

ISSUE 59 / DECEMBER 2014

# CamLIFE

EDUCATING  
TOMORROW'S  
WOMAN >

Camberwell Girls  
Grammar School  
An Anglican School



# EDUCATING TOMORROW'S WOMAN



As we prepare our students for their future beyond school, I have no doubt that we are preparing them for a future in which they will require greater intercultural understanding as they work collaboratively in global teams, aided by technology. At Camberwell Girls we are continually building experiences and opportunities to develop skills and experiences today that will benefit our students tomorrow.

ACARA (Australian Curriculum, Assessment and Reporting Authority) has identified that in assisting students to live and work successfully in the 21st Century, in addition to the curriculum content in the Australian Curriculum, students will also need to develop general capabilities. ACARA defines these as: literacy, numeracy, information and communication technology competence, critical and creative thinking, personal and social competence, ethical behavior and intercultural understanding. At Camberwell Girls, we also believe that these general capabilities are important skills for the 21st Century and in this edition of CamLife we are highlighting some examples of how we are developing our students' confidence and competence with using technology.

There have been a number of exciting developments at Camberwell Girls this year, where mobile devices have been used as tools to support the teaching and learning in the classroom. Through the introduction of iPads from Years 5-9, teachers and students not only access a range of information and resources, they have created content which is used to assist consolidation of learning in the classroom. The success of our iPad and BYOT (Bring Your Own Technology) program for Years 10-12, has also been enhanced by the integration of a wide range of communication and collaboration technologies through our work as a Cisco Exemplar School.

Show and Share videos have been sourced, created and used to enable students to view in their own time, and when applicable to their learning, relevant information. Students in all age groups are using the TV Studio on a regular basis as students are actively creating their own content.

Our use of WebEx has allowed students and teachers to collaborate in real time together, or with other professionals as required, as has the use of video-conferencing.

There is no doubt that technology has become a significant tool for accessing information, communicating and for socialising. In our Pastoral Care and Wellbeing programs, students are also taught about Cybersafety and using technology appropriately and for different purposes. It is this balance that underpins how we are preparing our students for their development of this capability in their education.

**Debbie Dunwoody**  
Principal

IT IS STUDENT-CENTRED, COLLABORATIVE, FLEXIBLE AND DYNAMIC



2014 saw the official implementation of the CCGS Next Generation Learning Program. Goodbye chalk and talk. Hello to a far more exciting and engaging way of learning!

Ben Jenkinson, Director of Teaching, Learning and Innovation explains that Next Generation Learning is much more than just using technology in education. "It is a style of learning that encourages each girl to extend her understanding in our technology and information-rich environment by working collaboratively with others; including peers, teachers and experts in the field," confirms Ben.

In many ways, Next Gen Learning at CCGS is focussed around preparing our students for their future as productive and responsible members of our local and global community. Ben explains, "It is a modern style of teaching and learning. It is student-centred, collaborative, flexible and dynamic. It fosters creative thinking, and is enabled by technology which is a crucial aspect".

Look around and you'll notice that our girls already have omnipresent access to information in digital form through the

internet and the access provided by their smart devices. "They have the potential to be better informed and better connected than any generation before them, and also the ability to be the creators of content and understanding on a global stage, irrespective of their academic qualifications," says Ben.

Really, Next Gen Learning is all about encouraging our girls to develop the skills needed in their 21st Century futures whilst they are here at CCGS, in a safe and structured environment.

- Such skills include the ability to:
- > connect empathetically and collaborate with others locally and globally
  - > use emerging technologies and be discerning in their interpretation of information
  - > be flexible in their work habits and creative in their solution-finding
  - > be lifelong learners

These skills are already becoming more essential in modern workplaces and will most certainly be expected to a higher degree of our young people in the future.

The CCGS program aims to foster this throughout each girls' learning journey across both Ormiston and the Senior School. As a high achieving independent girls school, with a long-standing reputation for excellence, we are not intent on neglecting all of our existing teaching and learning pedagogies in favour of solely undertaking this new style of learning.

"Some educational futurists suggest that we will, instead we are keen to blend the best of both the old and new, for the benefit of each individual student. Our staff have been undertaking professional learning to this effect and have been achieving considerable success at bringing this new style of learning to to life, whilst ensuring that it compliments their already existing high standards of practice," says Ben.

*With thanks to a new suite of Cisco Collaborative Technology, as well as increased use of iPads, appropriate education apps, the internet and our new Film and Television Studio, our students are participating in learning experiences like never before.*

A technology program that enables the user to meet anyone, anywhere at anytime, allowing both individuals and groups to collaborate and communicate in real time, regardless of location.



ABOVE  
Students use their iPads to remotely log in to live video conferences around the globe.

# VIRTUAL CAMP

2014 School Captain, Iman Balla was unable to join her Physical Education class on a 3 day camp to the Australian Institute of Sport in Canberra. With thanks to WebEx, Iman was able to attend the vital lectures, all from the comfort of her own home.

THANKS TO WEBEX I DIDN'T MISS OUT ON A VALUABLE LEARNING EXPERIENCE

"The process was super simple. I logged into WebEx before each lecture and I was met by Mr Corrie who was with the rest of the class in Canberra. Before I knew it, I felt as though I was sitting in the lecture theatre, not at home in Melbourne," says Iman.

Iman was able to see the lecturer as well as view the accompanying slides that were projected. She could see her peers and hear them if they asked questions. Iman was able to participate fully, even though she was not in Canberra.

"It really was incredible. Before I knew it, I was in the ACT and participating in the camp," she recalls excitedly.

Iman had questions for the lecturer and of course, she was able to ask them. In many respects, Iman was present at the live lecture despite her location. "It was all very surreal. I can't stop but think about how different the learning process would have

been if CGGS didn't have WebEx. My friends would have either emailed me their notes or made a photocopy for me. It just wouldn't have been the same. Instead, I was able to take my own notes as the lecture was taking place and have any queries clarified on the spot," says Iman.

## GROUP REVISION SESSIONS / WITH NO ONE IN A ROOM

There are many ways of revising but one of the most effective ways is to discuss material with other people. As our Year 12 students prepared for their final VCE examinations, teachers used WebEx to host revision sessions - the perfect opportunity to clarify subject content and to put those nerves to rest.

Theatre Studies teacher, Laura Washington conducted two online revision sessions with her girls prior to their final written exam.

"I was able to share a revision document via WebEx and able to discuss key points bit by bit to ensure they understood the content. Each participant was able to see my screen as I ran through the revision paper. We finished with a general Q&A session where the girls basically picked my brain until they were completely comfortable that we'd covered everything," says Laura.

"The girls themselves, are already conducting this style of revision through instant chat apps and social media. The biggest difference is that one forum is student led and another is teacher led. I was privy to all conversations to ensure

what they were offering one another was actually relevant and useful for the exam. I was also able to extend their knowledge by prompting them to delve deeper, guiding them to improve their responses, and helping them to select stronger examples to support their ideas. The girls enjoyed it so much that it was hard to wrap the session up and to get them to log out of WebEx," says Laura with a laugh.

*These are just two of the many innovative ways that CGGS is using WebEx to aid learning.*

# SAVING THE EARTH



**VIDEO CONFERENCING:** A variety of communication technologies which combine to allow 2 or more locations to communicate by two-way video and audio transmissions.

The FROGGIES Environment Group are all about reducing their carbon footprint. When they were presented with the opportunity to meet with Rebecca Cuthill, Manager of Save the Tasmanian Devil Appeal, they chose not to fly to Tasmania but instead, host a lunchtime video conference. This initiative saved the earth from 4.85 metric tons of carbon emissions!

During the interactive conference, our girls learnt about the devastation caused to 95% of the Tasmanian Devil population by the unique Devil Facial Tumour Disease.

Head of Geography, Meg Anderson said the girls interacted freely with Rebecca using the Next Gen

Learning technology of the Senior School Think Tank. "They asked questions about the research into a vaccine for the disease and also the species protection initiatives that the Tassie Devil Appeal is supporting," she said.

Impressed with the quality of questions that our girls asked and their big picture understanding with regard to both the research and business operational aspects to this environmental program, Rebecca joined the girls for a second lunch time video conference where they were able to further explore this topic.

# A TWO WAY CHEMISTRY SHOW

Science education via video conferencing is proving popular across Australia, thanks to a company called Fizzics Education. Our Year 6 students were lucky enough to participate in a Science video conference to further support and enhance their unit on physical and chemical change. The girls gathered in the Senior Environmental Science Lab and were met on screen by Scientist, Holly - their teacher for the session.

This wasn't the sort of conference where the girls just listened to a lecture, it was a hands-on lesson. Think bubbling dry ice, colour changing chemical reactions, glow in the dark pigments and more!

Year 6 teacher, Meagan Wilson said the conference was a true success. "The girls got to watch Holly perform a number of exciting

experiments and learn from what she was doing. This proved a real highlight as Holly conducted a number of experiments that we just can't do here at CCGS due to the extremely hazardous chemicals required, and obvious affiliated safety concerns".

"The girls also had the opportunity to conduct their own experiments, all directed by Holly. Some girls got a shock when she reminded them to stir gently - forgetting that Holly could see them at all times. It was quite a surreal experience for Year 6." says Meagan.

*Video Conferencing has proved very popular and a large number of highly successful conferences have been held on many topics for many subjects including farming, history, Aboriginal studies, archaeology, physics and cyber safety to name just a few.*

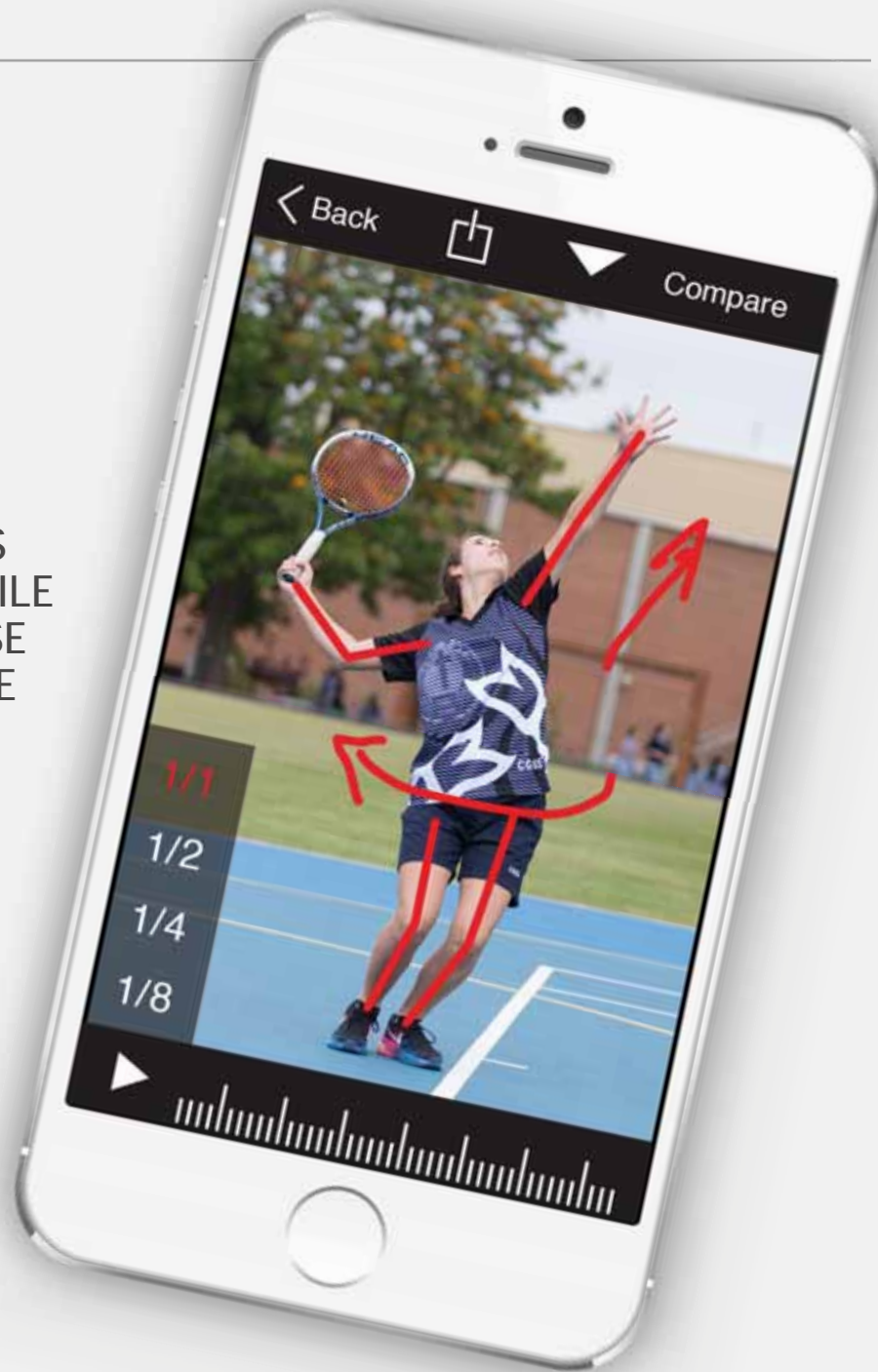


ABOVE  
Year 6 teacher Meagan Wilson participates in a Fizzics Education video conference with her students.

# RAISING THEIR GAME

TOP OLYMPIC ATHLETES ARE USING A NEW MOBILE APP CALLED UBERSENSE TO HELP THEM IMPROVE THEIR TECHNIQUE

THE WALL STREET JOURNAL AND TIME MAGAZINE BOTH DECLARED IT A GAME CHANGER



RIGHT  
Year 9 student Zofia improves her serve with the help of Ubersense.

Head of Physical Education, Kath Woolcock decided that if it was good enough for the world's best, it definitely needed to be here at CGGS. So, what exactly is this new technology and what does it do?

Ubersense is a video analysis program that allows its users to create videos of different sporting techniques; analyse their technique using slow motion; compare videos with previous attempts or professional athletes; and ultimately receive feedback to improve performance.

Kath who ran the initial trial at CGGS said that one of the main problems with sports coaching is that generally, it stops once the session is over.

"You can't really take verbal feedback home with you. Ubersense enables the girls to dig deep. They can pinpoint their errors whilst replaying a video in slow motion. They can watch their video over and over again, as many times as they like. They can learn from the best by comparing their videos side-by-side with professional athletes. They can watch drills from professional coaches and

they can share their video for feedback. This all enables the girls to make an honest and accurate analysis of their own technique and how best to improve."

"We are using Ubersense more and more in our classes. Our girls are gaining a true insight into a progressive element of sports science, using cutting edge technology and real time feedback," confirms Kath.

TENS OF THOUSANDS OF NEW BLOGS ARE BEING CREATED ON A DAILY BASIS AND THE EDUCATION INDUSTRY IS RIGHT UP THERE AS A KEY CONTRIBUTOR.

Year 2 teacher Michelle Wong is one of our most active bloggers at CGGS. Michelle and her class set up their blog during the first week of Term 1 and they have continued to post on a weekly basis.

"I created the blog as a different way for the girls to share ideas and to reflect on their learning. It's also a brilliant way for grandparents not living in Victoria to be a part of their learning," says Michelle.

Initially the girls focussed on how to write quality posts, then they focused on learning how best to interact with their readers. "We have had over 1350 unique visitors from all over the world. The girls not only enjoy maintaining our blog but also making meaningful connections with others, including students and teachers from New Zealand, UK and the USA" says Michelle.

"We have a strong relationship with Concord Elementary School in America and St Helen's Primary School in the United Kingdom. We visit each other's blogs regularly and exchange ideas about what we are learning. This is all conducted mainly through the comments section," shares Michelle.

A popular feature of the Year 2 blog is 'The Weekly Focus' where Michelle dedicates a post to outlining what the girls will be focussing on in class. "Ultimately, this then forms the basis for all of our blogging," says Michelle.

At its inception, Michelle developed and published a set of user guidelines. "These are in place to ensure the safety and wellbeing of our students," said Michelle.

They might be young but this initiative has definitely taught our Year 2 girls all about appropriate online behaviours, in an authentic and supervised setting.

# CRITICAL REFLECTION THROUGH BLOGGING

RIGHT  
Year 2 student Genna reflects on the connections made with schools in New Zealand, UK and the USA.





THE PREDOMINANT MODE OF COMMUNICATION WAS THROUGH VIDEO

ABOVE Year 5 student Isabel presents her piece on the Junior School for a video that will be shared with a school in Alabama, USA

## TWO SCHOOLS CONNECTED BY WW1

Year 5 teacher Emma Hinchliffe wanted her students to develop a more global understanding of the impact of World War One on different societies, so she linked up with the Coosa County Middle School in Alabama, United States to collaborate on this exciting learning project.

Although the time difference between the two schools wasn't ideal, Emma didn't let it hinder the project.

"It was logistically challenging for us to communicate synchronously via video conference so we decided on an asynchronous relationship, which meant we communicated with each other at different times, through different mediums," says Emma.

The predominant mode of communication was through videos. "We chose to create two videos and to share them safely and securely across the internet using Google Docs. Coosa County sent the first video and they shared with us all about the USA and Alabama. Our students were so excited to learn about the similarities and differences between our two countries," says Emma.

Before our girls set off to produce their first video, Emma conducted a brainstorm session so that the girls could really define the content that they wanted to include.

"Students worked in small groups to create, design and film their own part of the class video. They were highly engaged in all aspects of this project which included researching, script writing, image collecting, presenting and recording," she says.

The videos included facts about Melbourne, our School, Australian history, and of course World War One. The girls educated their peers about who the ANZACS were, where they fought and of course, they recalled our famous ANZAC story of Simpson and His Donkey," says Emma.

This project is still progressing but Emma has already lined up another collaboration with the United States Army Women's Museum.

"We will be participating in a specially designed video conference that will focus on how World War One shaped the lives of women in the United States. It should be a fitting end to our study on remembrance," says Emma.

# NEXT GEN EDUCATORS /

## TONI VERNON

Few in the Camberwell community would be aware that Toni Vernon, our Head of English and Debating Coordinator actually had a very successful career in radio, television and film prior to teaching.

Originally an actress who played Caroline Sullivan in the TV series, 'The Sullivans', Toni went on to work in the news department of both the BBC World Service in London and Channel 9 here in Melbourne. Following TV, she moved into film and corporate media as a freelance production manager. After several years in the media industry, Toni who holds an MA in English from Monash University and also a BA from Melbourne University, decided to commence teaching, and we certainly are glad that she did!

"I was keen to make use of my degree and also wanted to re-connect with my passions - drama and literature. Teaching gave me that opportunity," Toni says.

Toni finds her role as a teacher a true privilege. "Spending my days reading aloud and introducing the students to the great writers such as Shakespeare, Austen, Bronte, Tolstoy, James and Wharton to Orwell, Fitzgerald, Miller, Marquez, Atwood, McEwan and Winton, is an absolute joy."

Just like her colleagues, Toni strives to create a space where students feel safe and respected by both their peers and teachers. "Encouraging students to articulate and clarify their ideas in discussion is crucial for me as a teacher; helping them to find their voice, to test their developing ideas against those of their peers and teachers is

important in allowing them to question and respond to the world around them," she says.

Spend a day with Toni and you'll soon realise that teaching English is not just about the study of literature but also about a broad range of issues and current affairs that sometimes pose ethical dilemmas.

"The different ways in which the media packages and presents news and commentary to us as consumers is endlessly fascinating. It's crucial that we give students the skills to enable them to become critical consumers of their world, so language analysis is an important focus in English."

No one day in Toni's classroom is the same. A typical day might see her students: presenting scenes from 'A Midsummer Night's Dream'; using the TV Studio to record a contemporary re-working of 'Romeo and Juliet'; participating in a formal debate; canvassing a broad range of arguments and examining how this issue has been presented in the media; as well as viewing a film and analysing it.

With the almost overnight explosion of technology, the internet and social media, Toni is forever reevaluating how best to incorporate these platforms into her pedagogy, whilst delivering a curriculum that remains relevant in the 21st Century.

"Information is literally at everyone's fingertips now, and this has dramatic implications for the delivery of curriculum. While the potential this offers is tremendously exciting, it means we need to re-think our approach to much of what we do," says Toni.

One thing is for certain, and that is Toni's passion and commitment to all that she does.

"I don't think you can be inspired by a particular subject or engage with new ideas unless the person who introduces those ideas to you is completely in love with their discipline. I can't ever imagine not wanting to inspire my students to be the best writers, the most engaged, passionate readers, and impressive public speakers that they can be. It's the same with most jobs; if you're lucky enough to do what you love, chances are, you'll be good at it," Toni confirms.

LANGUAGE ANALYSIS IS AN IMPORTANT FOCUS



## NEXT GEN EDUCATORS / KATE GILES

It was the positive experiences gained at both primary and secondary school that led Foundation - Year 2 Team Leader, Kate Giles to complete her Bachelor of Education.

"I recall being very involved in the life of school and I built strong relationships with my peers and teachers. My family was also heavily involved in the school community, so education as a career pathway just felt very natural to me," Kate says.

Kate whose first teaching role was at a local primary school in North Balwyn, admits that after two years, she was very eager to experience the 'global' classroom and moved to London. Kate was fortunate to teach all over the United Kingdom, however she admits that a highlight of her stint abroad was spending time in Finland visiting a number of schools, renowned in educational ranks, as world leaders. It's this kind of research that Kate absolutely loves.

"I think education has become a lot more holistic. Over time educational systems have gained a greater understanding that students need more than just knowledge for their futures. The rate of change in technology and in society is so rapid that to prepare young people to live, work and be successful in the 21st century, they will need the ability to think both creatively and critically, problem-solve and work collaboratively," she says.

A single one minute conversation with Kate and you realise that this Foundation teacher is highly motivated and forever developing to be the best that she can be.

"I suppose my passion towards teaching and learning has always been my greatest strength. I am genuinely really interested in educational research and I am forever seeking out current journals in order to stay well-informed of what is happening in education," confirms Kate.

A firm believer in mentors, Kate admits to having many over the years but credits former Head of Junior School, Glenda Bushell as one of those people.

"One of the most important lessons that Glenda taught me is that a true leader gives people the right tools, support, feedback and motivation to manage themselves. Building the capacity and helping others to be the best they can be, is what I believe to be true leadership," says Kate.

Another mentor from earlier in her career, Kate credits as imparting a strong knowledge and understanding of literacy pedagogy.

Observe Kate in the classroom and her passion for education is blatantly obvious. Each and every day, she aims to create intentional learning experiences designed to cultivate learning dispositions such as curiosity, communication and persistence.

"Reflective strategies and feedback also play a pivotal role in my teaching, which is used to inform future teaching and to provide goals for students," she shares.

Even though she works with the youngest students of the School, Kate believes that Foundation is the most rewarding year level that she has taught. "The social, emotional and academic progress of every student, is at times, quite astounding, she says.

But for someone who is all about developing, Kate is very quick to admit that she would definitely love the challenge of teaching older girls to enable her to diversify her skill set.

MY PASSION  
FOR TEACHING &  
LEARNING HAS  
ALWAYS BEEN  
MY GREATEST  
STRENGTH



## NEXT GEN OPERATIONS / STEPHEN CUDDON

For Stephen Cuddon, the working day doesn't stop when the final school bell rings. In fact, it's quite the opposite for the School's newly appointed Chief Financial & Operating Officer. Stephen who joined CGGS in 2013 as Director of Finance, also commences his working day well before the morning school bell rings.

Responsible for managing a variety of arms of the CGGS business, Stephen's role is varied and he wouldn't have it any other way.

As CF&O, the job encompasses oversight of all finance, property, maintenance and operational functions. He also sits on the School Council and works closely with Council Sub-Committees, is responsible for the management of the non-teaching staff and oversees School businesses.

"As the common phrase goes 'no two days are the same' and this is certainly the case at CGGS and education in general," Stephen says with a laugh.

A Chartered Accountant, with a Bachelor of Business and plans to commence his MBA in 2015, Stephen is no stranger to working in schools. After a long stint in one of Melbourne's large Chartered Accounting firms, he joined the education industry in 2004, working at Camberwell Grammar School for 6 years.

Stephen doesn't believe that there was any specific reason or influence for making the move into the Independent Education sector but strongly believes in the importance of a fine education.

"It is very satisfying to be able to support and assist an organisation in providing high quality education. Whether it's involvement in building projects, constructing budgets or dealing with other operational matters - these outcomes contribute to the overall development of the School," he says.

The wonderful variety of Stephen's role provides continued professional and personal development.

"I am actively involved in the Association of School Business Administrators, which comprises Business Managers, Finance and Property Managers from most non-government schools. Independent education in general, is a very collegial industry - which is unique," he says.

"It would be wonderful to finish at 3pm when the school bell rings but the reality is the School continues to operate on many different levels outside of these hours."

To unwind, Stephen enjoys spending time with his family, keeping fit and listening to music - anything from classical to heavy metal. "An eclectic collection," he admits.

IT'S VERY SATISFYING TO SUPPORT AN ORGANISATION THAT PROVIDES HIGH QUALITY EDUCATION



## SIXTH CGGS PRINCIPAL FORMALLY COMMISSIONED

Early in Term Two, Debbie Dunwoody was officially commissioned as the sixth Principal of Camberwell Girls Grammar School. It was a great honour to welcome The Most Reverend Dr Phillip Freier, Archbishop of Melbourne and The Right Reverend Barbara Darling, Bishop of the Eastern Region to officiate at this service.

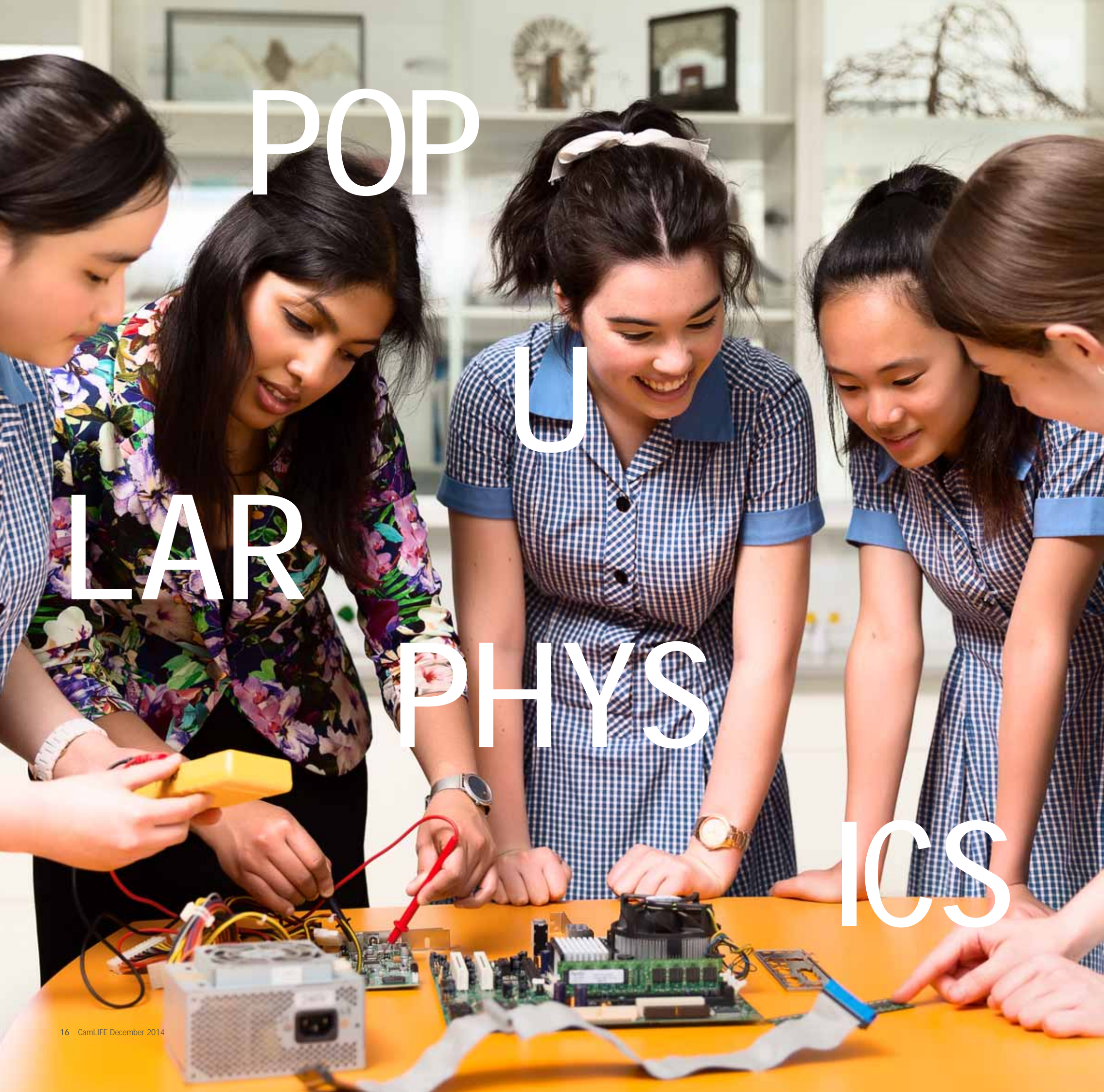
Debbie said that she was looking forward to building upon the great work of those preceding her. "It is values, traditions and history that build a great community, and I look forward to contributing to the Camberwell Girls Grammar School community and to sharing the journeys of many of our girls."

The Barbara Sutton Assembly Hall was overflowing, as special guests including former CGGS Principals, Life Governors, School Council Members, Old Grammarians and Principals of other Anglican schools joined our own students and staff at this very special community service. Debbie said that the Service reinforced for her what an honour and privilege it is to lead Camberwell Girls Grammar School.

Debbie believes strongly, that our future leaders will be passionate learners, creative and empathic leaders and catalysts for change in the world. She also highly values the cultural diversity of our Australian community and has a strong commitment to understanding and appreciating our indigenous culture and history.

*On behalf of the entire CGGS community, we thank you Debbie Dunwoody for accepting the role of Principal at Camberwell Girls Grammar School. We hope that you have thoroughly enjoyed your first 3 terms at CGGS as much as we have enjoyed having you as our leader.*

"As Principal, I am committed to striving for excellence and ensuring that each girl can confidently fulfil her potential in her academic pursuits, vocation of choice and as a global citizen. I am also committed to the development of potential in all of our staff, particularly the teachers who inspire our girls in their learning every day," she says.



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## STUDY OF PHYSICS AT AN ALL TIME HIGH

The lack of girls studying Physics has been publicly documented for years and many worldwide studies have taken place to establish why this is the case. We are delighted that the number of girls studying Physics is at a record high for CGGS.

There are two people responsible for the growing interest in the subject at CGGS and they are our Head of Science, Andrew Hester and VCE Physics teacher, Giselle Lobo. This dynamic duo have gone back to basics by making it fun, practical and most importantly, extremely hands on.

Physics is the study of the physical Universe and all that is in it. "Physics provides an understanding of much of the technology which exists in the world today," says Andrew, a former Cadbury Schweppes Engineer.

"Technology is used daily by everybody and new technologies appear at a rapid rate. In particular, Physics underpins communication technologies, and I believe this has a lot to do with the rekindled interest in the subject. I also think that Giselle has a lot to do with our growing numbers too," says Andrew.

Giselle, our female Physics role model, who worked as an engineer in the medical industry before joining CGGS, describes Physics as a 'universal language'. "What I love about the subject is that the principles of Physics are common across all cultures worldwide. There are many varied ways to understand Physics and everything can be demonstrated visually,"

A highlight for all students is looking into the practical relationships that exist between everyday objects and the principles of Physics. Year 11 student, Julia Petousis said her favourite object to dismantle was an old VCR. "It was a fascinating mix of mechanical parts and circuit boards, different to a laptop. There's also something really enjoyable about staring at a piece of everyday technology and being able to work out what all the tiny little parts do," Julia says with a smile.

Andrew says that the tools of the 21st Century have also provided new and exciting ways to teach Physics. "The use of video and data logging equipment allows for greater precision in experiments which were difficult previously, such as capturing fast motion objects and slowing down for measurement," he says.

Another tactic that Giselle has implemented, is putting our students in contact with practising physicists via the Outreach Program. "Both Melbourne and Swinburne Universities facilitate these programs that help our girls gain a different perspective on the topics studied in class," says Giselle.

"We also want our girls to understand that there are multiple career paths which use Physics and this Program aids with that. People are using physics in their jobs in many unique and exciting ways today," says Andrew.

"We were lucky enough to receive a lecture from Professor Sheila Rowan, a top physicist from the University of Glasgow. Her presentation on gravitational waves and dark matter was simply amazing. Her ongoing research into things that sounded straight out of science-fiction was awe inspiring. It was really valuable to learn where a passion for physics could take you," says Julia.

# CHINA / 2014



AMAZING!

LOVED MAKING NEW FRIENDS AT OUR SISTER SCHOOL

NI HAO!

EXPERIENCING A NEW CULTURE WAS REALLY COOL

PRACTICING MY CHINESE IN CHINA WAS SPECIAL

XIE XIE

THE FOOD WAS REALLY YUMMY

MY HOME-STAY FAMILY ARE NOW MY FRIENDS FOR LIFE

ZAO AN

The relationship between China and Australia has grown considerably over the years. Both countries are actively engaged in economic, cultural, educational and political relations.

Lin Zhang, our Head of Chinese confirms that Chinese is already the second most

used language at home in Australia, just behind English.

"Learning a language is in fact, learning a culture, and in order to have a better understanding of the multicultural society, learning a second language is necessary," says Lin.

"Learning Chinese will equip our students with a better skill set, with which they are able to participate in developing and contributing to the prosperity of the two countries," says Chinese teacher Peipei Liu.

Peipei strongly believes that our students will be more competitive in the future if

they speak a second language. "Australia is renowned for its multicultural society where a number of community languages coexist.

In order to have a better understanding of the multicultural society, learning a second language is necessary. When our girls finish school, many will live and work overseas,

even here in Australia, they will constantly be engaging with people from all over the globe," says Peipei.

In the September school holidays, both Lin and Peipei led a group of 11 students on a study tour to China. The girls immersed themselves in the Chinese culture through

sightseeing, homestay experiences and attending Shanghai No.3 Girls High School, our Sister School.

Lin, who has organised and led 10 Chinese tours since 1994 says that the benefits of participation in a study tour are both long and short term.

# CONVERSATION HOUR

CGGS staff have collaborated with volunteers from St Mark's Church in Camberwell to roll out an exciting new initiative for our student cohort whose second language is English.

with a new lifestyle. However, the main obstacle is gaining the confidence to communicate. The best way to build this confidence is through social interaction.

Taking place on a Tuesday afternoon, Conversation Hour is facilitated by Matt and Ben, and a team of university students all affiliated with St Mark's.

There are many obstacles that students face when they move to Australia. Most commonly is cultural separation and the need to cope

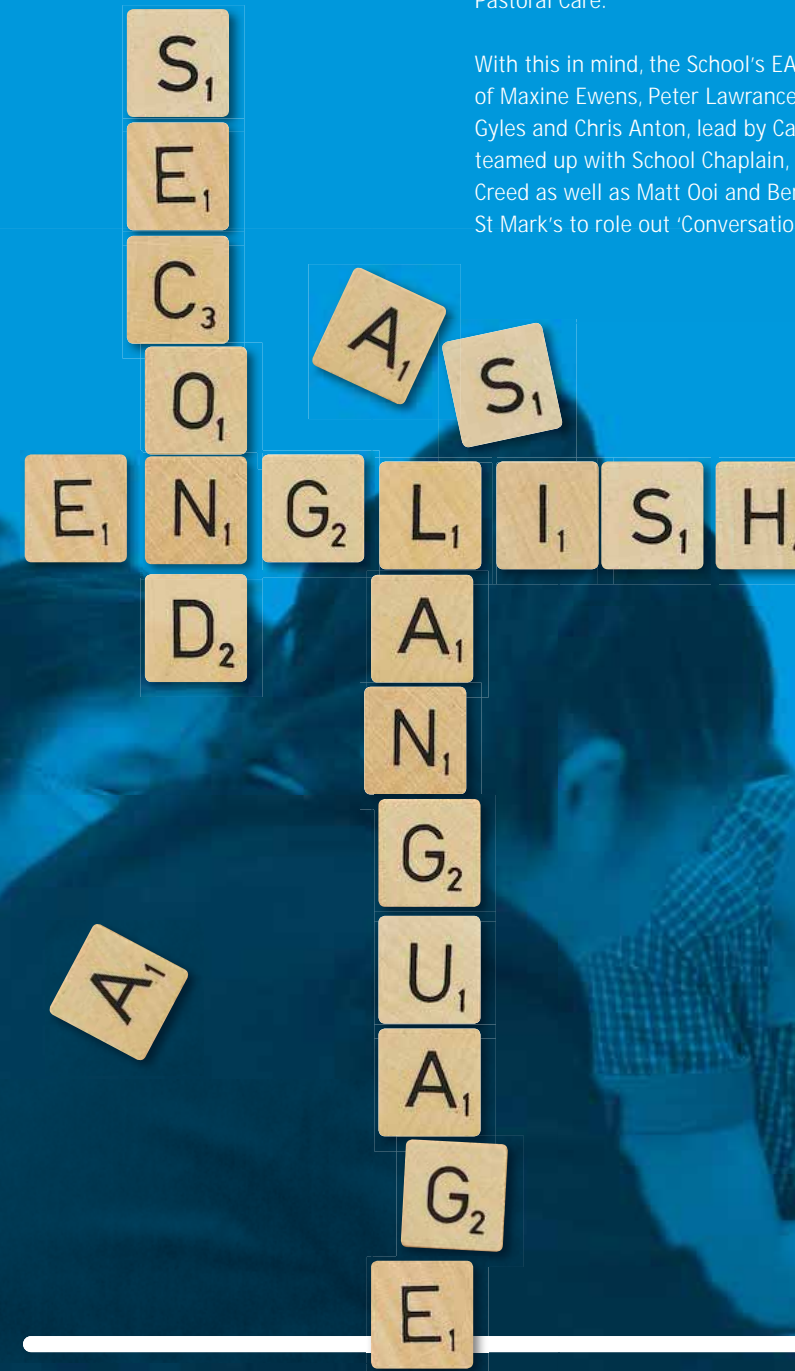
"It is natural to be drawn to people of the same nationality and quite often our EAL girls miss out on speaking and practicing English in social situations," confirms Cathy Poyser, our Deputy Vice Principal - Pastoral Care.

EAL students from Years 7 - 11 meet on a weekly basis and engage in discussions on a current affairs as well as participate in exercises and word games. Working in small groups, the girls engage in interesting and enjoyable activities to build confidence and to improve their English.

With this in mind, the School's EAL team of Maxine Ewens, Peter Lawrance, Hayden Gyles and Chris Anton, lead by Cathy Poyser, teamed up with School Chaplain, Rev Helen Creed as well as Matt Ooi and Ben Hewitt of St Mark's to role out 'Conversation Hour'.

"It's been hugely rewarding to see many of them improve. It's our hope that the girls see our time together as useful in helping them practice spoken English, as well as helping them, even in a small way, to settle in to life in Melbourne," said Ben Hewitt, Youth Minister of St Mark's.

The program thus far has been successful in breaking down many barriers. "As the girls develop more confidence, we believe this will be reflected in their ability to integrate with other students, in their studies, and importantly in their interactions in the wider world," says Peter Lawrance.



"Trips such as these help the students' personal development by learning to adjust to many things including food, life style and most importantly, to people of another culture whose thinking and habits differ from one's own. And, of course the girls extend their knowledge of and skills in another language," says Lin.

"Experiencing the different culture, putting our Chinese to practice and making new friends at our Sister School were definitely the highlights for me," says Year 10 student Karen Zhang.



OUR JOURNEY THROUGH CHINA

# THE ARTS

THIS YEAR SAW OUR STUDENTS PARTICIPATE IN A WIDE VARIETY OF ARTISTIC EXPERIENCES.

1. Senior School / Guys And Dolls
2. Junior School / Ormiston Alive: Myrtle
3. VCE Art Exhibition
4. VCE Theatre Studies
5. Senior School / Guys And Dolls
6. Senior School / Guys And Dolls
7. Top - Junior School / Art Exhibition  
Below - Ormiston Alive: Myrtle
8. Junior School / Art Exhibition
9. VCE Theatre Studies
10. Junior School / Art Exhibition
11. VCE Art Exhibition

The arts enable us to imagine the unimaginable, and to connect us to the past, the present, and the future, sometimes simultaneously. They are languages that all people speak, languages that cut across racial, cultural, social, educational, and economic barriers, languages that enhance cultural appreciation and awareness. They provide opportunities for self-expression, bringing the inner world into the outer world of concrete reality. They develop both independence and collaboration. They provide the means for every student to learn.

Participating in the arts, prepares students for a lifetime of pleasure and appreciation, of being open to new experiences and of becoming a life-long learner. Even those who can't put oil to canvas, hold a note or write a sonnet can appreciate and learn from the artist's interpretation of the human experience. In the words of the late Steve Jobs, Apple founder and CEO, "Technology alone is not enough. It's technology married with liberal arts, married with the humanities that yields the results that make our hearts sing."



# 2015 SCHOOL CAPTAINS

## HOLLIE GOAD / SCHOOL CAPTAIN

### WHAT DO YOU WANT TO ACHIEVE FOR YOURSELF AND THE SCHOOL IN 2015?

My number one goal is to remain true to myself and to be the best possible role model that I can be. Also, I look forward to further encouraging unity throughout all year levels.

### WHAT DO YOU DO TO HELP ACHIEVE YOUR DREAMS AND ASPIRATIONS?

Staying positive and believing in yourself is the best advice I can give. The moment I let negativity take over, I start to lose motivation and hope.

### WHAT ARE SOME OF THE BIGGEST CHANGES YOU'VE NOTICED IN RELATION TO THE WAY YOU LEARN?

Technology has become a much bigger part of my learning, especially through iPads and the facilities in the Woodstock Building. Looking back to Year 7, I find that most of my work is now done online and less with pen and paper.

MY NO.1 GOAL IS TO REMAIN TRUE TO MYSELF AND TO BE THE BEST POSSIBLE ROLE MODEL THAT I CAN BE

### WHAT DO YOU THINK SCHOOLS WILL LOOK LIKE IN 30 YEARS TIME?

Apart from tube transport from class to class, I think there will be no such thing as a textbook... somehow, everything will be done through technology.

### WHAT DO YOU DO TO MAINTAIN A HEALTHY STUDY/LIFE BALANCE?

I'm a believer that busy people are organised people. I think it's important to ensure that you don't stop doing the things you love.

### WHAT ARE YOUR CAREER ASPIRATIONS AND WHERE DO YOU SEE YOURSELF IN 5 YEARS TIME?

I am forever changing my mind on what it is I want to do after school but at the moment I'm hoping to do something in Health Sciences.

### IF YOU COULD CHANGE ONE THING IN THE WORLD, WHAT WOULD IT BE?

I would eradicate poverty. The PACE trip to Thailand was such a life-changing experience and made me realise how lucky I really am.



## MELISSA MEDICI / VICE CAPTAIN

### WHAT DO YOU WANT TO ACHIEVE FOR YOURSELF AND FOR THE SCHOOL IN 2015?

I hope to encourage CGGS students to discover the many opportunities our School has to offer and to inspire girls to be their best. I will also endeavour to get to know as many girls as possible, and to create a supportive student environment.

### WHAT DO YOU DO TO HELP ACHIEVE YOUR DREAMS AND ASPIRATIONS?

Maintaining self-belief is important as well as mentally reflecting on goals I wish to accomplish. I always work to the best of my ability and try to keep a positive outlook.

### WHAT ARE SOME OF THE BIGGEST CHANGES YOU'VE NOTICED IN RELATION TO THE WAY YOU LEARN?

The importance of private study and revision has definitely increased. On the whole, the use of technology has also become more evident in classes, with many more self-guided research projects and the use of different media in class discussions.

### WHAT DO YOU THINK SCHOOLS WILL LOOK LIKE IN 30 YEARS TIME?

There will still be classrooms and sports facilities, as social interaction and participation in co-curricular activities will always be important. However, there is no doubt that technology will play a much larger role in education. There will be a larger emphasis on thinking outside the box as society focuses on innovation.

### WHAT DO YOU DO TO MAINTAIN A HEALTHY STUDY/LIFE BALANCE?

Exercise, music and socialising with friends are all built in to my weekly routine.

### WHAT ARE YOUR CAREER ASPIRATIONS AND WHERE DO YOU SEE YOURSELF IN 5 YEARS TIME?

I would love to combine my passion for creating social justice with my interest in legal studies. Although, in five years time, I will probably still be studying to make the dream become a reality!

### IF YOU COULD CHANGE ONE THING IN THE WORLD, WHAT WOULD IT BE?

Without any hesitation, I would remove any form of gender discrimination. I am

disappointed that in today's society women have far fewer opportunities in life than men. Both men and women are global citizens and deserve to be treated fairly, with equal respect.



I WOULD LOVE TO COMBINE MY PASSION FOR SOCIAL JUSTICE WITH MY INTEREST IN LEGAL STUDIES

## GEORGINA MCEWEN / VICE CAPTAIN

### WHAT DO YOU WANT TO ACHIEVE FOR YOURSELF AND FOR THE SCHOOL IN 2015?

I want to become the best leader that I can be and leave the School feeling like I got the absolute most out of my privileged education. Hopefully, I can help others to achieve this as well.

### WHAT DO YOU DO TO HELP ACHIEVE YOUR DREAMS AND ASPIRATIONS?

I set goals every time I aim to achieve something new. I work out the steps and always have an end goal in site.

### WHAT ARE SOME OF THE BIGGEST CHANGES YOU'VE NOTICED IN RELATION TO THE WAY YOU LEARN?

The biggest change I've noticed is that as you progress through the years, students are much more responsible for their learning.

### WHAT DO YOU THINK SCHOOLS WILL LOOK LIKE IN 30 YEARS TIME?

Robotic teachers... digital 3D textbooks... at least we will save the trees!

### WHAT DO YOU DO TO MAINTAIN A HEALTHY STUDY/LIFE BALANCE?

Senior School has really taught me how important time management is - how to find the right balance between study, co-curricular activities, socialising and 'me' time. I make sure that after a long session of study I have something at the end of it to maintain my motivation - usually it's edible!

### WHAT ARE YOUR CAREER ASPIRATIONS AND WHERE DO YOU SEE YOURSELF IN 5 YEARS TIME?

I have no idea where or what I'll be doing in 5 years but hopefully by then, I will have decided and have a job that I love.

### IF YOU COULD CHANGE ONE THING IN THE WORLD, WHAT WOULD IT BE?

I would change the world so that every person, every man, every woman and all children could live safely and be free from any harm. I also wish that we could 'all be happy and bake a cake out of rainbows'.



I WOULD LOVE TO CHANGE THE WORLD SO EVERY MAN, WOMAN AND CHILD CAN LIVE FREE FROM HARM

# MESSAGE FROM THE FOUNDATION CHAIR



**PHILANTHROPY HAS SO MANY BENEFITS FOR THE DONOR & FOR THE RECIPIENT**

The Foundation works hard in offering valuable opportunities to young women to achieve their full potential; it strives for financial independence and works to provide worldclass educational facilities.

The importance of giving and continuing to nurture our strong School culture is truly setting the foundations for Camberwell Girls Grammar School for life. I am pleased to be a part of a School community that values the life of our current students and those of our future.

Thank you for supporting our Building Fund and Annual Giving Appeal. Each year the Annual Appeal raises funds for specific areas, with this year focusing on our various Scholarships and Building funds. It encourages regular support from alumnae and friends through appeal letters and other email communications. To continue to make an impact and advance Camberwell

Girls Grammar School, it is vital that we look at different ways to raise funds to support new initiatives and projects that will ensure the vitality of our School.

It is with thanks to you, our School community that we can carry out such wonderful achievements. These actions not only benefit today's young women but also the future, whilst providing great satisfaction and feeling that you can make a difference.

The Foundation looks forward to bringing you new opportunities to become involved in 2015 and I encourage you to join with me and become actively involved in the life of Camberwell Girls Grammar School. We are truly investing in tomorrow's woman.

**Anthony Cant**  
Chairman

# INVEST IN TOMORROW'S WOMAN

**Building Fund** - A donation to the Building Fund will see our first class facilities continue to grow and support the needs of our students both now and in the future. Previous Building Fund donations have supported the development of our state of the art facilities such as our Junior Campus, Woodstock Building, Parents' & Friends' Sports Field and Fig Tree Café. As we look forward to the next phase, Building Fund donations will support the Next Generation Learning Centre. Projects like this would not be possible without the ongoing support of our committed School community.

**Scholarship Fund** - A contribution to the CGGS Scholarship Fund helps enable young women to benefit from a CGGS education.

Scholarship funds currently include the Barbara Sutton Scholarship Fund, the Dorothy Hall Scholarship Fund, the Ormiston Scholarship Fund and the Merle Bockholt Scholarship Fund.

**Prizes and Endowments** - We are excited to advise there are some openings as a named sponsor for annual end of year Presentation Evening prizes. Support of a prize or endowment will see you recognised as a named sponsor for an award given at Presentation Evening.

**Bequests: The Fig Tree Circle** - Through a bequest in your Will, you can leave your legacy and be a part of this niche group. Val Dyke is a champion of this program

and we are looking for more likeminded Old Grammarians to join us in offering a special gift to future Camberwell women. Sharing what you have with others is one of life's greatest joys, and we thank you for considering us for such a special gift.

**Purchase a Brick or Paver** - Support our Building Fund and have your name etched in the foundations of CGGS history by purchasing a personalised brick or paver.

*Please contact the Foundation office for further details on how to be a part of the future of CGGS.*

## CGGS FOUNDATION NEEDS REGISTER

The CGGS Foundation Needs Register is a prioritised list of projects, activities, facilities and programs at the School, requiring funding by the CGGS Foundation. Any member of the School community can put forward a project for funding by completing the 'Project Needs Form' available under the 'Today's Bulletins' section on Parent Lounge and/or Teacher Kiosk, titled 'Project Need Form'.

### WITH SUPPORT FROM OUR PARENT GROUPS, TO DATE WE HAVE FULFILLED THE FOLLOWING ITEMS:

Canteen Refurbishment / Sports Field & Amphitheatre Development  
Makerbot Replicator 2 & 3D Printer / eBooks for Junior & Senior School Libraries  
Junior School Library Furniture / Junior School Music Equipment - Band & String instruments  
2 x Projectors and installation - Prep Classrooms / Laser Cutter - PRO 500 Series II  
Sports Science Equipment - Speed Radar Gun and Automated Pitching Machine  
Piano & cover for Mountfield Chapel / Drama Classroom Curtains  
Art A2 Colour Ink Jet Printer and separate A3 Scanner Printer / Archives Project  
Coin Counting Machine / Writer-In-Residence  
EAL Support Resources / Positive Education and Wellbeing Books  
Heating - Mountfield Boardroom  
Guest Speaker - Paul Dillon

THIS PAGE

Students enjoying the automated pitching machine.

## MESSAGE FROM THE PARENTS' ASSOCIATION CHAIR

This year has been very exciting for the Parents' Association. Our twin goals of Friend Raising and Fund Raising to best support our School to meet the current and future needs of our students, has been well served. But, what does this mean?

Over the last 18 months we have focussed on Friend Raising by trying to support parents to create more connections within the School and to build their networks among parents of both campuses. In Junior School, it's relatively easy to build relationships at the common drop off and pick up times or at classroom events. At Senior School this doesn't happen as easily. Our children are more independent, and not necessarily needing parents to give them the longing hug as they are ushered off to class.

Recognising this, the Parents' Association has continued to support the Class Reps

program. We have also been active, particularly in the Senior School by providing pre-show refreshments at the music, arts and drama events. The Friends' of Sport group have been fantastic in fostering a strong community spirit at the various sporting events, which culminated at the Friends' of Sport Dinner.

The Parents' Association Welcome Drinks, the Opening of the Parents' & Friends' Sports Field, Father's Day and Mother's Day Breakfasts and the Family Fair and Open Day were all events that the PA provided support.

Of course, all parents have a role in participating in and creating their own community within the School too. And, as I have said on a number of occasions, I think it is our responsibility as parents to model for our children, the creation of new relationships and the participation in our

communities, so that the current 'screen' generation can see the joys and benefits of participating in face-to-face interactions.

From a Fund Raising perspective, we were pleased to see an increase in the number of parents contributing to the Term 1 Parents' Association Voluntary Contribution. As a result of this, the Parents' Association will be providing a very generous donation of a new upright piano for teaching, concert performance and assemblies in the Junior School. Also, we have committed to funding a nationally recognised speaker, Paul Dillon, to facilitate three Drug and Alcohol workshops for students, teachers and parents.

As I sign off, I encourage you to participate in this wonderful School community.

**John Downes**  
Chair - Parents' Association

## MESSAGE FROM THE PARENTS' AUXILIARY CHAIR

The Parents' Auxiliary's strategic focus has been to ensure the professional operation of its business units, in order to serve students and to support the School. At the same time we have continued to grow CCGS's sense of community by encouraging a spirit of cooperation and connectedness amongst parents supporting the School.

The Parents' Auxiliary has had a significant year as we continue to review, refine and sharpen our service offerings. Our achievements included:

- > Seamless transfer of the Uniform Shop business unit to the School. The Auxiliary unanimously decided it was in the best interest of the School and its students, that responsibility for the Uniform

Shop management and operations be transferred to the School. This will ensure ongoing high standards are provided.

- > International Parents' Program - building upon the success of our first year, this program aims to help parents connect to the School and to each other, with a particular focus on families where English is not their first language.
- > Book Exchange Program - this annual event continues to provide a useful book recycling service to our community.
- > School Archive Project - this will see the School's archives professionally catalogued.

- > Multiple funding contributions to enhance the educational experiences of our students.

In closing, we want to reiterate the importance of parental involvement in the School Parent Groups. It not only enables parents to learn more about their daughter's education but also provides the opportunity to actively engage with them and the broader School community. It also provides an opportunity to have fun as a parent supporting the School.

**Christina Chia**  
Chair - Parents' Auxiliary

## MESSAGE FROM THE OGA PRESIDENT

It is hard to believe that we will soon be celebrating Christmas. 2014 has certainly been an exciting and fast paced year for the Old Grammarians' Association.

It has been wonderful to see many Grammarians attend their reunions this year; these are very special times where old school friends reunite and share memories of their time at CCGS.

The Sapphire Circle Afternoon Tea, hosted by the wonderful Sapphire Circle Committee was a great success and a beautiful afternoon. Many Grammarians reminisced about the relationships they shared and often continue to share with their Camberwell School friends.

I would like to take this opportunity to thank the Old Grammarians who have supported the School this year through the Family Fair and Open Day, Mentoring Breakfasts, Careers Evening Program and Letters of Encouragement Program. It is heartwarming to see how the bond and ties of Camberwell remain strong, long after finishing school.

We had a great response of writers to participate in the Letters of Encouragement Program, and the effort put into the beautiful words of encouragement and

wisdom was a true indication of how so many past students hold our School so dearly. We have had some wonderful feedback from the parents of the Year 12 students, stating how much the girls value these letters.

As this is the final edition for 2014, it is with great appreciation that I thank our Committee, in particular our dedicated office bearers: Co-Treasurers, Amy Hall (2001) and Yvonne Mah (1988) and our wonderful General Committee members of Jessica Dawson Field (2007), Georgie Herbert (1998), Carolyn Olsen (1996), Natalia Livaditis (2002), Elisabeth Sandbach (2012), Freya Summons (2001), Grace Tennant (2012) and Katherine Westerman (2009).

Our Committee has seen an increase in members and this is truly heartening to see - I thank these ladies from the bottom of my heart for all of their support, assistance and kindness.

I would like to acknowledge our new Principal, Debbie Dunwoody. Debbie brings incredible warmth and expertise to our School. She is a visionary and passionate leader and I look forward to seeing our School prosper under her exceptional leadership.



Another supporter of the OGA is the Foundation Office - we are extremely grateful for the support of the team, in particular Emma Carbone, Hayley Galloway, Beth Higgs and Rachel Bugden - thank you.

We look forward to an exciting 2015 with the 95th Year celebrations of our School, and as always, I welcome you to attend our OGA meetings next year.

As another year draws to a close, I encourage each of you to celebrate Christmas with the ones you love. Cherish these times together and create beautiful memories to treasure. I wish each of you a joyous Christmas and all the very best for the New Year.

**Cara Davey**  
President

BELOW  
Parents' Association  
Father's Day Breakfast.

FAR RIGHT  
Parents' Association  
Mother's Day Breakfast.



## REUNIONS

Reunions have continued to bring much joy to our year. August saw two reunions. Our Class of 1974 enjoyed an intimate dinner party with good food, good friends and good memories, whilst our Class of 1979 enjoyed a ladies luncheon.

We welcomed back our Class of 2013 to the School in October and Robinson Hall was filled with an amazing buzz of excitement as our past students reunited together again.

We are honoured to have our past students return to CGGS and we thank kindly, all those who stay connected with the School. It is uplifting and inspiring to hear of not only the memories shared at CGGS but also the journeys taken after leaving the School.



### 2015 REUNIONS

Class of 2005  
10 Year Reunion  
Friday 27 February

Class of 1965, 1975, 1980  
50, 40 & 35 Year Reunion  
Saturday 18 April

Class of 1985, 1990, 1995, 2000  
- 30, 25, 20 & 15 Year Reunion  
Friday 1 May

Class of 2010  
5 Year Reunion  
Friday 28 August

Class of 2014  
1 Year Reunion  
Thursday 8 October

Sapphire Circle Lunch  
Saturday 10 October

## SAPPHIRE CIRCLE

Each and every year we are blessed with the wonderful work that our ladies of 'The Sapphire Circle' do to create the annual Sapphire Circle Afternoon Tea.

This special occasion is dedicated to those alumnae who have been out of school for 35 years or more. It is an afternoon of reuniting, reconnecting and indulging in the delicious spread that our very own committee members create and bake.

All proceeds from the day are contributed to The Dorothy Hall Scholarship Fund, named in honour of former devoted teacher and highly respected Principal, Miss Dorothy Hall.

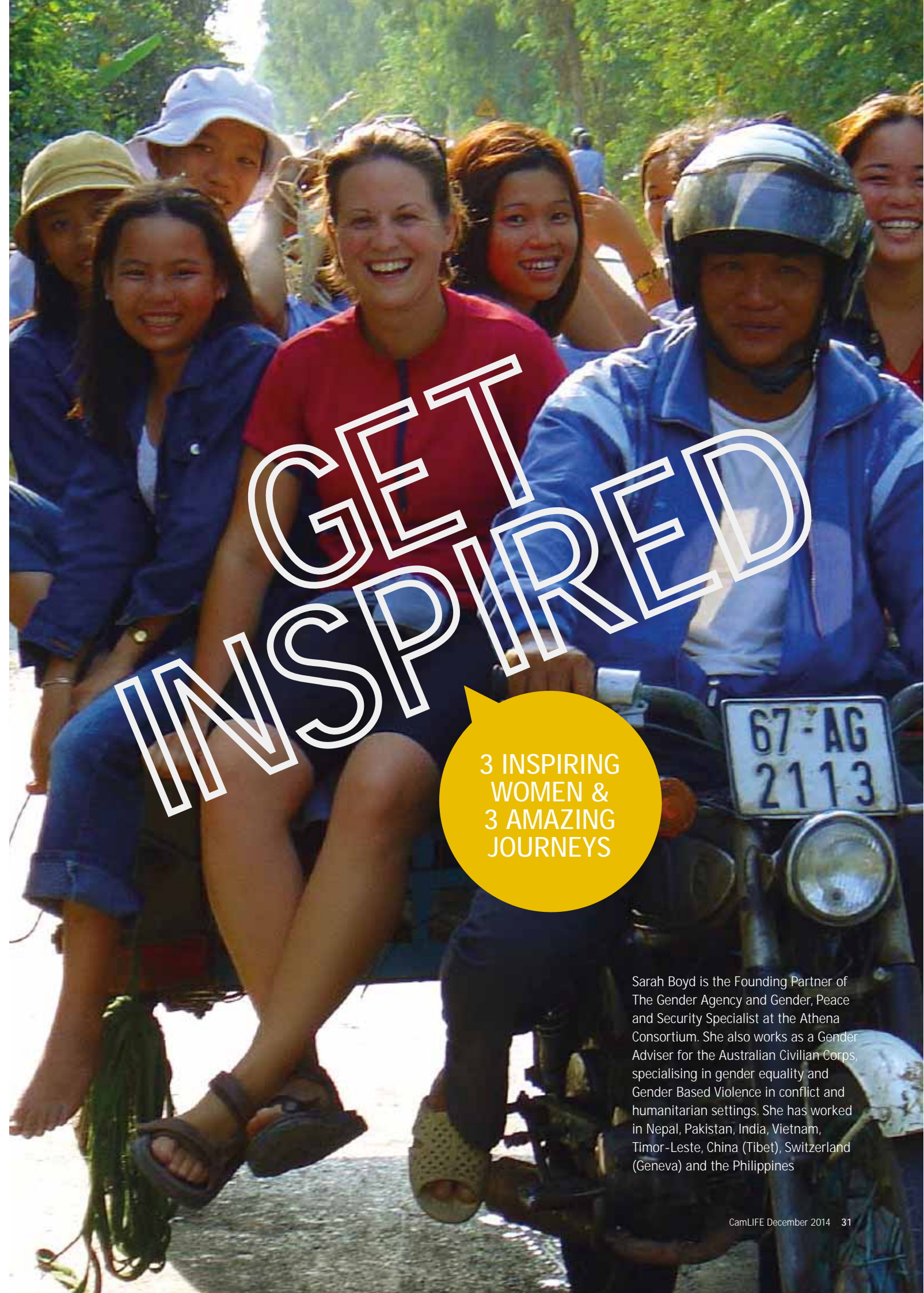
We are proud of this celebration. The beauty and passion within the stories and memories shared amongst these true friends makes it an honour to be a part of. Thank you to all who attended and to those who made the afternoon so special.



FAR LEFT  
Class of 2013 1 Year Reunion.

TOP LEFT  
Sapphire Circle Committee.

OTHER  
Sapphire Circle Afternoon Tea.



GET  
INSPIRED

3 INSPIRING  
WOMEN &  
3 AMAZING  
JOURNEYS

Sarah Boyd is the Founding Partner of The Gender Agency and Gender, Peace and Security Specialist at the Athena Consortium. She also works as a Gender Adviser for the Australian Civilian Corps, specialising in gender equality and Gender Based Violence in conflict and humanitarian settings. She has worked in Nepal, Pakistan, India, Vietnam, Timor-Leste, China (Tibet), Switzerland (Geneva) and the Philippines

## SARAH BOYD (SCHOOL CAPTAIN: 1998)

Two major world events took place in Beijing in 1995. The first - monumental in my 15 year old world, was the arrival of the CGGS Chinese study tour group in Beijing. Further to being the first time on a plane and overseas, this was the first time I was exposed to poverty and inequality. The world never quite seemed the same again - with a continuing motivation to understand the causes and consequences of both.

The second was an international conference that I would not learn about for more than a decade after it took place. The Fourth World Conference for Women was held in Beijing only months after our Year 9 group explored the old hutongs of Beijing. This conference was a watershed in adopting the Beijing Declaration and Beijing Platform for Action - key frameworks for women's rights internationally over the last 20 years. It was at this conference that Hilary Clinton made the famous statement that has inspired and influenced the women's rights movement since 1995 - "Human rights are women's rights, and women's rights are human rights. Let us not forget that among those rights are the right to speak freely - and the right to be heard."

Little did I realise that these words and these documents would influence and inspire my career. In 2015 the international community is undertaking a 20 year review of the Beijing Platform for Action, culminating at the Commission on the Status of Women (CSW) in New York. The Commission on the Status of Women is the largest international policy making body related to women's rights and gender equality - bringing together thousands of government, UN and civil society advocates, researchers and policy makers each year. I was lucky enough to attend CSW 57 (2013) and CSW58 (2014) for Oxfam Australia and the Women's International League for Peace and Freedom (WILPF). Both were life-changing experiences.

This review will look at the challenges and achievements in advancing gender equality and the empowerment of women over the

last 20 years. It will also look forward to the opportunities for achieving gender equality after the Millennium Development Goals expire in 2015. Despite progress over the last 20 years, there has been a worrying trend in recent years with many countries attempting to restrict, constrain and even reverse the rights of women.

I am currently designing and writing a publication for International Women's Day in 2015. The publication will profile 20 women from around the world who have been supported by the Australian government aid program. All of these women are living examples of working, to ensure women's rights are not reversed, and working to advance these further. Their stories are extraordinary... One woman, Nila, is a survivor of an acid attack in Bangladesh. She works for the Acid Survivor's Foundation to advocate with government to change legislation and she runs workshops to prevent further violence against women. Another woman, Kesha, is a Dalit woman from Nepal who was illiterate only a few years ago, without a source of income. Now she runs a successful business, is Chairperson of the National Federation for Micro-entrepreneurs supporting 70,000 business owners, and she was recently awarded the Oslo Business Peace Prize alongside Richard Branson. The opportunity to hear their stories and to tell these stories is an extraordinary one. These women are forces for change. What inspires them? The need to provide equal opportunities for women, to make decisions and choices about their own lives and the lives of their communities, which in turn empowers everyone.

I first had the opportunity to understand the importance of this message when working in Nepal at various times (between 2002 and 2007) during the 10-year armed conflict and in the peace building process. In 2007, I undertook research for my Masters thesis in conflict-affected areas on the impact of the armed conflict (particularly sexual violence) and women's roles in building peace at the community level. Whilst also working with the Institute for Human Rights Communication (IHRICON), the key learning from this experience has stayed with me ever since: women are not

only victims - they are agents of change. Challenging this assumption of women as victims is central to women's rights work. Never was this more evident than during my work in Pakistan. I first worked in Islamabad with AusAID (Australian Agency for International Development) after the 2010 monsoon floods, which displaced over 20 million people; and later for Oxfam Australia managing programs promoting gender justice and preventing violence against women. Travelling through Pakistan's Provinces, one pivotal experience was visiting girls' schools where land, was donated by their fathers who desperately wanted their girls to have the same opportunities as their sons. Indeed, Pakistan is an extraordinary place of hospitality, warm and generous people, rich culture, amazing mountains and a diverse, vibrant and active civil society.

I often reflect, fondly, on my experience at CGGS. I remain grateful for the opportunities provided to inquire deeply; nurture my curiosity; gain a sense of what service really means; and live in a small school community. This environment supported independent thinking and the possibility of creating your own vision and path for life. Current Principal, Debbie Dunwoody, said on her induction: "Our future leaders will be passionate learners, creative and empathic leaders and catalysts for change in the world. Their education will help shape not only their professional future, but also the type of person they will be."

Working on women's rights issues internationally, especially in relation to conflict and humanitarian settings has highlighted the importance of challenging the assumption that women are merely victims. They are active agents of change, and the importance of ensuring women's roles in every level of leadership and decision-making cannot be overstated. I can only continue to strive to be a passionate learner and a creative and empathic leader in my personal and professional life by learning from others already living as catalysts for change. Twenty years from now, I certainly don't want to be fighting to retain the rights that were agreed upon in 1995 or those that are agreed upon in 2015.

## VICKI HANCOCK (nee Lowe: 1987)



Approximately 400 fires started on 7 February 2009, the day of the Black Saturday Bushfires in Victoria. Temperatures reached up to 46 degrees celsius with winds in excess of 100km per hour. The radiant heat in some instances was capable of killing people 400 meters away. 120 people were killed in the Kinglake area alone.

It is estimated that the energy released by the Black Saturday Bushfires, was the equivalent of 1,500 Hiroshima atomic bombs. In total 1,100,000 acres were burnt. Fire fighters came from all over Australia, New Zealand and the United States with a total of 5000 assisting in the Black Saturday Bushfires.

Vicki Hancock (nee Lowe: 1987) fought on the day of Black Saturday, and for many days following.

Vicki was awarded with a National Emergency Medal for her efforts. This award is honoured by the Queen, and the Australian Government for significant service in response to a National Emergency.

"Accepting this award, knowing that so many people passed away in these fires makes it incredibly bitter sweet", said Vicki who is a full time flight attendant and volunteer fire fighter.

## PATSY KING (1950)

There is no escaping this Prisoner... Patsy King attended The Sapphire Circle Afternoon Tea on October 18 and had many a past student marvelling at her face and thinking to themselves... "Where have I met you before?... I know this delightful lady!"

Indeed, we all know Patsy. She has appeared in many of our lounge rooms over the years as the leading lady, Governor Erica Davidson in the Channel Ten series of Prisoner.

After attending CGGS, Patsy trained at the Melbourne National Theatre as a Shakespearean Actress. She has performed on many a stage and has spread her talents

within radio, film and television. Patsy has appeared in the likes of the television series Play School, Adventure Island, Bellbird, Power Without Glory and Chopper Squad. But it was her role in Prisoner that most know her by.

Known to the rest of the world as 'Prisoner Cell Block H'; Patsy was cast for the proposed 16 episode miniseries for Network Ten in 1978 as Governor Erica Davidson. She ended up staying in the role for four years until she left, saying "Erica had gone as far as she could". She was later asked to return and made two return appearances in the 1984 season. Patsy has often remarked on how different she is from the character of Erica but confirms it as a high point in her career.

She earned the Erik Award for her portrayal of Agnes in Fourposter and has also earned the Melbourne Critics Award.

Patsy has attended many Prisoner cast reunions and appeared on the documentary, On The Inside. She is still a regular stage theatre actress and performer. This year, she was invited to the UK by Screenstar Events as the guest speaker celebrating 35 years of Prisoner. More recently, she played in the A.R. Gurney stage play, Love Letters.

Patsy has countless stage credits and it's a wonderful honour to have her join us back at Camberwell Girls Grammar School from time to time.



FAR LEFT  
Patsy King starring in Prisoner.

LEFT  
Patsy King reunites with former cast members Val Lehman and Colette Mann.

# GENERAL NEWS

## Margaret Alousis (1994)

Margaret was recently the lead engineer on a team that won the Regional Prize of the 2014 Victorian Architecture Awards for the Bendigo Library Refurbishment. Margaret has also spoken at our Mentoring Breakfasts about her role as a Senior Mechanical Engineer.

## Chloe Butler (2010)

Chloe has completed a double degree in a Bachelor of Public Health and Health Promotion and Commerce, majoring in Accounting at Deakin University.

In 2015, Chloe will be travelling with former student Rachel Grant. They will spend a month exploring the U.S before returning home, where Chloe will begin the process of applying for graduate positions to commence in 2016.

## Zoe Fyffe (2010)

Zoe is nearing completion of her Bachelor of Health Science and Bachelor of Business at Latrobe University. She took a break from study this year to explore the world and to participate in some volunteer work abroad. Zoe recently returned from San Jose, Costa Rica after teaching English to children from orphanages and broken families.

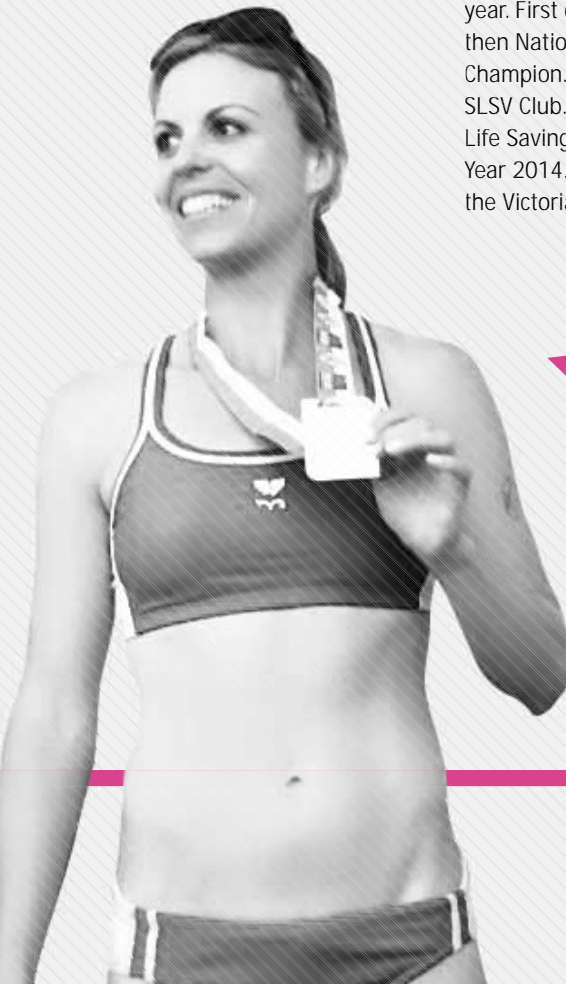


## Marlo Garnsworthy (1987)

Marlo was awarded first place in the Published Division of the New England Society of Children's Book Writers and Illustrators (SCBWI) 2013 Illustration Competition. Marlo was also Runner-Up in the R Michelson Galleries Award 2014.



Margaret Cooper (nee Sare), Barbara Richmond, Heather Spencer (nee Clarke) and Leani Williams (nee Clarke) four Old Grammarians from the Class of 1961 all travelled to France to attend the wedding of Heather Spencer's daughter. The ladies have known each since they met at CCGS in Year 1 - 65 years ago. What a fulfilling friendship they have shared!



## Sally Cumming (1999)

Sally won the Gold medal in the 30-34 Year Old World Titles Beach Sprint. This achievement marks a trifecta for Sally this year. First crowned Victorian Champion, then National Champion and now World Champion. Sally competes for the Anglesea SLSV Club. She was named Victorian Surf Life Saving Female Masters Athlete of the Year 2014. Sally was also recently awarded the Victorian Police Athletic Scholarship.

FIRST CROWNED VICTORIAN CHAMPION, THEN NATIONAL AND NOW WORLD CHAMPION

# BIRTHS

## Elizabeth Georgiev (2010)

Elizabeth has successfully completed a double Bachelor Degree in Nursing and Midwifery at La Trobe University and has secured a job at Monash Medical Centre as a Nurse and Midwife in 2015, through a graduate program with Monash Health.

## Yvonne HARRISON (née Hill 1942)

Yvonne celebrated her 90th birthday in late November. Happy Birthday Yvonne!

## Elisa Rough (nee Jarvis, 1989)

Elise is a Melbourne trained Paediatrician who has enjoyed working regionally, interstate and undertaking further training in Lyon, France. Working as a private paediatrician as well as in hospital clinics and schools, she has practised and learnt about the benefits of mindfulness in medicine and paediatrics over the past 20 years. Elise has given presentations at schools and conferences and she has enjoyed running workshops to demonstrate simple techniques in this area. She has four delightful children and a husband from whom she learns much on a daily basis.

Amy Hall (2001) welcomed her gorgeous boy Max to the world on 4 August 2014.

## Emma Race (1993)

Emma and her husband, Andy Maher have welcomed their third daughter. Phoebe Isobel was born in December 2013 and her sisters Millie Charlotte (4.5 years) and Sophie Lucia (3.5 years) couldn't be prouder. Emma has also just released another 'baby'. She has developed an app called 'Help Me Help You'. She was inspired to make the free app to assist carers and helpful friends.



# MARRIAGES

## Katherine Oswin (2004)

Congratulations to Katherine on her wedding day, celebrated in October.

## Victoria Wood (nee Allen 2002)

Tori married David Wood on 5 July 2014 at Port Phillip Estate in Red Hill. Three of her bridesmaids were friends she made at CCGS - Bec Tilley, Holly Percy (nee Cant) and Georgia Plafadellis - all from the class of 2002. Tori manages her own event styling business, 'Tori Allen Events' and organised and styled her wedding.



# VALE

Holly Carlin (2010) remembered for her love of literature and gifts as an artist, passed away 20 October 2014.

## Janet Jamison (nee Goudie 1960)

a passionate and dedicated member of The Sapphire Circle Committee since 2010. Passed away 31 October 2014.

## Joan Shrimpton (nee Burchnall 1941)

passed away peacefully on 4 October 2014 at Rice Village.

## Elizabeth Stevens (nee Dowling 1953)

passed away peacefully 20 June 2014.

## Katy Seward-Moran (1987)

Katy has been living in Luxembourg for the past 8 years. She is an English Language Development teacher in Grade 1 at the International School of Luxembourg. Currently, she is developing an outdoor learning program and with the help of students, she has built a school garden. The program takes the classroom curriculum into the fresh air and the students are surrounded by natural materials and greenery. Katy believes its really important for inner-city children to connect with nature. Katy says, "As Richard Louv points out in his book, Last child In The Woods, there is a risk that children become disconnected with nature and that we miss out on a whole generation of ambassadors for the environment. I feel that would be really sad."

## Judy Taylor (nee Matric 1944)

Judy Taylor published her first book, Mum Moments - Journey Through Grief this year. Her words are offering love, comfort and support to people all around the world.

## A TRIBUTE FOR LORRAINE ELLIOTT



### LORRAINE ELLIOTT AM (NEE GOLDER: 1960)

Lorraine Elliott, former Victorian State Member for the seat of Mooroolbark, parliamentary secretary for the arts, former ACMI board president, mother of three, grandmother of six, wife of former journalist John Kiely and former wife of businessman John Elliott is remembered by so many as kind, forever giving, loyal and bright.

Lorraine commenced her schooling at Camberwell Girls Grammar School and developed a strong love of learning, particularly, in English and Literature. She was the Taylor House Captain and received the Louisa Taylor Memorial Prize for Dux of the School upon graduating. Lorraine went on to continue her studies at Melbourne University where she pursued her love for education by completing a Bachelor of Education.

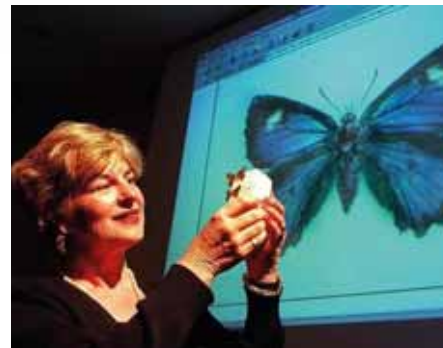
She was a champion for women on many fronts, declaring early in her parliamentary career that "women's issues do not exist in isolation - they concern men too". She placed great value on quality child care, health care and education and saw enterprise bargaining, where people negotiated their own conditions of employment, as a plus for women.

Premier Denis Napthine said Mrs Elliott had been passionate about making a lasting difference to those in her community. "Lorraine was admired and respected around Parliament House for her strong intellect, her absolute commitment to her various roles, but most of all for her caring nature, great sense of humour and her renowned bright smile. These wonderful attributes will be sorely missed by all who have known her," he said.

"I believe life's purpose is connection: emotional, or intellectual, or philosophical, or creative, or familial. We are here to make true connections with each other and find the possibility of a life lived fully for each other," said the late Lorraine. Those who knew her, know she did this with elan.

*Lorraine Elliott was a true believer, one fine lady, who spread her wings and sadly left us 2 July 2014.*

LORRAINE IS  
REMEMBERED BY  
SO MANY AS KIND,  
FOREVER GIVING,  
LOYAL AND  
BRIGHT



ABOVE: Parliamentary secretary for the arts, in 1999.



# THANK YOU

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