both the students and the residents."

It's the small things that we can do in the community that can make the biggest difference and help us live our motto. Our Year 2s are beginning to understand this, "I think it is important to visit the residents because they might feel lonely, so we can visit them and make them happy" Semaya explains. This compassion and innocence is what fosters a loving community and manifests a servant heart here at CGGS.



Dignity Conference

Across two days in May, our Year 9 students participated in the school's inaugural Dignity Conference. Designed by Liss Campbell, Head of Service Learning, the aim of the conference was for students to explore the school value of 'respect' by focusing on local disadvantage.

Students were immersed with the needs of those in our local community who experience disadvantage and the organisations that work with them. The objective was to show our girls that although there is sometimes uncomfortable difference with these people, they are not much different to themselves.

"I really wanted to make their world view wider and to understand that difference is not scary. We all deserve dignity and respect and this can be challenging in some situations. Our students need to ponder this," says Liss.

Over the course of the two days, the Year 9s worked with Eat Up Australia, River Nile School, Pinchapoo, The Big Issue, Scope Australia and Share the Dignity.

Liss was conscious that the organisations involved all had some sad stories that the students may not have encountered before. These included homelessness, domestic violence, refugees fleeing in fear, elderly people with dementia and those with disabilities.

In true Liss style, she themed the conference with yellow, a colour that evokes joy as she wanted our girls to see the joy in the conference and in the people they encountered.

"I told the students to remember the good, bright and positive things they will encounter with the people from the organisations. Yellow is a happy, positive colour and I wanted this around them so they would remember to see the positive and to learn and grow," she says.

Year 9 student, Charli Lincke says the highlight of the conference was meeting and hearing the story of Zahida, an 18 year old refugee who now attends River Nile School.

"Zahida shared her story of bravery, leaving her home of Ethiopia at just 16 and walking on her own through three countries to Egypt. Melbourne is now home and she is chasing her dream of becoming a doctor."

"Zahida can speak eight languages and dreams of one day creating a world where all the tribes in Ethiopia can be united and the people there will not suffer conflict like she did. It was wonderful to see such a strong, ambitious woman standing before us, so motivated by her past to make a difference," says Charli.

Teri Perdikaris says she felt privileged to participate in the conference and she loved supporting Eat Up by making over 2,000 sandwiches for children who attend school without lunch.

"We rapidly buttered bread, added cheese, wrapped and stacked them in crates ready for delivery. The experience was an empowering eye opener as we really got to understand the daily struggles



with dignity



what a privilege to facilitate and witness such learning

of some less fortunate young Australians. I was grateful to be able to give back," says Teri.

Stories from the conference are endless and one thing is for certain, the program caused ripples for our students in the way they encounter disadvantaged people.



CGGS is the place that enabled me to feel connected to Australia

Lin Zhang
Head of Chinese

For the past 26 years, Lin Zhang has dedicated her days at CGGS basically doing anything and everything related to Chinese. Whilst her role has been evolving since 1993 when she joined the school, Lin wouldn't have it any other way. From developing curriculum, mentoring staff, sourcing teaching materials and leading overseas tours, to hosting exchange students, organising cultural celebrations and providing translation services - Lin does it all with a smile.

Lin moved to Melbourne in 1986 from Beijing and initially worked at the Chinese Museum on Little Bourke Street. She later joined the Victorian State Government on a contract, to work in a small team to develop the National Chinese Curriculum and Chinese teaching resources.

However, Lin who qualified as a teacher in China before her 20th birthday was eager to enter the classroom again, so she completed her Diploma of Education at La Trobe University and she's practically been at CGGS ever since she received her graduation certificate.

"I don't know what exactly attracted me to teaching, but I remember as a child I enjoyed pretending to be a teacher with the other children in our neighbourhood. My parents regularly reminded me to respect my teachers and my father always told me 'teachers are the engineers of the human soul' and I've never forgotten that," says Lin.

Whilst she's held the position of Head of Chinese since the day she started, it was her appointment to the position of International Student Coordinator that really excited Lin.

"It was neither a leadership position, nor part of my load. It was simply extra work and that didn't matter. I was just excited because I felt this was my chance to help others the way many people had helped me settle in a new country and feel connected. From personal experience, I knew first hand the importance of helping international students integrate into their new school life and to develop a sense of belonging," says Lin.

From that day onwards, Lin has helped our international students settle comfortably into life at CGGS. She has also developed the school's Chinese program and has been instrumental in building some of the school's global connections.

In 1995, she organised the school's first study tour to China and has taken 11 trips since.

"That was a very brave effort thinking about it now but at that time, I felt it was natural if you were learning Chinese, you should see the country," she says.

Lin found the first few trips to be very rushed. Whilst she always built a school visit into the itinerary, she wanted our students to interact with Chinese students for more than a couple of hours. So, she made it her mission to find CGGS a sister school so our students could properly immerse themselves in the Chinese culture.

"In 1998, during my Christmas holiday break I returned home to my family and set out to find a sister school in Beijing. At the time in China there were very few single-sex schools and I came back empty-handed."

However one year later, in the 1999 Christmas holidays, Lin decided to try a different city and flew to Shanghai.

"Even though I knew schools were all on their winter holiday, I decided to go and have a look. I visited Shanghai No 3 Girls Middle School and within less than half an hour, I left the school so excited and couldn't believe that after all this time, we were going to have our very own sister school in China," says Lin with a big smile.

Returning to Melbourne, the two schools made the arrangement of holding a ceremony in September 2000 in Shanghai, where the principals of each school would sign an official agreement. The exchange between the two schools continues to this day.

Initially, Lin was the only Chinese teacher at the school and now she works alongside a dedicated team of four. The program has grown immensely and uptake of Chinese is at its highest.

While Lin is quick to express how special CGGS is to her as she believes it is the very place that enabled her to feel connected to Australia, her new home, her new way of life - it is the school that is so extremely grateful that we were able to connect with Lin in 1993 and welcome her with open arms into the CGGS community.

connections



cultural

UK Literature Tour

For 24 CGGS students, the Easter holidays were spent travelling through England experiencing the worlds of Shakespeare, Austen, the Brontes, Beatrix Potter and Wordsworth on the inaugural UK Literature Tour.

Organising such a trip for our students had been a dream of school Librarian, Anne Devenish for many years.

"After taking my own author tour of England and Scotland three years ago, I was excited to bring the idea back to the school and enable a group of CGGS girls to walk in the footsteps of some of our most influential wordsmiths, just as I had," she says.

So, that's exactly what Anne did and together, with staff members, Liza Stevens and Ren Pennesi, the trio led an excited group of young CGGS literature lovers on a trip of a lifetime.

"To visit the homes and the landscapes of authors and creators, to experience language, culture, history, worlds old

and new, all with a passionate eye for books and stories, was a life changing opportunity for our girls," says Anne.

Their stories, in all formats - books, films and television series have entertained generation after generation. It was fascinating for our girls to see the birthplaces, home towns, schools, writing rooms and final homes of the authors who have helped shaped the way we are today. All of these opportunities were a cultural smorgasbord for our girls, one that they relished with photos and creative journals and memories to last a lifetime.

From the extent of talent that went into developing the world of Harry Potter to seeing where Shakespeare lived and worked, the life of Jane Austen and the Bronte sisters, even Hill Top Farm where Beatrix Potter created Peter Rabbit and friends. Strolling through galleries of Rembrandt and Van Gogh's work, immersing themselves backstage at the Global Theatre, witnessing the Changing of the Guard, taking in the magnificent British Library, the beautiful Cotswolds, Stonehenge and the Roman Baths - the sites were endless.

"Every day was an eye-opener and I'm so proud of their curiosity and ability to embrace and engage with all the tour had to offer in the world of literature, books and reading," confirms Anne.

Year 9 bookworm, Lucy Van Der Arend says going on the tour was an absolute no-brainer for her. Whilst she was most looking forward to visiting Beatrix Potter's house, she admits her personal highlight was the Harry Potter Studios.

"The house of Beatrix Potter definitely didn't disappoint, I love all her drawings and the detail in them. However, I'd be lying if I didn't say that the Harry Potter studios were my favourite. It was just amazing to see how the movies came to life by taking in the sets. Also, until visiting Stratford Upon Avon I didn't realise how much I actually love Shakespeare," says Lucy.

With excitement levels still at a high, it's fair to say this trip may just become one of our regular international tours.



collaborators

we walked in the footsteps of some of the world's most influential wordsmiths



The sum of us



Family Maths Night

In late March, our Junior School community came together for Ormiston's inaugural Family Maths Night.

The school's open spaces and classrooms were a hive of activity as families explored the wonderful world of maths through challenging interactive activities, all designed by our staff.

Parents, siblings and grandparents all joined in the fun. With over 100 activities on offer, participants engaged in a range of number and measurements activities and challenges.

Head of Junior School, Paul Donohue says there were many reasons for holding the evening.

"Firstly, we wanted to showcase to parents the depth and breadth of mathematics at Ormiston. Secondly, we thought a hands-on interactive evening would be a fun way to bring the community together," he says.

Year 6 teacher Nancy Robottom played an integral role in coordinating the activities for the night and thoroughly enjoyed seeing families collaborate to solve problems.

"It was wonderful to witness the persistence and depth of thinking from both students and adults as they challenged themselves to solve problems, play games and master robotics - all of which are everyday maths activities at CGGS," says Nancy.

Judging by the high percentage of people in attendance and the trajectory of the feedback, there is a high probability that the Family Maths Night will be an addition to our annual school calendar.



our place in space



Their studies on all things extraterrestrial continued in Term Two with the girls studying the physical features of Mars including its atmosphere, temperature and weather, all in the hope of establishing human settlement on Mars.

The next step was to create their colony prototypes and to do this, our astronauts floated over to the MakerSpace at Senior School to commence development.

Year 5 teacher, Anjali de Quadros says the Year 5s needed to ensure they followed certain conditions when designing and building their colony.

Life on Mars

During Semester One, our Year 5 students explored the inquiry unit 'what is our place in space?'

Starting in Term One, the girls enjoyed a trip to the Victorian Space Science Education Centre (VSSEC) to further explore the solar system and to question whether it was possible for humans to live on Mars.

Donning spacesuits, the girls experienced life as an astronaut as they participated in hands-on activities that tested their mathematical skills including estimating, measuring, reading data and calculating ratios and averages.

A highlight for our budding astronauts was working at the Mars Australian Research Station (M.A.R.S). Using communications technology, the girls had the opportunity to work in the mission control centre and at the M.A.R.S base.

"Keeping humans alive with access to food, water and air, as well as providing shelter from extreme temperature was key. We also asked that the girls supported human health with access to medical services and exercise, as well as supported human happiness with solutions for loneliness, homesickness and boredom," says Anjali.

Tasked with the challenge, our girls got to work and the colonies created were certainly capable of keeping humans alive, happy and healthy on Mars.

In May, to complete the mission, the girls turned the Junior School's Great Space into a Mars Colony Gallery where they displayed their prototypes, proving to the Ormiston community that life is possible on Mars.

Mungo Youth Project

For the first time in 2019, Camberwell Girls Grammar School participated in the Mungo Youth Project. This ten week project culminated in a three day conference at Lake Mungo National Park in New South Wales.

Twelve CCGS students from Years 7 - 10 were accompanied by Shane Maycock, Georgia Biggs, Anna Clarkson and Penny Dumsday. The group joined schools from around Australia, to share and learn about indigenous culture and history in a truly immersive environment. This spiritual and educational experience was one that the CCGS students and staff who were involved, will never forget.

"The purpose of this trip is to deepen students understanding of Aboriginal culture, particularly the importance of connecting to country," says Georgia Biggs, Reconciliation Coordinator.

Georgia has been involved in the Mungo Youth Project for a few years now. Upon her arrival at CCGS this year, Georgia introduced the school to this once in a lifetime opportunity for our students. "I know, and have personally seen, the completely transformative nature of the trip" she says. Transformative is definitely the word to describe the girls' experiences.

After their near ten hour bus trip to Lake Mungo, the girls were immediately immersed in culture, history and an environment that many had never experienced before. They slept in tents in the middle of the desert and had no access to showers or electricity. Rain, wind and dust storms... the girls took it all in their stride.

"Their maturity and emotional intelligence did not go unnoticed from organisers and other schools. They kept such a delightful, positive attitude in the face of really challenging conditions," says Georgia.

The Mungo Youth Project employs the 'kids teaching kids' model in which students teach one another and learn from one another. The learning journey began back in February, with our girls meeting regularly to prepare a presentation on bush foods, medicine and aboriginal science, with help from Murrundindi of course. After weeks of hard work leading into the conference, the girls then presented to other school students whilst at Mungo.

"The most rewarding part of this project was teaching other schools what we had learnt. We were definitely very excited to share our knowledge with other students," says Year 8 student, HariPriya Pathmaraj.

However, in the end, the presentation was only a small part of the girls' immersive experience whilst at Lake Mungo. They also had the opportunity to learn from Aboriginal elders, scientists, pastoralists, climate changes experts and park rangers. They participated in a traditional lore ceremony, star gazing, possum ball, listened to Dreamtime stories and participated in stone knapping, the process of carving a knife-like tool out of sandstone.

Our girls also had the honour of meeting 89 year old geomorphologist, Professor Jim Bowler. Professor Bowler was one of the archaeologists that found the remains of the modern Indigenous man, from at least 40,000 years ago, known as 'Mungo Man'. These remains were found by Professor Bowler in the Willandra Lakes region of New South Wales in 1974.

The girls left Lake Mungo with lots of memories and stories, and a new outlook and understanding of the country they live in.

"We made many new friendships with other school students, elders and adults at the project, so saying goodbye was very sad," says Georgia Papadopoulou from Year 8.

It's fair to say that the students and staff involved in the 2019 Mungo Youth Project came home with new found appreciation and knowledge of Australian Indigenous culture and history.



this spiritual and educational experience is one we will never forget

connecting
with our
origins



Turning great ideas into action!



Project Zero / Harvard University

Turning great ideas into action is often easier said than done. It can be especially tricky for busy teachers, even the most dedicated ones, to create effective and lasting change in the classroom or the wider school community.

Our Junior School educators are currently part of an international effort to give teachers the organisational skills they need to improve learning in their classrooms.

The school has teamed up with Project Zero, a collaborative research project led by Harvard University's Graduate School of Education, which has been developing management tools for teachers and educators for 50 years.

As a result, our CGGS teachers are trialling some of the latest tools, which have been designed by Project Zero

and developed with the support of Independent Schools Victoria.

CGGS teachers are helping develop the resources, as well as continually providing feedback about the usefulness of the tools and making suggestions for future tools.

The school's Director of Learning Design & Development, Dr Charlotte Forwood says it is just as important for educators to develop leadership and management skills as it is for their students.

"We say to our students that we want them to have a go, so as teachers and as an education community we need to do that too. We are giving our teachers the opportunity to provide valuable feedback that will have an influence beyond the school," says Charlotte.

Michelle Green, the Chief Executive of Independent Schools Victoria, says the collaboration with Harvard and CGGS is

part of the organisation's commitment to ensuring that its member schools are engaged in best practice.

"This project is one example of our commitment of drawing on global expertise to help schools keep pace with the changing learning environment in an increasingly connected world," says Michelle.

When it's complete, materials developed through the project will be published for use around the world.

"The great thing about these resources are that they're based on research. Our teachers get to engage with some of the best minds in the world, but we're also giving them feedback to help the work they're doing," says Principal, Debbie Dunwoody.

The CGGS staff have been fortunate to work face-to-face with Harvard Professors, Dr Flossie Chua and Mr David

Perkins on multiple occasions and, with thanks to technology, the working group often video conference as well.

Project Zero was founded in 1967 by Harvard researcher and philosopher Nelson Goodman, who wanted to understand how to improve learning through the arts. It has since evolved to an organisation that aims to broaden our understanding of how effective education works.



Year 9 Mock Election

As part of Year 9 Commerce and the study of Power and Influence, our CGGS girls examined what it means to be an active participant in Australia's Democracy.

Head of Commerce, Ali Larkey and fellow Commerce teachers, James Henderson and Annie Wilson, all felt that a mock election was the most effective way for the girls to fully understand the democratic process.

"The best way for students to understand what many 15 year olds perceive to be a long way from their reality, was for them to experience the process of democratic participation themselves." Ali continues, "By choosing a hands-on task of this nature, students are able to learn from personal experience how, for example, the preferential voting system operates, how important it is to sell a message clearly and the value of being an informed voter." From that, the CGGS Mock Election was born.

At CGGS we understand the importance and effectiveness of this type of real world learning. Ali explains, "There is a wide body of research that states that lived

learning experiences are significantly more memorable than notes taken in class. We believe that one of the most important things we can do for our students is to make them curious about the world they will emerge into - experiences like this are just one part of that process."

Students were required to form eight political parties of approximately 12 members. From there, the girls did it all! They determined leaders, deputy leaders, policy advisers, speech writers, communication officers and marketing teams. Students named their parties, developed a suite of policies, created advertising and marketing material. They made 30 second advertisements and wrote and delivered speeches outlining their party policies, all in the bid to gain votes from the CGGS community.

With so many facets to this project, students developed many different skills. "Critical thinking, problem solving, teamwork, empathy, communication and organisational skills were all required in order to successfully participate in the election process," Ali Larkey explains.

The girls were struck with challenges best known to politicians. Year 9 student, Sarah Hui explains, "The biggest challenge of this project was creating our policy agenda. It required so much research and consideration as we wanted to make sure that our chosen policies set us apart from the other parties."

At the end of their campaign the girls put their organisational and communication skills to the test as they administered the process of voting on polling day. The

Woodstock Building was filled with eager voters, ready to have their say. Lexy Cooke from Year 9 says it was a very fulfilling experience, "Seeing everything come together was so rewarding as weeks of preparation went into it."

The Year 9 students were involved in an authentic, hands-on learning experience in which they learnt firsthand what it took to run a political campaign. Year 9 student, Alice Wilson found it exciting that she was learning and experiencing an area foreign to most young women her age. "It was cool to learn about government and democracy, normally kids my age don't really understand how elections work."

This may be true for many students in Australia, but for our girls, they've lived the democratic system first-hand.

After campaigning for a week, it certainly came down to just a few votes. We must congratulate the Global Party for taking out the CGGS Election.

critical thinking,
problem solving,
teamwork and
empathy skills
were required

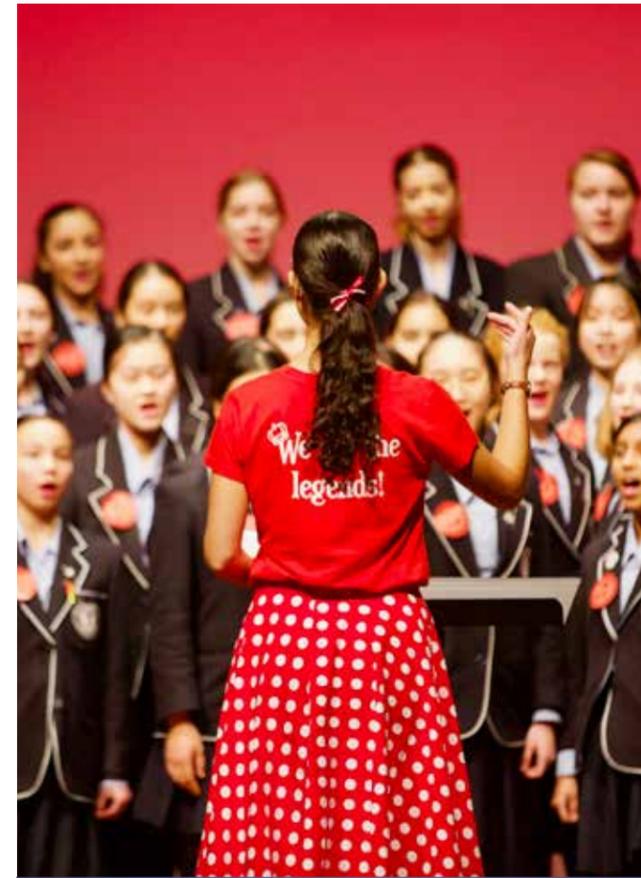


real world connections

A - L



Camberwell girls enjoy their health and fitness during House Cross Country (above) and House Athletics (below).



Our girls express their passion for music during the House Music competition.





Our annual House Dance competition always brings out the girls' creativity.



Audiences were enthralled by our Cabaret Night (above) and moved by the VCE Greek tragedy, Anitgone (below).





devices off... social lives on!

CGGS senior school staff say they are already seeing positive changes since the introduction of a new mobile phone policy last year.

The policy requires senior students to have their mobile phones turned off and in their lockers for the duration of the school day. Teachers and members of staff are also discouraged from using their phones in the schoolyard and only use them for educational purposes in the classroom.

Deputy Principal and Head of Senior School, Cathy Poyser believes the policy has made a huge difference.

"There has been an increase in physical activity and impromptu play around the school and we've also observed a lot more face-to-face interactions."

"There was an immediate and amazing change. It was very noticeable. The noise levels in the school have gone up. There is so much more talking and laughter - it's wonderful," says Cathy.

The policy is part of the school's Wellbeing Program and was enacted after careful consideration about the role mobile phones and social media play in mental health.

The CGGS team who were behind the development of the policy looked at worldwide studies showing that too much screen time had been shown to affect sleep, academic achievement and mental health.

Our policy ensures that CGGS students still have the best of what technology offers and our students continue to use iPads and laptops for class work. At the same time, we are educating them about the issues screen time can cause to mental health and wellbeing.

Cathy confirms, "As a school we've always been at the forefront of using technology in the classroom and we really wanted to acknowledge that it encourages creativity, collaboration and engagement with others globally."

Cathy says students were maintaining their use of screens, particularly mobile phones at recess and lunch, and not giving themselves the break they really needed.

"Now, at recess and lunch the girls are not on their phones, they're not checking social media, they're not looking at photos, or on apps. They're actually having real conversations."

"I know a lot of schools have similar concerns about mobile phone use, but I think we took the very bold and courageous step of saying we need to have a policy in place," says Cathy.

The school will continue to measure the success of the policy by asking for student, staff and parent feedback in a series of surveys and focus groups later this year.

"However, our observations confirm, it has definitely made a difference," says Cathy. "I think the students themselves would say they wouldn't go back. It's like we've provided them with a release valve. We've given them permission not to be connected to their phones."

why does the world need more eggs girls?



Mark - Director of School Operations / VCE Coordinator
Our girls are high academic achievers and use their intellect to shape the world into a better place for all.

Debbie - Principal Because Camberwell girls are generous and compassionate young women who are motivated to build a better world. They also make me laugh on a daily basis!

Ella - Year 9 Because we are problem solvers, forward thinking, energetic and fun. Most importantly, we care for each other and the world we live in.

Simrin - Year 11 Camberwell girls can do anything that boys can! Why wouldn't the world want more Camberwell girls?

Rita - Year 3 Because Camberwell girls are brave and independent. They work for their dreams, they push themselves to go further and to step out of their comfort zones. They always challenge themselves with learning, sports, art and music.

Emma - Deputy Head of Junior School The world needs more Camberwell girls to continue to stand up as informed advocates for the rights of women and the sustainability of our planet.

Susannah - Year 9 Because Camberwell girls are enthusiastic and positive people who are able to contribute to the international community in a pragmatic way.

a smiling success



children visually escape the scary procedure room by going on a virtual underwater adventure

Inspirational Women / Evelyn Chan



Initially designed specifically for needles, Evelyn reports clinicians are using it in creative ways, including for wound dressings, suturing, medical imaging and before anaesthesia or surgery.

Already, Smileyscope's award-winning VR experience has been enthusiastically adopted by clinicians at top hospitals and clinics in Australia and the U.S. "We're now focused on making it totally accessible - scaling it to hospitals and clinics in Australia, and around the world," says Evelyn.

It is estimated that over 60% of children have a fear of needles. They are traumatic for children and are actually the most feared part of a child's healthcare experience. If only we could find a way to break the association of a doctor's visit with pain and fear, it would be a huge relief for children and their parents.

Thankfully, with modern technology and a CGGS old grammarian, we are well and truly on our way!

In her role as a paediatrician at The Royal Women's and The Royal Children's Hospital, Dr Evelyn Chan (2003) witnessed many children anxious and distressed about having a needle.

"I knew there had to be a better way to manage the anxiety and pain during needle procedures. I started asking children what they would like to see, think and experience during needles," she says.

After a ground-breaking study and a rigorous, controlled testing trial on 252 children, Smileyscope was born. The trial found that with using Smileyscope, pain was decreased by up to 60%, distress decreased by up to 75% and the need for restraints was halved. In the study, 92% of children and 93% of caregivers wanted Smileyscope for their next procedure.

Developed by Evelyn, Smileyscope has been designed to make medical procedures better through virtual reality which is carefully designed to match the medical procedure. Smileyscope's underwater VR adventure uses patented technology to synchronise perfectly with the medical procedure. When clinicians are cleaning the needle site, the patient sees waves lapping at their arms. That needle prick? It's just a fish nibbling!

"The child wears a VR headset during their blood test or IV cannulation and they virtually escape the scary procedure room by going on an underwater adventure, which keeps them calm and still during their procedure," says Evelyn.

Whilst her days are quite different to when she was a paediatrician, Evelyn still spends most of her working week in hospitals. Some days she is training staff on how to use Smileyscope, supporting research, or discussing new opportunities.

"Other days I'm focused on the business side, meeting with hospital CEOs and investors, or writing grant applications. I also work with software engineers, hardware and big medtech and pharma companies."

Evelyn, whose youngest brother has autism, knew from a young age that she wanted to be a paediatrician. She witnessed her mum encountering upsetting experiences with healthcare workers in the 1990s and says her mum was often left feeling guilty and unsupported.

"I wanted to be a paediatrician to support families at their very earliest healthcare experiences based on my own family experiences."

The school is so proud of Evelyn for all she has achieved. Not only is she an Oxford Rhodes Scholar, she is also a CGGS scholarship recipient. "Coming from an immigrant family who started out with very little, I don't think I would have been able to go to CGGS without the generous support of the scholarship," she confirms.

We are so glad that the school was able to play a part in Evelyn's journey and we look forward to following her career.

Congratulations Evelyn!

there's always something breathtaking about welcoming new babies into the world

The Babes Project

Inspirational Women / Helen Parker



"My favourite part of it all is chatting to women as they go through the program and after they graduate from The Babes Project. I love hearing their stories and then being able to share these important reflections as I communicate our message with others," she says.

Every now and then, Helen's work also takes her into the delivery room, to support mothers during labour. "There's always something breathtaking about welcoming new babies into the world," she says.

Helen Parker OAM begins her days like you and I, "everyday starts with coffee" she says. However, the work Helen does, isn't your typical nine-to-five job. When Helen gets to work, she is helping 100's of women through pregnancy and early parenting, a time in their lives that for many, is joyous and full of support. But for the women Helen works with, this time of their lives, for a multitude of reasons, is fraught with crisis.

Not only are Helen and her team welcoming new babies into the world, they are welcoming new mothers to parenthood and she is extremely proud of that. "We have the added privilege of welcoming women into motherhood when their circumstances could have been dire, if she hadn't asked for help."

For the past 10 years, Helen's organisation, The Babes Project, has impacted the lives of over 700 'babes'. The Babes Project provides support and education to women who are experiencing some element of crisis in their pregnancy. These women are of all ages, ethnicities and religions, "the only prerequisite is that she agrees to wholeheartedly engage in our perinatal program, which includes fortnightly appointments, workshops and group lunches," Helen explains.

Over the past decade, Helen and her team have helped hundreds of women in need. Her team comprises of midwives, pregnancy support and administration staff. These people vary from volunteers to permanent staff and are all dedicated to providing the support that these vulnerable women need.

The Babes Project came about because of Helen's personal experience. "It began as a response to my own circumstances," she explains. "In my third year of university (20 years old), I had an unplanned pregnancy and quickly found myself isolated and vulnerable." Helen continues, "After my daughter was born, I became acutely aware that my story was being replayed in the lives of thousands of Australian women, and was alarmed that our society was not doing more to ensure young families began healthy."

Helen and her team have opened support centres in Croydon and Frankston and will be opening a new centre in Cairns this October. Together they have published a book, developed an app and created a national triage service.

Thanks to the help of a supportive mentor, who provided an office space and helped Helen create a plan for her vision, she finally launched The Babes Project in 2009. A dream that she had for so long, finally become a reality.

When reflecting on her time at CGGS and how it has shaped her career, Helen speaks fondly of her teachers educating her on problem solving. "I remember several teachers who worked hard to ensure my success. This wasn't always about achieving the best grades, but often focused on giving me strategies to overcome challenges and do my best."

This year Helen received the Order of Australia Medal for her service to pregnant women in need. We congratulate Helen on this amazing achievement and all she has accomplished.

This babe is a true inspiration to us all.

Helen's typical work day is far from typical, every day is different. Morning meetings, speaking engagements, visits to the support centres and lots of baby cuddles

parents & friends association

There are two key objectives for your Parents and Friends Association (PFA). We are probably most proud of and dedicated to friend raising over fund raising, as this underpins the concept of a connected community.

We try to offer an inclusive, one-school approach where every parent has an opportunity to get involved, to participate, and to feel welcome; regardless of their background, skill levels or language abilities. We just want to help parents to meet other parents, share in contributing to the school and, to model for our girls that contributing to our own community is not only good spirited, it is part of creating a connected community.

Just last week, I was at a 60th birthday and a full third of the hundred guests, were friends that the birthday boy had formed 30 years ago, with dads from his children's primary school. These same parents played golf with him, caught up at his kids sporting and music events, and supported him and his family when he successfully had a mandarin sized tumour removed from his brain. That is, just one example of what connected community looks and feels like.

This year, we have worked with the School Executive to develop the CGGS PFA Parent Engagement Strategy. Facilitated by myself and Linda Black (co-president), this group looked at who our main parent cohorts are and how we can best get them engaged and connected going forward.

The ways we help parents get connected at CGGS include:

Friends of Sport - where we cook BBQs at sporting events and support a celebration evening for our girls. This is a great opportunity for parents to meet others as they cook a sausage or hand out an icy pole, even if they're not very comfortable in meeting new people, or they don't feel they have sufficient language or technical skills to make a contribution.

The Second Hand Uniform Shop - open 14 days a year and is staffed solely by parents. These parents are happy and safe to lend a hand to help our girls find uniforms that fit well, comply with the school's uniform policy, all at a dramatically discounted price.

Friends of STEAM - has gained momentum over the last 12 months with parents working with the school, looking for opportunities to support and celebrate our children's achievements in STEAM. In its first year, we co-funded two NAO robots and a classroom set of programming laptops. Last year we contributed competition sets of LEGO which, within weeks of being requested had the girls competing in an international competition.

CGGS Swimming Club - another area where there is lots of parent involvement. Sitting poolside, watching kids compete every weekend is a great opportunity for parents to get to know each other, celebrate together and cheer the CGGS team on.

Friends of the Arts - one of our longest standing groups, has supported virtually every Music, Dance and Drama performance, along with the Service Soiree by providing pre-show refreshments to help people feel welcome while waiting for an event to begin. Every one of these events requires volunteers who always have terrific fun lending a hand, which is why so many of them come back time after time again.

International Parents - this group forms a large part of our community. We try to facilitate connections the moment they arrive, as they often come to CGGS possibly with limited English or friendship/support networks. Our International Parents' Liaison works tirelessly to engage parents by inviting them to morning teas and lunches so they can meet other parents in similar circumstances. The passion of this vibrant community is shown every year when 30+ parents get together for two days to hand make dumplings and spring rolls for the Summer Spectacular. Whilst their output is extraordinary, the noise levels and conversations are truly wonderful.

CamAssist - a confidential service provided by the school. Its role is to seek out parents to make meals to support families who are going through hard times. These are unsung heroes who only wish to help out another family in our community.

Class Representatives - there are two to three Class Reps for every year level who arrange informal events such as morning teas or weekend BBQs. The idea of this group is to give parents and families a chance to connect and socialise together and to share the delights and challenges of dealing with girls going through that year level.

PFA Meetings (twice per term) - for ANY parent to attend. These meetings provide an opportunity to hear from the Principal. It is also where we plan and resource our events such as Trivia Night, Summer Spectacular and Carols at Camberwell.

So, if you feel you'd like to help us foster your connected community, please email us at pfa@cggs.vic.edu.au or just come along to any PFA meeting you see listed in What's On.

John Downes
PFA President



The CGGS PFA events are a fun and relaxed way for the school community to connect throughout the year.



from the oga chair

the best mirror is an old friend and often they know you better than you know yourself



“It takes a village to raise a child” is something I hear quite often and I feel, a sentiment of being part of a village could be expanded to be true for your whole life. Life is about people, relationships, sharing times together creating memories that become part of the fabric of your life.

I've often spoken about the invisible tie that binds all Camberwell girls, one that covers all ages and one that is sacred in so many ways. This is a tie that can also be experienced and felt by parents, teachers, staff, anyone within the CGGS community; each of us experience this in different ways and at varying times, life can surprise us with this.

Friendships formed at school or within the school community can truly journey through life. The best mirror is an old

friend and often they may know you better than you know yourself at that time, there are no judgements, just love, care and support.

I recently celebrated a milestone birthday in Tuscany where a beautiful school friend Jessica Mancuso (née Allen) surprised me by coming along. Our friendship has spanned almost three decades, many countries, countless laughs and shared hard times. It provides such comfort that no matter where life may lead us, or which country we will live in next, our friendship will continue and I thank my time at CGGS for so many friendships like this, I am truly grateful for these.

It's often said that if a friendship can last longer than seven years, it will last a lifetime. When you think about this in the context of the school community, there are many opportunities to form these friendships. Friends can come in and out of your life and you really do never know where and when you will reconnect with a friend and how this

may change or impact your life. For me it's about being open to what will come, to each other, really being there.

What I love about CGGS is the palpable sense of community. The school community continues to evolve and connections are made between students, parents, teachers, staff, both past and present, it's these moments in time that we share and carry with us always.

So, today, the next time you cross paths with someone, take a moment to smile and have a real conversation, not one about how busy you both are, ask how someone is and really listen, you never know where this may lead and what memory you are starting to create...

Cara Davey
OGA Chair

Old Grammarian Association Meeting Dates

General Meeting
Thursday 8 August
7.00pm - 8.30pm
W102 / Woodstock Building, Level 1

AGM & General Meeting
Thursday 28 November
7.30pm - 9.00pm
Boardroom / Robinson Hall

OGA Public Speaking Competition

The Old Grammarian's Public Speaking Competition ran for the second year in 2019. Coordinated by current School Debating Captain, Charlotte Abbot and staff members Kate Manners, Jane Cameron and Reverend Helen Creed, the competition was enthusiastically received with 34 participants.

Competing across two rounds, we congratulate the finalists in each category:

Junior - Years 7 & 8
Ananaya Mittal (Winner)
Harini Balashankar (Runner Up)

Intermediate - Years 9 & 10
Emily Lin (Winner)
Georgia Tsirmiris (Runner Up)

Senior - Years 11 & 12
Katia Testarotta (Winner)
Christine Guan (Runner Up)

general news

Lynda Hanlon (1973)

We congratulate Dr Lynda Hanlon for obtaining a PhD from the University of Melbourne. Lynda commenced her thesis in 2013 and graduated last December.

Lynda's thesis explored Arbuscular Mycorrhizal (AM), an ancient, obligate fungus found in incipient sand dunes. Her research entailed field work, laboratory work including DNA analyses, and nursery experiments with exotic and native sand dune grasses that are symbiotic with AM fungi.

AM fungi is recorded in the fossil records, with the first plants on land (Ordovician, 460 million years ago). Lynda studied the fungus during her Honours year and with salt water in her veins, she knew that her PhD studies would involve coastal research.

Her thesis was titled, 'Coastal mycology: Boundary conditions for arbuscular mycorrhizal (AM) fungi in incipient sand dunes'. Lynda's work has implications for the restoration and conservation of coastal sand dunes, which are the interface between land and sea, and the first line of defence against sea level rise. Dunes are also the habitat of sea birds such as the Little Penguin and the endangered Hooded Plover.

Lynda may be a mature age student however, that hasn't stopped her from following her passion. "I am positive proof that it is never too late to study, and that some of us really are 'late bloomers', taking years to find what truly fires our intellectual thirst and capacities," she says.

What Lynda most remembers about her school years is the fun she had with the great friends she made, some of whom she is still in regular contact with. "We have become a savvy group of women, with wide-ranging skills, expertise and life experience."

Congratulations Lynda!



Sarah Moss (2013)

Sarah was recently awarded the Fred Ledger Prize in Urban Planning from the University of Melbourne. This prestigious award is presented to the Dux of the Master of Urban Planning Class for academic excellence.

The award is named after Professor Frederick Ledger, Victoria's first Professor of Town Planning and Regional Planning. He was also Dean of the Faculty of Architecture, Building and Planning at the University of Melbourne from 1973 - 1979.



In addition, Sarah was also the recipient of the Dean's Honours Award which is presented to the top 3% of the Master of Urban Planning cohort, once again, in recognition of academic excellence.

Sarah returned to the school as guest speaker at the Year 9 Mentoring Lunch held in June. The lunch formed part of the two-day Artificial Intelligence (AI) Conference and she spoke about how she uses AI as an Urban Planner, particularly in her current role as a Property Development Graduate at Lendlease. She spoke about the role of AI in the property/construction industry, including 3D modelling software and the use of virtual reality to improve community engagement.

Sarah spoke eloquently about her time at CGGS, her transition to the Bachelor of Environment at the University of Melbourne and studying abroad in Amsterdam and San Diego. She spoke to our students about the value of networking as she got her first job through connections made at a similar event.

Sophie Stafford (2008)

An Associate at Doogue + George Defence Lawyers, Sophie has recently been selected as a finalist for the Victorian Legal Awards in the category of Top 10 Rising Star of the Year Award. This award is open to all Victorian Lawyers, with under six years post qualification experience. Congratulations Sophie on this amazing accomplishment!

Sophie regularly volunteers at Liberty Victoria, where she dedicates her time

and knowledge to upholding the civil liberties and human rights at risk of being eroded by policies introduced by Commonwealth and State governments. Sophie also provides practical legal advice on a wide range of matters by volunteering at the Northern Community Legal Centre in Broadmeadows. She provides much needed legal assistance to the more vulnerable and disadvantaged members of our community, who have very limited access to legal assistance.

In addition, Sophie has held the position of Vice President of Road to Refuge since it was founded in 2012. A volunteer-based group, Road to Refuge focuses on changing the conversation on the issue of seeking asylum in Australia. They provide a platform to amplify the voices and perspectives of asylum seekers; highlighting their individuality, complexities and strength, rather than only their trauma, through compelling and ethical storytelling. It is best known for the Coffee Cup Project, which has seen over 100,000 coffee cups featuring asylum seeker Layla, whose story highlights the strength, courage and complexities of people seeking asylum.



Sophie was involved in the launch of High Alert, which was established in response to Operation Safenight, a Victoria Police initiative that sent patrols, sniffer dogs and plain clothed

officers to the nightclub district on Chapel Street. High Alert provides awareness, support and referrals to ensure people know what their rights are. Similarly, Sophie has been providing advice at legal workshops and speaking at community forums for DanceWize, a program of Harm Reduction Victoria. She has been able to dispense invaluable education to employees and volunteers on legal rights, working to reduce drug and alcohol-related harm.

Sophie was also instrumental in the design, coordination and the framework of Robot Lawyers, a pro bono initiative of Doogue + George to show their commitment to pro bono services and social justice. Robot Lawyers is a free service for people facing a minor driving or criminal charge who cannot afford a lawyer. Sophie was invaluable within this project which was launched in 2016.

In addition, Sophie is also a General Committee Member of both LIV Criminal Law Section and the Young Lawyers Law Reform Committee.

Congratulations Sophie!

wedding bells

Penny Simmons (Herbert, 2000)

After a romantic proposal in Paris, Penny married Thomas Simmons at the Lake Breeze Winery, Langhorne Creek, South Australia. Penny's sister Georgie (1998) was bridesmaid and there were many other CCGS old grammarians in attendance including Sarah Marshall (Emmerson, 1998). Jan Thomson (Pengilly, 1972) was also in attendance. She was the Matron of Honour for Penny's mother, Amanda Herbert (deceased). The couple will honeymoon in Europe in August, once again returning to Paris.



vale

Alison Rae Benjamin (Tobias, 1958) passed away peacefully on Sunday 10 March 2019 surrounded by loved ones. Big sister to Joan (1960), Anne (1963) and Jenni (1973 deceased)

Jeanne Lawler Marsden (1932) passed away on 19 December 2018.

significant birthdays

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

Happy 80th Birthday
Helen Lane, Helen Morris, Jeanette Hudson, Hilary Pineura, Penny Crump and Margaret Rudman

Happy 81st Birthday
Rhona Pamamul

Happy 82nd Birthday
Patsy Legg, Helen Barlow and Nancy Greenslade

Happy 83rd Birthday
Pamela Patterson, Shirley Kemp and Lorraine Nelson

Happy 84th Birthday
Judy Steinicke, Heather Collins and Pat Singleton

Happy 85th Birthday
Gwenyth Spencer, Margaret Warner, June Close, Lois Quon, Beverley Burnie and Pamela Green

Happy 86th Birthday
Dorothy Dunne, Margaret Grummet and Lois Brunt

Happy 87th Birthday
Barbara Briggs

Happy 88th Birthday
Betty Newlands and Elaine Rawson

Happy 89th Birthday
Marjorie Gribble and Heather Schroeder

Happy 91st Birthday
Elinor Moore

Happy 92nd Birthday
Judith Gunnarsson

Happy 97th Birthday
Pat Hayes

Congratulations and from all at CCGS, we wish you a wonderful year ahead.



remaining connected

Reunions

Class of 1979 - 40 Year Reunion

It was wonderful to welcome the Class of 1979 to the school to celebrate their 40 Year Reunion on Saturday 4 May. Thanks to all who came along – a fantastic afternoon filled with laughter, stories and many hugs.

Images 1 - 3: Class of 2009
Images 4 - 7: Class of 1989
Images 8 - 11: Class of 1979

Class of 1989 - 30 Year Reunion

The Class of 1989 came back to school on Saturday 18 May to celebrate their 30 Year Reunion. A wonderful catch-up for all, with guests coming from interstate and overseas to see former classmates as well as former chemistry teacher, Tim Arnold.

Class of 2009 - 10 Year Reunion

A brilliant evening was had by the women who attended their 10 Year Reunion on the evening of Friday 10 May. The Class of 2009 reminisced as their Year 12 video played throughout the evening. A tour of the school, included popping into Barbara Sutton Hall to take in a couple of musical items at the Cabaret Evening. A special thanks to staff, past and present who also attended this special night.



Upcoming Reunions

Sapphire Circle Lunch
Saturday 17 August, 12.00pm

Class of 2014 / 5 Year Reunion
Friday 30 August, 6.30pm

Class of 1969 / 50 Year Reunion
Wednesday 23 October, 12.00pm

Class of 2018 / 1 Year Reunion
Wednesday 20 November, 5.30pm

Captains of Camberwell
Wednesday 11 September, 6.30pm

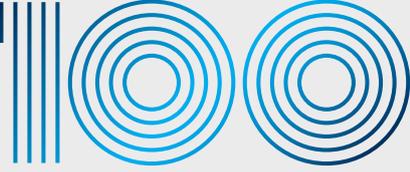
A special dinner for former Prefects, School and Vice Captains. Invitations to this event will be posted soon.

South Australia Reunion
Do you live in South Australia? Would you like to get together with other CCGS old grammarians in SA?

If you are interested in attending a SA reunion, please contact:
Karen Bartram
Alumnae Relationships Coordinator
bartramk@cggs.vic.edu.au or
03 9813 1166

Celebrating our Centenary in 2020

1920
2020



Year Anniversary



@CamberwellGirls



CamberwellGirlsGrammar



@wearecggs

Senior School / Administration

2 Torrington Street
Canterbury VIC 3126
T (+613) 9813 1166

Junior School / Ormiston

4 Mont Albert Road
Canterbury VIC 3126
T (+613) 9813 1965

Email camgram@cggs.vic.edu.au

cggs.vic.edu.au

ABN 79.004 166 349 CRICOS 00141J