



CamReview

2012 Annual Report

ENGAGE
INSPIRE
EMPOWER

Camberwell Girls Grammar School
An Anglican School - Educating Tomorrow's Woman



Our Mission

Camberwell Girls Grammar School provides the highest quality education from Pre-Prep to Year 12 in a caring, Christian environment.

Our Vision

Camberwell Girls Grammar School will be internationally renowned as one of Australia's most dynamic and innovative girls' schools, acclaimed for its commitment to academic excellence, its caring ethos and its community spirit. A Camberwell education will foster a love of learning and build strong foundations for life to equip each girl with personal values, knowledge and skills for tomorrow's world.

The School will encourage each girl to navigate change with confidence and strive to achieve her full potential in life. It will promote: participation, teamwork, a sense of community, service, initiative, independence, leadership, problem solving, effective communication and creativity.

Our Values

Our School is a Christian School in the Anglican tradition that warmly welcomes students of all cultures. As a caring community we value integrity, commitment and respect.


We educate our girls to seek wisdom through intellectual inquiry and spiritual growth, so that each of them may lead meaningful, worthwhile lives.

Introduction

The past year, 2012, was momentous in so many ways - the completion of the Woodstock Building, growth of the Foundation, the achievement of outstanding academic results, the girls' enthusiastic participation in a wide variety of co-curricular and leadership pursuits, the development of SHINE - a new pastoral program, planning for the Australian Curriculum, a new website, the introduction of iPads and the connection to AARNet.

Our staff are committed to excellence and our girls have a wonderfully positive approach to every aspect of their school lives. I am immensely proud of them all and it is a privilege to lead such a fine group of people in a period of exciting progress.

We are living in an era of fascinating social and technological change and a visit to Shanghai in November highlighted the common themes that many schools are addressing. Deputy Principal, Mrs Trena Jolly and I joined a number of our sister schools for a symposium at which each school outlined its current priorities.

We discovered there are common threads in our approach to curriculum, technology, pastoral care and service. Each of our sister schools has a culture of academic excellence and an ethos of service to the broader community and we are all responding to change through careful planning. This continuing dialogue is invaluable, particularly as we implement the School Council's Strategic Plan, which is focused on the provision of quality education. 



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School Founders

The Revd Hubert Brooksbank
Mr George Lawrence
The Revd James Schofield
Dr Walter Summons

Life Governors

Mr John Crow
Mr Tony Cant
Mrs Roma Drummond OAM
Dr Barbara Fary OAM
Dr Anne Goodrich
Mr William Hanscombe
Mr Alan Hawkes
Dr Paul Howard
Dr Irene Irvine
The Revd Gerald Wall

School Council

Adj Prof Belinda Moyes (Chair to Oct)

RN, BHA, MHP, MAICD, AFCHSE

Mr Tony Cant (Chair from Oct) B COM CA

Ms Chris Swan (Deputy Chair) JD, BA (HONS)

Mr Peter Slifirski (Deputy Chair) ARAIA

Mr Russell Munday (Treasurer)

B COM, FCA, F FIN

Mr Alok Agarwal B EC, CPA, F FIN

The Rev Greg Allinson

B ED (MELB), A MUS A, B TH (HONS) (RIDLEY), DIP MIN

Ms Christine Cussen GRAD DIP MKTG

Miss Cara Davey B BUS (MKTG/MGT)

Dr Jenny Hynson M.B.B.S., F.R.A.C.P., PHD

Mr David Kollmorgen B BUS (ACC) CA CFP

Dr Nigel Simpson MA (OXON), D PHIL

Mr Malcolm Weir B SC, B COM (HONS), FIA

The School Council has a strong compliment of members with extensive business and professional skills. In 2012, Mr Peter Slifirski joined Ms Christine Swan as joint Deputy Chair and the Council benefited from their wisdom and expertise. Mr Russell Munday continued as Treasurer and Mr Michael Arceri as Council Secretary. Council members spent many hours on School business in committee meetings and in their own private time. We thank them sincerely for their commitment to the School.

After 4 years on Council, and 3 as Chair, Adjunct Professor Belinda Moyes relinquished the role in October, to take up a new and demanding position in South Australia. We extend our thanks and wish her continued success and good fortune in her new role. We also thank departing Councillors Mr Alok Agarwal and Dr Jenny Hynson for their generous contributions to the School. Mr Tony Cant, former School Council Treasurer and current Chair of the Foundation, was appointed to the position of Chair of Council. Mr David Kollmorgen, a current parent and Treasurer of the Parents' Association, joined the School Council in November.

Council has the responsibility of setting the School's vision and goals. In the first half of the year, it approved the Strategic and Business Plan for the coming 3 year period. Quality Education is the key objective in this plan and there is an underlying focus on sustaining excellence in all aspects of the School.

Property Committee

The provision of 21st Century facilities is an essential part of delivering a quality education. The completion of the Woodstock Building, on time and within budget, was a major achievement. In April, Premier of Victoria, Mr Ted Ballieu, officially opened this magnificent new facility. This ceremony marked the end of a thorough planning and efficient construction process and represents one of the largest capital initiatives in the School's history. The Woodstock Building incorporates the latest technology, has flexible teaching spaces, concept learning rooms, integrated common areas and a resource hub.

An interactive environmental science garden highlights the importance we place on sustainability. The Library/Resource centre and the Year 9 and 10 centres have been designed to address the future needs of our students and connect our girls in their journey towards VCE.

We extend our thanks to the members of the Property Committee - Mr Peter Slifirski (Chair), Mr John Crow (Life Governor and former Chair of School Council) and Mr Tony Herbert (grandparent of a current student and a construction engineer).

After the completion of this project the Property Committee turned its attention to the Sports Field/Amphitheatre Project. This final piece of the School's current Master Plan will be invaluable in enhancing our Physical Education and Sporting Programs. It includes 4 multipurpose courts for Netball, Tennis and Basketball.

The inclusion of a 100m Running Track, Long Jump Pit and natural grass for field events should ensure that we not only continue to develop our athletes but also encourage more girls to participate in these activities. The Sports/Science facility is a major highlight. State-of-the-art technology will enable students to capture, review and analyse performance in striking, swinging and kicking techniques.

In addition, the School continued to invest in the refurbishment and upgrading of existing facilities. Projects included the fit out of several offices, a new Uniform Shop, a Student Services area, media studios in Art and a TV studio with a control room and editing booth. Exterior panels were replaced on the Dorothy Hall Wing, the pool services were upgraded, shade sails were installed in the Early Learning Centre, blinds were fitted in the Year 6 classrooms and new handrails were installed in Mountfield House. The Maintenance Team also constructed Library furniture, display panels for CamART and commenced work on the new Foundation classroom. We thank Mr Rob Gossip and the entire Maintenance Team for their hard work and willingness to be flexible and accommodating. They are quiet achievers - getting on with the job, working around building developments and students - always in a cheerful manner.

Finance

All of these initiatives would not be possible without the prudent and sage management of the Finance Committee. Another year of excellent financial results is highlighted through the modest borrowing for the Woodstock Building and Council's confidence to commence development of the Sports Field. We thank Mr Russell Munday (Chair) and the Finance Committee - Ms Christine Cussen, Mr David Kollmorgen and Mr Malcolm Weir for their efforts.

Foundation

The CGGS Foundation is a pioneering and important initiative of Council. Its aim is to provide quality learning facilities and a range of scholarships for students who would otherwise be unable to experience a Camberwell education. The Committee, which is chaired by Mr Tony Cant, developed clear plans, protocols and policies and the Foundation expanded its membership. The Committee was joined by Mrs Kiely Drew (Parents' Association) and Mr David Kollmorgen (School Council and Parents' Association) and work commenced on implementing the Needs' Register. We thank Dr Jenny Hynson for her thoughtful work in developing a framework for the Needs' Register.

Risk and Governance

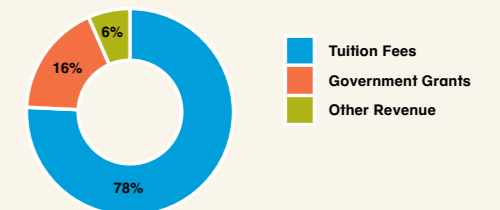
The Council clearly has a commitment to best practice in governance and this was exemplified in the establishment of a Risk and Governance Committee. We thank the Chair of this Committee, Ms Christine Cussen, for her work in laying the foundations for the important work that is being undertaken in this area and the committee - Ms Cara Davey, Mr Nigel Simpson and Mr Alan Hawkes (Life Governor and former Treasurer of the School Council) for their wise advice.

Conclusion

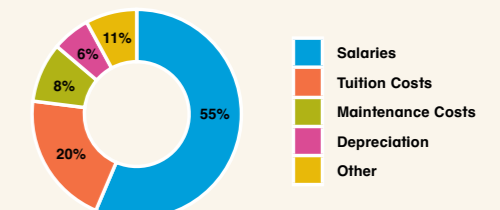
The School continues to be managed wisely, enrolments are excellent - particularly in light of the continuing uncertainty in world economies, surpluses from activities continue to be allocated to new building projects and infrastructure development, all areas of the very ambitious Master Plan have been addressed and the academic results continue to maintain Camberwell's tradition of excellence. The School Council is very proud of the School, its staff and students.



CGGS SCHOOL INCOME 2012



CGGS SCHOOL EXPENSES 2012



2012 was a year of growth, strong engagement, inspired planning, affirmation, empowerment and celebration. Enrolments grew in all sections of the Junior School and resulted in an additional Early Learning 4 group. The establishment of a new Prep class for 2013 and waiting lists for other year levels is a clear indication of the excellent education provided by the Junior School staff.

Compliance is a growing part of every school's operations. Indeed, attendance is one such area. The Junior School attendance rate was 95.87%.

During 2012, The Federal Government trialed a new compliance program for the early years entitled the National Quality Improvement Plan. This program sets the standard against which early childhood services are assessed. Our ELC was part of the trial and throughout Semester One, staff audited their programs and procedures against the new standards. Assessors spent 2 days observing classrooms, interviewing staff and sighting relevant documentation to ensure that best educational practice is part of the everyday experience for every Camberwell child.

The report affirmed that our ELC provides excellence in every facet of the educational program including facilities - which exceed the national standards. We congratulate our highly dedicated Early Learning staff on this first rate outcome.

ENGAGED in Learning...

Classroom teachers worked in teams to address the changes in the new Australian Curriculum. Mathematics was audited against the Australian requirements, with staff agreeing on a consistent format in all strands. Work on English, History and Science followed a similar pattern. During this process, professional collaboration with Senior School Science staff was beneficial and led to the development of an exciting and innovative new program. Science planning was further enhanced by a significant relationship with staff from the Education Faculty at Monash University. This saw the Year 4s travel to the Gippsland Campus to engage in experiments and conversations with pre-service teachers. The program was so successful, it is continuing in 2013.

Professional Learning Teams

underpin staff development. With many metacognitive practices already embedded in their teaching practice, staff turned their attention to formative assessment, differentiation of the curriculum, teaching English as a Second Language (ESL), peer observation/feedback and ICT. Junior and Senior School teachers began to develop an mLearning scope and sequence from Prep to Year 10 and iPads were provided for all staff. They quickly became part of our teaching repertoire.



Personal Development Programs build confidence, resilience and engagement. In addition to components such as Bounce Back and the Friendship Saver Program, a specific value was chosen each fortnight, as a focus for all classes. The aim was to develop a strong sense of wellbeing and this was reinforced at assemblies. Parent Information Evenings also supported the Personal Development Program. Topics included Keeping Your Child Safe in Cyberspace, as well as a session on the importance of Developing Resilience and Self Esteem, which was coordinated by our School Counsellors.

Raising awareness about the importance of service develops deep values and compassionate hearts. The Junior School community continues to be exceedingly generous in it's support of Melbourne's vulnerable families and it is important for students to have a voice in social service. This helps them to understand that to whom much is given, much is expected. The children nominated charities with which they are affiliated or which capture their compassionate hearts. Discussion about which charities they ultimately supported took place during the Student Council meetings. Continued support was extended to Nyasha, a Kenyan child who is supported through World Vision, the Anglicare Winter Warmth Appeal and the Christmas Food and Toy Appeal.

INSPIRED Extended and Challenged...

Junior School students were extended and challenged in a variety of programs, excursions and incursions. These included the Mathematical Olympiads, the Gateways Offerings and the Premier's Reading Challenge, which saw 100% participation from Prep to Year 6. The Annual Interschool Chess Competition for Girls was again hosted by Ormiston and attracted over 100 participants. Numerous in-house competitions such as OzSpell and Mathletics and activities such as World Maths Day involved every student in interactive hands-on activities.

Visiting the Laboratories each week at the Senior Campus to conduct a wide variety of experimental work was a major highlight for Years 5 and 6. **Science Week** proved to be a particular highlight of the extension program. The focus was sustainability in the community. The week was celebrated with special activities including the launch of the inaugural Science Quest and a number of mothers, for whom Science acted as a springboard in their career, described their work during assembly.

Our Junior School Art teacher, Mrs Joan Vida, coordinated an outstanding **Art Exhibition**. Every student had at least one piece of work on display and exhibition visitors were able to vote for their favourite piece. We congratulate all of our artists and thank Mrs Vida, Mrs Joanne Whiffin and the parents who assisted in setting up. Mrs Vida also offered an Art Extension Program so that budding artists could explore their interest.

Late afternoon **Mountfield Maestro Concerts** in the School Chapel are an established part of the annual Music Program. The Chapel was filled to capacity for each concert, with many girls taking the opportunity to perform more than once. We thank Ms Carena Khoo for her meticulous organisation.

The demand for **Speech and Drama** lessons continued to grow and the program expanded to include students from Prep to Year 6. Parents were entertained during whole group performances as well as individual performances.

The **Library** provides an excellent service and coordinates many activities including the much-loved Book Week. Additionally, award winning children's author, Mr Mark Greenwood, visited to speak to Years 3 to 6. This forum was arranged to promote both Australian History and a love of great Australian stories. We congratulate Mrs Sheila Cooper for coordinating this initiative.

The **Pirate Factor** was written, produced and directed by our Year 5 teacher, Mrs Kath Buckingham, assisted by Ms Carena Khoo. They engaged, inspired and empowered every member of the Junior School. The production was a wonderfully humorous showcase of the talents of all students from the Early Learning Centre to Year 6, and the astonishing gifts of a robust staff ensemble that produced a rollicking rendition of 'We are the Pirate King'.

Sport for the upper primary students took on a new look and complemented the regular Interschool competitions. Before school Swimming and Running groups attracted almost half of our Year 4 to 6 students, and some keen staff. In Term 4, Water Polo for Year 6 quickly became popular and after school Netball teams were formed, with Years 4 and 5 participating enthusiastically in training and matches. We congratulate Mrs Kerry O'Callaghan on these initiatives. In addition, a significant number of students represented Camberwell in District and State Swimming, Cross Country and Athletics competitions.

The Annual House competitions saw strong participation and sportsmanship from all students with House Leaders working hard to promote teamwork and enthusiasm. The House Results for 2012 are:

COMPETITION	WINNING HOUSE
Athletics	Taylor
Cross Country	Singleton
Swimming	Schofield
Tabloid Sports	Lawrence

When adults lead by example, children follow...

The engagement and inspiration of the whole family in all that Camberwell offers is important in empowering students. When children sense their parents are happy to become involved in the School community, there is a flow on effect to their learning and development. We thank sincerely, the many parents who committed their time to attend and facilitate events.

Working as a team is one of our greatest strengths. Working as a team demonstrates to students that everybody has a part to play in achieving a common goal. One of the other benefits is that children know that they are valued for their active participation and involvement, which ultimately leads to their personal growth, confidence, satisfaction and enjoyment of school.

We thank our Head of Junior School, Mrs Glenda Bushell for her superb contribution, the Team Leaders Mr Paul Donohue, Miss Kate Giles and Mr Craig Goodwin, the classroom and specialist teachers and our Administration staff, in particular Miss Justine Clancy. We also thank Miss Ashlee MacKinven (EL3) who left to start a family and Miss Melissa Gossip (EL4) who left to travel. 📍

UTILIS IN MINISTERIUM





Senior School staff and students moved into the Woodstock Building with great excitement and after a very short period of adjustment, settled into routine. It was marvellous to have the Year 9s and 10s in their own purpose designed centres and the breakout areas were quickly put to use as learning and recreational spaces. The move into the new Library was also accomplished smoothly and this welcoming new environment saw a Homework Club established. Year 6 girls soon joined the group and enjoyed working here after school.

2012 was also a year of planning for the new Australian Curriculum and our Heads of Department and Pastoral Care staff reviewed their Programs. The result of both was exceptional and provided an excellent base for the year ahead. We congratulate all involved.

ENGAGE and Connect...

Our Head of **Pastoral Care**, Mrs Cathy Poyser, together with the Year Level Coordinators, Counsellors and Support Staff provided outstanding support to students and families. This included offering student workshops on Study Skills, Goal Setting, Cyber Safety, Digital Citizenship, Body Image, Self Esteem, Gratitude, Resilience and Overcoming Adversity. Parent Seminars were also conducted on topics which included Helping Your Child with Homework, Staying Fit and Achieving, The Importance of Sleep, Adolescent Depression and Cyber Safety.

A major review of Pastoral Programs resulted in several initiatives. A Pastoral Care Model and a clear definition of the 'Attributes of a Camberwell Graduate' provided direction and ensured continuity within these Programs. The policy framework was also revised to reflect changing government regulations and the evolving social environment, particularly with respect to social media. A summary of this material is available in a new student booklet.

We are particularly excited about two of the initiatives, which emerged from the review. The first is a Program for Years 7 to 10 called SHINE, and the second, is a Mentoring Program that is being delivered by Years 11 and 12 students. This assists Senior students to build strong links with younger members of their House. Both changes support the Pastoral Team's aim of maintaining a strongly connected community.

The Senior School student attendance rate was 96.49%. We thank Mrs Cathy Poyser (Head of Pastoral Care), the Year Level Coordinators - Reverend Helen Creed (Year 7), Ms Jane Cameron (Year 8), Ms Kath Woolcock (Year 9), Mrs Helen Pappas (Year 10), Ms Wiebke Kleine and Mrs Maxine Ewens (Year 11), Mrs Louise Carroll (Year 12) and the School Counsellors - Mrs Paula Kolivas and Mrs Beth Sarlos.

Pastoral Care

Students to SHINE @ Camberwell

Young people face many challenges.

These may be at school, at home or in the wider community. Moreover, adolescence can be a period of excitement, enthusiasm and minimum fuss, or it can be a time of mixed emotions and stress. To help our Years 7 to 10 students through this time, our Pastoral Care and Student Support Team implemented an initiative called SHINE.

The main aim is to encourage girls in Years 7 to 10 to become active citizens of CGGS. This includes committing fully to academic pursuits, participating in a wide variety of co-curricular activities and demonstrating leadership skills and service. In turn, the girls will develop important life skills, experience Camberwell's unique culture, make vital connections across the year levels and develop even more positive relationships with their teachers.

SHINE supports the School's commitment to educating the 'whole' person – spiritually, emotionally, intellectually, physically, socially and aesthetically.

Throughout the year, girls set academic goals, evaluate their approach to learning, and participate in an area of interest from the Extension Program. In addition, they are also encouraged to participate in at least 2 co-curricular activities such as sport, music, drama or public speaking, at either a School or House level. This creates connections across areas of common interest, widens friendship circles and creates a healthy balance between work and fun.

Leadership roles are rotated and everyone is encouraged to take part in programs such as The Duke of Edinburgh's Award, Social Justice program or an external club.

Camberwell students are always encouraged to live the School values of Integrity, Commitment and Respect and to uphold the School's expectations in relation to formal policies including the Pastoral Care Agreement and ICT Digital Citizenship.

We are positive that working through all elements of this new program and obtaining The SHINE Award will be an extremely valuable and rewarding experience that creates a seamless transition through adolescence. The skills and lessons learnt will act as a resource for lifelong citizenship and service.

Mentoring to Build an Even Stronger Culture

The Mentor Program is based on a strong belief that fostering cross-age peer relationships enhances student connectedness and commitment. Our Program allows time for new and younger students to make connections and to form friendships with senior girls - further promoting our special community spirit and ensuring that all students feel a genuine sense of belonging. It also offers opportunities for Year 11 and 12 students to collaborate as a team and refine their planning, leadership and public speaking skills.

The Mentor Program is centred around the widely respected 'You can Do It!' Education philosophy, founded by Professor Michael Bernard and is based around capabilities that students need to develop in order to be successful at school. These are - Confidence, Persistence, Organisation, Getting Along and Resilience. In addition to these core principles we use the 12 Habits of Mind - Accepting Myself, Taking Risks, Being Independent, I Can Do It, Giving Effort, Working Tough, Setting Goals, Planning My Time, Being Tolerant of Others, Thinking First, Playing by the Rules and Social Responsibility.

It has been wonderful to observe senior students planning and presenting lessons and there have been many constructive discussions about how to engage younger girls.

Year 12 Mentoring Captains, Georgia Campbell and Georgia Mitropolous are responsible for leading a group of enthusiastic senior students to facilitate the Program. They say: "The sessions that we have run so far have been really well received. Our aim is to enhance the special Camberwell culture. Already, we've seen strong participation from younger students in House Dance, Drama and Cross Country and strong bonds and connections are being made with girls across different year levels." (Georgia M)

"In the not too distant future, these girls will be the leaders of the School. Our sessions on topics such as organisation, persistence and resilience along with participation in other programs such as SHINE will definitely help to equip them with the vital skills required to be great Leaders." (Georgia C)

Feedback from participants, parents and staff has been extremely positive and we look forward to the next round of sessions. 📢



In the not too distant future, these girls will be the leaders of the School ...SHINE will definitely help to equip them with the vital skills required to be great Leaders. 📢

INSPIRED to Learn...

Inspirational teachers are undoubtedly the key factor in building and maintaining quality education. Our staff is dedicated to developing the School's Academic Programs and to assisting students to achieve excellence. The School is committed to investing in their development. We thank Mrs Trena Jolly (Deputy Principal) and the Heads of Department for their commitment to the School. They responded magnificently to the Federal Government's Transformation Agenda for Schools and the first stage of the Australian Curriculum.

Three key strands underscore the **English** component of the new Curriculum: Language, Literature and Literacy. Broadly, these strands aim to:

- Enrich the lives of students and expand the scope of their experience through the study of literature.
- Establish effective skills of communication.
- Develop their ability to interpret and create texts.

Additionally, there is a broader scope of texts at all year levels, including texts from Indigenous and Asian cultures. While many of the printed texts that have enriched students' lives for generations have been maintained, there is an increased focus on digital and visual literacies.

The study of non-print texts will vary from the graphic fantasy novel and film of Neil Gaiman's, *Coraline* in Year 7, to the film, *Rabbit Proof Fence* in Year 9. The latter explores the plight of the Stolen Generations in 20th Century Australia. Acknowledging the Australian Curriculum's increased focus on Australia's engagement with Asia, the Year 8 English course includes a comparative study of Li Cunxin's book, *Mao's Last Dancer*. Students will explore aspects of the original novel and make comparisons with the film of the same name and the children's version of the book, *The Peasant Prince*. In addition, the students' application of ICT was enhanced by the introduction of iPads at Years 8 and 9 and we are hopeful that the TV studio will provide a springboard for the creative use of digital technologies at all year levels.

The **History** Department also planned meticulously for the Australian Curriculum. A review provided an opportunity to introduce new learning activities and resources that will challenge students and promote active learning. The discipline of History is concerned with building mental frameworks that enable students to understand and assess the available evidence and data. This true learning empowers students to take ownership of their progress.

With this end in mind, the History Department developed strategies to ensure that the essential skills of historical study are embedded in the curriculum. These are chronological thinking, historical comprehension, analysis and interpretation, research capabilities and synthesis and decision making. Staff are looking forward to delivering an interactive and engaging curriculum to our young historians.

The **Mathematics** Department has been exploring and refining aspects of the Australian Curriculum in Mathematics over the past 3 years. Essentially, the curriculum provides students with the vital mathematical skills and knowledge in the areas of Number and Algebra, Measurement and Geometry, Statistics and Probability. The Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning are an integral part of the mathematics content across all the topics of study at every year level.

'Understanding' builds knowledge of mathematical concepts and the ability to apply them; 'Fluency' allows students to develop skills to recall the appropriate facts and concepts necessary to answer questions; 'Problem Solving' allows students to interpret, formulate, model and investigate problem situations and, 'Reasoning' teaches students to analyse, prove and explain their thinking and justify the strategies that they use in solving problems. The Mathematics staff are looking forward to implementing the curriculum after their extensive preparation.

The **Science** Department's review of courses was affirming and demonstrated that our existing courses already provide many challenging opportunities that meet, or exceed, the content and skills outlined in the National document. It also created opportunities to enhance the program with stimulating material that develops further our students' analytical and investigative skills.

In Years 7 and 8, the ways in which students analyse data from first and second-hand sources has been strengthened to encourage critical analysis of information for the effects of error and bias. The Year 9 focus is on developing scientific models, which can be used to explain many aspects of our modern world, including sustainable practices, and the constant development of new technologies. Year 10 continues to provide the opportunity for in-depth study of the key areas of Biology, Chemistry, Physics and Psychology - each taught by teachers with specialisations in these fields. The specific content of the Australian Curriculum is underpinned by the development of scientific skills and explores the influences and uses of Science in the world. A defining aspect of Science at Camberwell has always been the exploration of connections between the students' experiences outside the classroom and preparation for the use of Science in the exciting, yet unknown challenges of the future. This established pattern was of inestimable value in preparing the new curriculum.

A number of breadth units will be incorporated into the Australian Curriculum. Work has commenced on this aspect and a new **CHALLENGE Program** will be introduced with multidisciplinary units having an underpinning framework of 21st Century skills. The skills are grouped in five areas: solution finding, information processing, creativity, collaboration and communication/presentation. We are excited about this aspect of the new curriculum and I am delighted that it has a strong underpinning framework.

We are confident that the implementation of the Australian Curriculum will progress smoothly and that the innovative and thorough work completed by staff will maintain our record of academic excellence.

mLearning...

The introduction of iPads and the development of an mLearning strategy reflected the ways mobile technologies are revolutionising our lives and transforming the way we gather and process information, perform our work, solve problems and communicate. Mobile technology is also an increasingly important tool for education. All teaching staff and students in Years 8 and 9 were provided with iPads. Some staff focused on using internet and intranet resources, others began to develop eBooks, which will undoubtedly replace traditional texts in the near future.

Student, parent and staff surveys were helpful in identifying areas that needed to be addressed and both Academic and Pastoral Programs were amended accordingly. We thank Mr Kim Perkins (Head of Information Technology) and Mr Sam Denniston (Head of eLearning) and the staff for their thoughtful response to the introduction of an mLearning strategy. We also acknowledge the support of the Federal Government in providing Digital Education Revolution funding.

Significant changes to infrastructure are essential to support mLearning. New servers were installed and the wireless network upgraded. This allows access for large groups of students in all locations and caters for the use of multiple devices.

In August, CGGS was one of the first Victorian schools to be connected to the Australian University Network (AARNet).

This enables a bandwidth of 1 gigabyte per second, which in turn, allows for heavy use of high definition video conferencing. The first test of this initiative saw a most successful online debate with an interstate school, an activity that will no doubt be replicated and enhanced during 2013.



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Our Faith and Worship Captains worked hard to nurture the spiritual life of all students. They took part in Junior School Chapel Services, worked closely with the Social Justice Captains, sold fairy floss to raise money for Care Corner Orphanage in Thailand and shared the leadership of the Mustard group. A new initiative involved placing a question box in the Library for students to write down their questions about God and Christianity. These questions were explored in Chaplain's assemblies.

Other highlights included:

- The Annual Founders' Service, held at St Mark's Church. Our guest speaker was the performance poet Mr Cameron Semmens, who explored what it means to be a true friend and what it means to enjoy friendship with God through Jesus.
- The joyful confirmation of Celeste Staaf (Year 7) by our Regional Bishop, the Very Reverend Barbara Darling.
- A Junior School Concert about how God created us to be extraordinary.
- Generous performances by our talented musicians at a number of occasions within the broader community such as the World Day of Prayer at St John's Church in Camberwell, the St George's Patronal Festival in Flemington and the Victorian Council for Christians and Jews Annual Dinner.

We thank the Reverend Helen Creed and the Reverend Dr Duncan Reid for their caring leadership of this vital aspect of the School and congratulate Dr Reid on his thoughtful comments on the place of Religion in the Australian Curriculum. An article written by Dr Reid was published in the Religious Education Journal of Australia. In summary, it said:

Making space for Religious Education in the National Curriculum

The basis for the new curriculum, the Melbourne Declaration on Educational Goals for Young Australians, lists a number of themes touching on religious values. One of the precursors to the Melbourne Declaration included the following statement:

Perhaps the greatest wrong we have done to our children is... the creation of a culture that gives them nothing beyond themselves to believe in... It is imperative to create a culture... that gives people, especially the young, faith in themselves, hope for the future, and meaning and purpose to their lives.

RE can be taught in many different ways: 'Into Religion,' 'About Religion' and 'From Religion'. 'Into Religion' describes the older model of religious instruction, socialising students into a particular religious community. Education 'About Religion' refers to the descriptive approach of comparative religions programs. A third approach is education 'From Religion', in which the student is supposed to consider different answers to major moral and religious questions in order to develop their own views. In practice, Religious Education will rarely fall neatly into any one of these three categories, instead Religion is best taught as a multi-faceted resource for life, and therefore should aim for the third of these approaches.

Dr Reid went on to argue that while RE can be a safeguard against indoctrination, of both the religious and the secular varieties, it can also be important in identity formation.

Secularism has been identified as the unspoken ideology of popular culture and the hidden process of indoctrination in education. But 'we ought also to consider the possibility that God is real and that we ourselves are products of a culture that discourages belief'. We do our students an existential disservice if we fail to induct them into a way of thinking that recognises this possibility. Indeed, a Nation whose education system omits or trivialises this area of discussion may be doing its citizens an existential disservice. We should be concerned with the consequences of secularisation by omission... the role of Religious Education to question, demystify, and open a range of options.

This point was followed by a discussion of the relationship between religion and identity, especially in the context of the increasingly fluid and non-linear senses of identity that are emerging. No longer as something inherited from parents and mentors but rather to be constructed from a multiplicity of possibilities. Here RE 'can be an important support for identity formation', that provides individuals with 'tools to understand their own purpose as human beings, and opens pathways to living and acting in a multicultural, global world'.

In the arguably increasingly religious age and region in which we live, there is an entitlement to positive RE. The teaching of Religion in schools needs to be more sophisticated, not less. The threat of religious extremism in particular calls for attention. The issues are too important; simply to be avoided on the naïve assumption that Religion is destined to wither away. There may be positive spin-offs as well, in terms of students' ability to 'make sense of the world' and sense of 'self-worth, self-awareness and personal identity' leading to greater 'emotional, mental and spiritual wellbeing'. We may just find ourselves preparing our students better for life in the future, with wider options and grander, more comprehensive worldviews.



...It is imperative to create a culture... that gives people, especially the young, faith in themselves, hope for the future, and meaning and purpose to their lives.



Competition Results

Visual Communication and Design:

Clara Yap and Greta Zhao (Year 12), each had pieces selected for the VCE Top Designs Exhibition. Hannah Fethers (Year 11) was awarded a Scholarship to attend the Australian Academy of Design on completion of Year 12. Ella Chen (Year 11) was placed second in the National Graphics Magazine Cover Design Competition and 6 others students received commendations.

Geography: Sixteen students received High Distinctions in the Australian Geography Competition and a further 32 students received Distinctions. High Distinctions were awarded to: Emily Bennett, Hayley Dickinson, Samantha Lai, Isabelle Leng, Janet Liu, Jessica Ngan, Melissa Poulton, Gabriella Thangm and Victoria Xu (Junior Section) and Charmaine Chan, Jennifer Hung, Georgie Hynson, Julia Petousis, Madeleine Smith, Maddy Tse and Natasha Xydias (Intermediate Section).

History: In the National History Competition Olivia Staaf (Year 9) reached the Regional Final and Elisabeth Sandbach (Year 12) reached the State Final. Elisabeth added to her long list of major History Awards with a 2nd place in the National John Button Essay Prize. In their respective sections of the Australian History Competition, Cindy Jiang and Hayley Dickinson (Year 8) were placed in the top 10% in Australia and Cindy Hu, Genevieve Melten and Simrin Khanna (Year 8) placed in the top 15% in Australia.

LOTE: A wonderful study tour to China and our sister school, No 3 Girls' School in Shanghai, undoubtedly built language proficiency. The following girls achieved High Distinctions in the ACER (Chinese) Australian Language Competition for 2012: Benecia Cheong (Year 9), Miki Wada, Laverne Tiong, Heidi Cheng and Octavia Nakos (Year 10). Distinctions were awarded to: Carina Rae, Leni Schiller and Soo Mak (Year 10).

French: The Alliance Française Competition saw outstanding results with Priya Agarwal (Year 12) placed 3rd overall. There were High Distinctions and finalists at every level. Poetry Recitation – Katherine Jin, Hannah Moran (Year 6), Cara Ellis, Laura King, Zoe Sakell, Rachel Weerasiri, Lauren Weston (Year 7), Shirley Ding, Cléa Derozier, Cindy Jiang; Simrin Khanna Olivia Lawrie, Amy Ma, Zoe Mark, Cate Vesely, Ella Weston (Year 8), Hollie Goad, Amanda Tan (Year 9), Maggie Du, Isabelle Ho, Jessica Zhuang (Year 10). Oral Presentation/Conversation – Priya Agarwal and Louise Rait (Year 12).

Students of French were also able to test their skills during the biennial Tour to Lyons and Paris.

German: Jessica Chow (year 11) was awarded a prestigious Scholarship from the Society for Australian German Student Exchange. This enabled her to spend the summer holidays in Germany improving her language and experiencing German life and culture. Three students gained prizes from the German Embassy in Canberra, they are: Julia Blencowe in (Year 12), Kathy Wang in (Year 11) and Melody Wong (Year 10). Six students gained High Distinctions and seventeen gained Distinctions in the Assessment of Language Competence Certificates organised by ACER. Those with High Distinctions are Bernadette McGuinness (Year 10), Andrea Ko and Odette Simpson (Year 11), Sarah Cobb-Clark, Louise Howard and Harmony Wong (Year 12).

Mathematics: Results were excellent in all external competitions. Madeleine Tse (Year 9) received a Distinction in the Intermediate Section of the Australian Mathematics Olympiad. Lucy Goss (Year 8) was awarded a trophy in the Australasian Problem Solving Mathematical Olympiad and Emma-Jane Gust and Lucy Goss (Year 8) both received High Distinctions in the Mathematics Challenge for Young Australians.

In the Australian Mathematics Competition High Distinctions were awarded to Tianlin Fan and Jessica You (Year 7) with Jessica receiving the Prudence Award for the most number of consecutive correct answers. Many students also received distinctions.

Science: Seventy-seven students participated in the ICAS Science Competition with 7 High Distinctions and 33 Distinctions. High Distinctions were awarded to Zoe Tang-Chong (Year 7), Emily Bennett, Phoebe Bennett, Lucy Goss, Nikki Sze, Gabriella Thang and Amie Xie (Year 8).

In the National Chemistry Quiz there were 7 High Distinctions and 10 Distinctions. High Distinctions were awarded to Milly Bishop, Jessica Chow, Alicia Jiang, Ruth Lai, Jessica Maung, Ashika Ramamurthy and Laura Spry (Year 11).

The **NAPLAN Results** for Years 3, 5, 7 and 9 were excellent also. Camberwell **exceeded** the National Median in all areas of assessment.

NAPLAN Results

CGGS / NATIONAL MEDIAN 2012

Year	Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
3	498	421	489	423	479	415	554	427	477	477
5	566	496	558	479	573	496	565	492	571	487
7	611	542	595	517	600	545	623	546	631	533
9	634	575	629	554	643	579	643	572	661	576
	CGGS	National	CGGS	National	CGGS	National	CGGS	National	CGGS	National



CHALLENGED to Serve ...

An ethos of service complements our strong academic culture. This ethos can be seen clearly in the Social Justice Program, which fosters citizenship, generosity and compassion. Many students embrace the ethos in their private lives – this is undoubtedly the test of a successful program. Sarah Colahan, Elysha Lall, Sarah Moss, (Year 11) and Louisa Janssen (Year 12) were inspiring Social Justice Leaders and coordinated many worthwhile activities. Additionally, Sarah Moss volunteered in a number of community activities beyond the School, and as a result, she received a Boroondara Award for Outstanding Citizenship at the 2013 Australia Day celebrations.

As always, Social Justice Week focused on raising awareness and education. A 'Poverty Café' saw students pay 40c to purchase a mosquito net for a child in a country where malaria is prevalent, an activity called 'Leaves of Hope' encouraged everyone to write a wish, a hope or a prayer for someone else and 'Ribbons for a Reason' highlighted support for a variety of causes.

Each year level focused on a particular goal:

- In **Year 7**, the theme was Child Mortality.
- In **Year 8**, the theme was Education.
- In **Year 9**, the theme was Maternal Health.
- In **Year 10**, the theme was Empowering Women.
- The Winter Sleepout was the focus for **VCE** students.

In addition to these activities, funds were raised for:

- The Leukaemia Foundation, through the World's Greatest Shave Day.
- The Salvation Army, via the traditional CGGS v CGS Netball Match and a local area doorknock.
- The Melbourne City Mission, through the Winter Sleepout.
- The 40 Hour Famine - World Vision Appeal.

The School's commitment was summarised by School Vice Captain, Louise Rait. Louise was invited to present the address at the Duke of Edinburgh's Award Ceremony at Government House, in December. Her theme was the importance of volunteering in the wider community. It spoke volumes about the ethos and values of Camberwell Girls Grammar School and the School's ability to empower its students to think beyond their own aspirations.

The staff also share this ethos. In the Summer Holidays, Ms Kim Packham served as a volunteer teacher in Cambodia.

The Power of Humanity



Her original holiday plan would have seen Ms Packham backpack her way through Vietnam, Laos, Cambodia and Thailand. However, after much research, she realised that she would contribute a lot more through committing substantial time to volunteering.

Her suitcase was laden with art materials, including huge quantities of feathers, pipe cleaners, crayons, pompoms, paper, fabric, glitter, plasticine and glue.

An incredible country, Ms Packham vividly remembers news reports of the atrocities of the Pol Pot and the Khmer Rouge regime and the constant dangers of land mines.

"The Cambodian people have endured great hardship and poverty, combined with Government agendas which have not included education, health and the well being of its populations," said Ms Packham.

The Ponheary Ly Foundation (PLF) supports approximately 2500 children across 4 Government schools. They provide the essentials to enable children to go to school. The PLF also provides volunteer teachers to work at the schools.

In Cambodia, school is divided into two sessions and children go either in the morning or the afternoon. When not attending school, they help on the family farm or care for siblings or elderly family members.

"On my first day, I was provided with a basket to put my art materials in and was advised that I would be teaching a class with 20 students. I had no knowledge of their abilities or what they had been taught before," she said.

As the children came into class, they formed a circle on the floor, as there were no tables or chairs. Mrs Packham soon learnt that whilst there was a language barrier, everybody, the world wide, laughs in the same language.

"I had roughly 10 students attend my first class. A little boy picked up my sunglasses and put them on when he thought I wasn't watching. He caught my eye and quickly took them off. I then walked over and put them on him and the whole class burst into laughter."

Word of this prank quickly spread through the village and the next day, Ms Packham had not 10, not 20 but 45 students attend her class.

"This threw my plans into chaos and before I knew it, my green basket was quickly emptied of its contents..." she said.

"They were so keen to learn and their smiles were so satisfying. They even cleaned up after each lesson with the same enthusiasm as they worked."

Some aspects of her stay were very confronting. Each night, she saw land mine children begging and families rifling through garbage for food before going to sleep on the street.

"I thought that I was prepared to witness the poverty and hardship, but there were times when it was extremely overwhelming and left you with a sense of helplessness," she said.



My experience volunteering has broadened my outlook on how small acts of kindness can make a difference to the lives of others.

EMPOWERED through Participation and Teamwork...

Participation in co-curricular programs creates a healthy life balance and develops leadership skills. Our girls immersed themselves in a multitude of activities from special interest groups such as Mustard and Froggies, to Camps, Sport, Debating, Productions, Cabaret Night, the Festival of Music and many, many more. Senior students were given significant responsibility as Leaders and their energy, teamwork, sense of fair play, enthusiasm and encouragement inspired the School community.

The **Performing Arts** saw a growth in the number of ensembles. These groups continued to delight audiences and build camaraderie amongst the girls. Performance highlights included the Senior Stage Band's performance at the Finale Concert, the Senior String Orchestra's honourable mention at the Kew Festival and the Middle School Quintet's second place at the Waverley Eisteddfod. Commendations also went to the Middle School and Senior School Ensembles at their maiden eisteddfod performances in Australian Percussion Eisteddfod.

Additionally, there were outstanding performances at Open Day, Cabaret Night (a colourful 1920s gangster nightclub affair), the opening of the Woodstock Building, House Music, the Founders' Day Service, the Chamber Music Concert, the Festival of Music (a Night at The Movies' theme), the VCE Art Exhibition, Orientation Day, the Mother's Day Fashion Parade, Carols @ Camberwell, the Victorian Council for Christians and Jews Annual Dinner and the Annual Presentation Evenings. We congratulate Mrs Jennifer Meachem, Ms Kate Savige, Mrs Cathy Georgiev and Mr Rohan Mack and the music staff on these superb performances – and of course our wonderful musicians.

Productions have been part of a long tradition of theatre and music at CGGS. In 2012, the Drama and Music Departments combined to present a sublime production of Cinderella. Those who witnessed the steam punk styled interpretation of Roger and Hammerstein's story, experienced many emotions from sadness to laughter and joy. Most of all, the audience experienced a fabulous sense of pride in our wonderful actors, dancers and musicians – who together made a Cast and Orchestra of almost ninety.

We congratulate our Head of Drama, Ms Keira Lyons on her ingenuity and the many staff who contributed, in particular Mrs Jennifer Meachem, Miss Laura Washington, Mrs Pamela Badoer, Ms Kate Savige and Mr Tyson Wakely. As always our Maintenance Team produced spectacular sets and we thank them for this.

The Drama Department also produced The Good Person of Suburbia. The VCE Theatre Studies class worked tirelessly to produce a unique production of this text, which explores the themes of corruption and dilemma in today's swiftly evolving technological world.

In the **Duke of Edinburgh's Award Program** we had the greatest number of Gold Awardees ever. Cassandra McEwan and Grace Tennant (Year 12) achieved the award at the end of 2011, and in 2012, they were joined by Sarah Moss and Kathleen Melton (Year 11), Priya Agarwal and Louise Rait (Year 12) and Victoria Chung (OGA 2011). In addition, there were many Silver and Bronze Awards. We thank Mr Mark Barnett for coordinating this activity.

Walking the Kokoda Track: After completing an extensive fitness program, 5 senior students embarked on a journey of a lifetime in the September holidays. Nicola Chadwick, Kristen Ellis, Kathleen Melton, Sarah Moss and Trudi Woodhouse (Year 11), all conquered the Kokoda Trail. The team successfully completed the 100km walk and also spent time along the way in small townships meeting and helping the Papuan locals as well as paying their respect to World War II veterans. Victorian Police Officer, Leading Senior Constable Brett Phillips led this expedition, and we are proud of the girls' determination and grit.

At the **Annual Celebration of Sport**, we rejoiced in the best results for some time. The Senior Basketball team claimed back-to-back premierships and the Junior and Middle School Badminton, Basketball, Netball, Volleyball and Water Polo teams all reached the finals, with the Junior A Basketball team finishing runners up. In Athletics, the Year 10 Relay team of Iman Balla, Georgia Bennett, Jessica Thompson and Laverne Tiong won the GSV Championship and went on to claim the Victorian Under 18 Championship, maintaining their record of being undefeated in their time at Senior School.

Iman Balla (Year 10) was placed 1st in Long Jump, setting a GSV record. She also won the 90m Hurdles and the 200m and placed 2nd in the 100m. Eliza Campaign (Year 8) placed 2nd in Triple Jump and Emily Bennett (Year 8) placed 3rd in High Jump. Chloe Chen (Year 7), Kylie Guo (Year 9), Hera Jim (Year 10) and Kailin Shi (Year 11) were placed 3rd in the Victorian All Schools Badminton Competition. We congratulate Mr Steve Davies, the Physical Education staff and Coaches on an excellent year.

In addition, 14 teams competed in the **Boroondara Netball Competition**, with the Year 9s finishing Premiers and the Year 8s Runners-Up. We congratulate Mrs Kerry O'Callaghan, Ms Kath Woolcock, Mrs Cathy Poyser and the Coaches.

Other outstanding performances in out of school sport occurred in Basketball, Rhythmic Gymnastics, Taekwondo, Equestrian, Badminton and Athletics.

House Participation fosters the superb Camberwell attribute of School Spirit. Lawrence, Schofield, Singleton and Taylor are major threads in the fabric of our School life and the girls are proud of their performances in the year's events. We congratulate all of the House Leaders, on the way that they promoted loyalty, enthusiasm, teamwork and generosity. It is fitting that the results were shared across all Houses.

House Results

COMPETITION	WINNING HOUSE
Athletics	Taylor
Cross Country	Lawrence
Dance	Taylor
Debating	Singleton
Drama	Singleton
Music	Schofield
Swimming	Singleton

The **Rhodes Cup** for 2012 was awarded to: **Singleton.** 📍

Physical Activity related directly to Academic Achievement



The importance of regular physical activity cannot be overstated!

Yet, an often-overlooked fact is the link between physical activity and academic achievement. The Centres for Disease Control and Prevention in the United States released a comprehensive report in 2010 demonstrating clear links between physical activity and academic achievement. Regular participation in physical activity will help to improve cognitive skills and attitudes, as well as improve both concentration and attention, all while providing stress relief.

Added to this, is the obvious benefit that regular physical activity offers in relation to improving our health status and quality of life. Regular physical activity can help prevent many lifestyle illnesses including heart disease, osteoporosis and type two diabetes, as well as help maintain a healthy weight which is critical, given the growing epidemic of obesity in Australia.

Camberwell offers a range of physical activities that can be participated in before school. These activities are well supported by our girls with often over 100 participants enjoying the various activities on offer. Highly qualified external instructors, as well as our own passionate and experienced staff conduct all sessions.

The focus of all activities is on fun and fitness and the feedback from the girls is always positive. Remember, it's never a question of can you, but will you? With that in mind, we hope to see many students at before school physical activities across the remainder of the year. 📍

📍 The distance between who I am and who I want to be, is separated only by my actions and words. 📍



Building & Maintaining Strong Connections

Foundation

The Foundation's second Annual Appeal was supported generously and a commemorative Scholarship Fund was established in the name of our former Principal, Miss Barbara Sutton. While it will take some time to raise sufficient funds to hold the Scholarship in perpetuity, the excellent initial support was a positive step towards realising this objective.

CamART, which is a major activity for the Foundation, grew significantly. Running over a cool weekend in late August, 400 contemporary pieces of work were displayed in the Ground Floor of the Woodstock Building. A Café, Gift Shop and children's play area were all well patronised and there were more than 800 visitors across the weekend. CamART raised nearly \$20,000 and all funds raised were donated to the Scholarship Fund. We are most appreciative of the generosity of the donors and supporters of all of these activities.

The Foundation also supported all Parent Group social and fundraising activities. The School is indebted to the many parents who willingly contributed their time and energy to the Parents' Association, the Parents' Auxiliary, the Junior and Senior School Class Representative Groups, the Friends' of Sport Group and others who assisted in the running of the Book Exchange or volunteered in the Tuck Shops and Uniform Shop. Another group of parents, known as Friends of CamART assisted and provided vital feedback, support and time to the Art Show.

Parent Groups also ran a number of most enjoyable social functions. These included, the Parent Welcome Drinks, Mother's Day Fashion Show, Junior and Senior School Father's Day Breakfasts, Trivia Night, Twilight Picnic, Spring Carnival Ladies' Day and a Junior School Disco. Parents helped at Information Evenings, Cabaret Night and at Carols @ Camberwell. Your assistance at these events strengthens the School community and allows us to provide additional resources for your daughters. Thank you all.

The funds raised from these groups are directed to supporting students in the School. In 2012, funds were directed to purchasing blinds for the Year 6 classroom, an A2 printer for Art, music instruments for Junior School, and the Uniform Shop fit out. In addition, Parent Groups purchased a School Crest for the exterior of the Woodstock Building, sponsored Carols @ Camberwell and enabled the new School Captains' to attend the yLead Conference. We thank sincerely all of the parents who assisted in a multitude of ways, and in particular the convenors of activities – Mrs Kiely Drew (Mother's Day Fashion Show and Spring Carnival Ladies Day), Mrs Helen Burrows (CamART Gift Shop), Mrs Marian Daish (Book Exchange), Mrs Alexia Mathieson and Mrs Deanne McLennan (Trivia Night), Mrs Amy Henry and Mrs Marielle Kossen (Junior School Disco) and all of their volunteers and Committee Members. We also thank the following Committee Chairs – Mr Nigel Simpson (Parents' Association), Mrs Connie Janssen (Parents' Auxiliary), Mrs Rena Chew (Junior School Class Representatives), Mrs Philippa Blencowe and Mrs Zarny Knorr (Senior School Class Representatives) and Mrs Hilary Hodgetts (Friends' of Sport). Our Foundation Coordinator, Mrs Hayley Galloway, also made a superb contribution in creating a framework that ensures the Foundation is a dynamic part of CGGS.

Old Grammarians' Association

The Old Grammarians' Association Committee initiated themed Reunions, which reflect the traditional anniversary symbol for each celebratory year. The Foundation Office coordinated 8 reunions and each was very well attended. Held in Robinson Hall, those who attended, enjoyed mingling with former classmates over drinks and canapés, and toured the new Woodstock Building. Naturally, this prompted many discussions about the physical changes to the School.

As always, the pre-1980 Alumnae group met for their Annual Afternoon Tea - a wonderful occasion celebrating a number of notable birthdays. We thank the pre-1980 group for their continued support of the Dorothy Hall Scholarship.

The following themed reunions were held over the course of the year:

- **Class of 2011**
Paper Lantern 1 Year Reunion
Thursday 4 October
- **Class of 2007**
Into the Woods 5 Year Reunion
Saturday 17 November
- **Class of 2002**
Terrific Tin 10 Year Reunion
Friday 2 March
- **Class of 1992**
Whimsical Willow 20 Year Reunion
Friday 4 May
- **Class of 1987**
Sparkling Silver 25 Year Reunion
Saturday 5 May
- **Class of 1982**
Opulent Pearl 30 Year Reunion
Saturday 8 September
- **Class of 1977**
Coral Coast 35 Year Reunion
Saturday 8 September
- **Class of 1962**
Glittering Gold 50 Year Reunion
Saturday 31 March
- **Pre-1980 Alumni**
Afternoon High Tea
Saturday 20 October

The establishment of an Archive Centre and planned expansion of an archival display in Robinson Hall has commenced. The scanning of all editions of the Marcian Magazine will form an additional database with online records.

Vale

We were saddened to hear of the death of two significant former members of our School community. Miss Barbara Sutton, former Principal (1973 to 1988) and alumna (1931 to 1942) passed away peacefully in February. A memorial service was held at the School and a Jacaranda Tree was planted near the Burke Road entrance in memory of Ms Sutton's long and distinguished association with CGGS.

Miss Sue Alexander, Junior School Staff member (1970 to 2006) and alumna (1958 to 1966) had a forty-four year association with CGGS. Sadly, Miss Alexander passed away in February. 🕯️





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