Welcome to Mary Bourke
Head of Junior School

Junior School Captains Megan and Margo get to know our new Head of Junior School, Mary Bourke.

How did you find out about the Head of Junior School job at Ivanhoe Girls’?
I was told about it by some people who were looking for a person to take over from Mrs Hodgson. They said that it was a lovely school to work in and that you girls were fun to teach. Then I came for a visit and saw it for myself. I was wandering around looking a bit lost trying to find the office when some girls spotted me, stopped what they were doing, and took me there. Every time I came I liked it more and more and here I am!

What’s different about Ivanhoe Girls’ compared to the other schools you have seen?
It is very friendly and everybody cares about one another. I love the way the classrooms are like the sitting room in my house, so it doesn’t really feel like a school at all — more like an extension of home. There is so much for all of you to get involved in at the Junior School — athletics, cross country, soccer, choir, musicals, junior drama, politics, art, gardening club, writing club, synchronised swimming … I would love to have gone to school here!

What do you like to do in your spare time?
I love to run! I used to run in competitions like the cross country you do and I still enjoy going for a run before school. My favourite morning is Friday because I get to run with lots of you at Chelsworth Park. I also like to read books, and some of my favourite kids’ books are

Editor
Melanie Dow and Tania Ryan

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After studying for my Bachelor of Commerce at Monash University, I was told about the University of Melbourne’s MBA program. I couldn’t believe it when I saw how many of the School Houses were in the book. I also like to travel and I have been very lucky to have taught students in five different countries!

Tell us about your family.
I grew up on a farm in Ireland and there were six children in my family, three dogs and too many cats to count! We all had to work on the farm and my favourite job was to feed the pet lambs with a bottle of milk when their mother could not look after them. I left Ireland to go travelling and I met my husband who was from Australia, which is why I ended up here. We have a daughter called Madalaine and a cat called Charlie.

Megan and Margo, Junior School Captains.

Horrid Henry, Shelly and A Series of Unfortunate Events.
I like to read adult novels too and I have just finished Ivanhoe by Walter Scott. I couldn’t believe it when I saw all the names of the School Houses were in the book. I had to travel and I have been very lucky to have taught students in five different countries!

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Megan and Margo, Junior School Captains.

Harry Potter, Harry Potter and the Goblet of Fire.
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From the Principal
Challenging Subjects

In this issue of Ivanhoe Girls’ News we congratulate the Class of 2015 on their excellent VCE results, and celebrate the diverse pathways they have chosen to pursue as part of their next phase of learning. One of the greatest joys for me and one which I am sure is shared by so many educators, is to catch up with past students, or to learn of their life beyond school from their families. Our goal at Ivanhoe Girls’ is to help each girl become the very best she can be whilst at school, but perhaps more importantly, to lay a strong foundation to enable her to continue to learn for the rest of her life.

The best foundation for future learning may in many cases mean that students should study the more difficult and challenging subjects at VCE level, such as the higher level Maths subjects. Such studies may enable them to have the strongest grounding on which to build during their tertiary studies and future careers.

In the face of heightened competition, in recent years many tertiary institutions have begun to lower their entry requirements, especially with respect to mathematical studies for a number of courses. However, in reality to succeed, students still need the higher level mathematical skills. This has been recognised by Sydney University, which recently announced that it was raising its entry requirements with respect to Mathematics for 2019 and beyond to enable those who gain a place to have a more realistic chance of success.

In addition, with much media coverage of the VCE performance of students, considerable pressure is brought on schools to maximise students’ scores to demonstrate the value that schools, especially independent schools, add to students’ achievements. Consequently, schools face pressure to increase the percentage of students who achieve study scores over 40 as is widely reported in the media. In turn, this may lead to pressure on students to select VCE studies in which they can achieve high study scores as opposed to the more rigorous and demanding studies which may be of greater benefit to their future careers. The study of the higher level mathematics studies, physical sciences and languages are vital for the future of our nation, yet they are extremely difficult studies in which to achieve high scores as they self-select for students of very high ability and/or students with prior knowledge of the particular language.

Consequently, state-wide (and Australia-wide) over the past 10 years there has been a significant decline in the number of VCE students undertaking the more challenging maths subjects, Mathematical Methods and Specialist Mathematics. These are already subjects in which girls are under represented. Despite significant government initiatives to increase the study of languages, there has been little or no increase in enrolments. Only 3.5% of VCE students study Units 3 & 4 French, and 1.9% study Chinese as a Second Language or equivalent statewide.

Ivanhoe Girls’ proudly encourages students to study challenging VCE studies despite the impact of this on their VCE study scores and the School’s percentage of scores over 40. Students are encouraged to ‘have a go’ at subjects they find challenging rather than being required to demonstrate high proficiency prior to enrolling in such VCE studies. This is reflected in the proportion of our students studying the more challenging VCE studies: state-wide 32.2% of students undertake the more challenging maths subjects and 25.6% of girls studied Mathematical Methods CAS, 8.9% of students and 5.9% of girls studied Specialist Mathematics, while at Ivanhoe Girls’ 22.4% of the Class of 2015 studied Specialist Maths and 51.4% Mathematical Methods CAS. Similarly, we have a significant proportion of students who study French and Chinese with 22.4 % undertaking French and 24.8 % Chinese as a Second Language or equivalent.

Dr Heather Schnagl AM

New Chair appointed by the Ivanhoe Girls’ Board

Following four years of outstanding governance leadership, Mr Rob Jones retired as Chairman of Ivanhoe Girls’ Grammar School at the Board meeting immediately following the Company Annual General Meeting held on Wednesday 26 April, Rob is, however, remaining on the Board as a Director of Ivanhoe Girls’, and the Board is delighted that his expertise will continue to benefit the School.

I am very pleased to advise that Ms Karen Frost (née Tresider, Class of 1981), Immediate past Treasurer, was elected unopposed as both the first female Chair of the School and the first Ivanhoe Girls’ Old Grammarian to hold this position. Karen, who has a significant leadership career in the finance sector, currently in the Victorian Department of Treasury and Finance, initially joined the Board in 2009 as a nominee of the Ivanhoe Girls’ Old Grammarians Association (IGOGA). In 2013, Karen then became an elected member of the Board. She has a strong record of involvement in the Ivanhoe Girls’ community including: as a past student and past President and a current committee member of the IGOGA; as a past parent of two daughters, Eryn Croll (Class of 2009) and Sarah Croll (Class of 2013) respectively; and as a past committee member of the Parents and Friends’ Association.

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Dr Heather Schnagl AM
Congratulations to the 125 girls from the Class of 2015 on their outstanding VCE results.

From each student’s Australian Tertiary Admission Rank (ATAR) the School’s results may be compared on a statewide and national basis for the age group:

- Four students or 3% of the class obtained results which placed them in the top 1% of the cohort
- Nine students or 7% of the class obtained results which placed them in the top 2% of the cohort
- 27 students or 22% of the class obtained results which placed them in the top 10% of the cohort
- 71 students or 57% of the class obtained results which placed them in the top 15% of the cohort
- 83 students or 66% of the class obtained results which placed them in the top 20% of the cohort.

Tertiary Destinations 2015

Congratulations are extended to the Ivanhoe Girls’ Class of 2015 who have received their 2016 tertiary offers. Every single student who was seeking a tertiary placement has been offered a place in a course of her choice, primarily in Victoria. However, a number have chosen to study interstate, most notably the Australian National University (ANU) in Canberra.

A great joy for all of us is to see the excitement of students who worked exceptionally hard throughout their schooling to achieve a place in the course of their dreams irrespective of their ATAR. Once again the tertiary destinations that the Class of 2015 have chosen to pursue are very diverse. It is really encouraging to see that the girls are carefully considering what course and institution best suits them as individuals.

Each member of the Class of 2015 has chosen her pathway to suit her own individual interests. In total they have selected to study 71 different courses (a number of which are combined courses) at 64 different tertiary institutions, from broad fields such as Arts, Commerce and Science to Art History/Curation, Film and Television – Animation, International Relations and Law (Honours)/Arts.

With many future careers predicted to require Science, Technology, Engineering and Mathematics (STEM) it is exciting to see that 65% of the year level have chosen to study a diverse range of STEM related courses including animal and veterinary bioscience, biomedical science, electrical engineering, exercise science, food technology and pharmacy.

In applying for entry to tertiary study, our girls are encouraged to aim high and use their first two preferences (of up to 12) for the courses of their dreams. Consequently we are delighted that in the first and second round of offers an amazing 70% have gained entry to their first choice and 91% of the Class of 2015 receiving a place in a course of their first three choices.

We wish the Class of 2015 well in their future studies and look forward to watching their careers develop in the years ahead.

Distribution of ATAR scores

2016 School Leaders

As this year’s School leaders we see the coming months as an opportunity to leave a positive legacy from which future students will benefit. Our main aim is to foster a sense of willingness within the School community, that will enable them to gain the most out of every opportunity presented to them. To us, willingness means to enthusiastically embrace challenging circumstances, as well as maintain a sense of service in everything you do. We would like to see this represented throughout the School, particularly in the co-curricular areas.

So far this year we have spoken to the School about our aims and put it into practice through whole School teamwork activities. We are really impressed with the way the School has responded to our message and their positive participation in these activities. This is the goal we will continue to strive for throughout the year.

The entire prefect team is immensely proud of the Class of 2016. So far this year we have supported each other through the demands of Year 12. Various obstacles have been overcome by a sense of teamwork amongst all the girls and our teachers. There have been so many highlights, such as the Lorne Conference and various year level activities. We are looking forward to the rest of the year to face further challenges and high moments as a year level.

As a prefect body we have been working hard to bring a sense of inclusion to the School community, to allow for better interaction between the year levels. Our aim through these activities is to facilitate better communication between year levels. For example, uniform blitzes, Valentines’ Day activities and assembly team work. These have all provided a sense of community and teamwork throughout year levels. We look forward to creating more goals as a prefect team to impart our vision upon the School.

Elena, School Captain and Olivia, School Vice Captain

2015 Dux, Liu Xin (Danielle) Zhang, has been awarded a Chancellor’s Scholarship at The University of Melbourne where she has chosen to study Science.

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About Julia Oleinikov (Class of 2015)

Tertiary Course – Bachelor of Film and Television (Animation) at Swinburne University of Technology (three years).

Anticipated Career Path – Eventually I would like to work on live-action or animated films, either as part of a large studio or as an independent creator.

About Zoe Papatheohari (Class of 2015)

Tertiary Course – Bachelor of Film and Television (Animation) at Swinburne University of Technology (three years).

Anticipated Career Path – Eventually I would like to work on live-action or animated films, either as part of a large studio or as an independent creator.

About Mischa Cognian (Class of 2015)

Tertiary Course – Bachelor of Film and Television (Animation) at Swinburne University of Technology (three years).

Anticipated Career Path – Eventually I would like to work on live-action or animated films, either as part of a large studio or as an independent creator.
Four years ago, the Ivanhoe Girls’ curriculum team embarked on a project to embed formative assessment, or assessment for learning, throughout the School from Prep to Year 12. At the recent Project Zero Conference run by the Harvard Graduate School of Education, Principal, Dr Heather Schnagl, Director of Learning and Teaching, Jan Leather and Head of Library, Louise Kimber shared the School’s progress with education professionals from across Australia.

Participants of the conference were introduced to the Structure of Observed Learning Outcomes (SOLO) taxonomy, used throughout Ivanhoe Girls’ to foster a deeper learning and to complement the School’s formative assessment focus.

The five stages of the taxonomy were explored in small groups as conference participants identified the unistructural, multistructural and relational levels of sample scenario questions.

We then led the groups through the structured student research process used within our School’s curriculum and demonstrated how this has been adapted to incorporate the SOLO taxonomy to further foster deep learning by our students. The participants then used this framework to develop their own research questions in a variety of subject areas and heard how this has assisted staff at Ivanhoe Girls’ to set research assignments with a greater focus on deep learning.

Our curriculum team concluded their workshop by explaining that a number of other positive outcomes have emerged as a result of the School’s participation in the ISV Harvard Leading Learning that Matters (LlLM) program. Firstly, there has been significant improvement in the communication of the outstanding learning that is occurring in the School. Secondly, the LLM lens has been valuable in helping staff make decisions on which initiatives to offer within the School by looking for initiatives that have the biggest impact on the learning that matters for our students. It was with this lens that the School decided to pilot the ‘fuming in to fees’ program, which focusses on emotional coaching to enable our students to build their emotional competence.

Louise Kimber, Head of Library, Jan Leather, Director of Learning and Teaching and Heather Schnagl, Principal

This year, the Global Forum on Girls’ Education, Creating a World of Possibilities, was held in New York from 7-9 February. This ground breaking conference, hosted by the National Coalition of Girls’ Schools USA, brought together over 950 educators, researchers, advocates, authors and related industry leaders from 23 countries, including two very humble attendees - Marty Conboy, Head of Curriculum (Years 7-9) and Melanie Dow, Director of Communications and Marketing.

We packed our bags and jet-setted over to New York with the aim of exchanging and learning about best practices and innovative approaches for academic excellence and the health, development and empowerment of girls.

Over the three day conference, we heard from seven keynote speakers including feminist icon, Gloria Steinem; Business Leaders Publisher and Author; Arianna Huffington; and Australia’s own Holly Ransom, CEO of Emergent Solutions, Chair of the G20 Youth Summit and Co-Chair of the United Nations Global Coalition of Young Women Entrepreneurs.

Some of the key messages and themes that emerged from the Forum were:

- Girls Education is a movement – There is nothing more important than educating young women on a global scale. In order for this to happen, we need to work harder to universalise literacy and technology as it is divisive given some countries and communities don’t have access to one or either.
- Girls’ schools globally are dealing with similar issues around perfectionism and anxiety. To combat the crippling ‘plague of perfectionism’ sweeping through schools, two Principals from the UK introduced ‘Failure Week’, with the message that it is ok not to be perfect all the time, and mistakes can be made and accepted.
- Increased and continued focus on STEM/STEAM – It’s estimated that 40-50% of jobs will be automated in the next decade and a half. To prepare girls, the evolution of STEM needs to continue from stand-alone subjects into an all-encompassing program where girls are developing both technological and entrepreneurial/enterprise skills. For example, the girls in Year 8 Mathematics program at a New York school plan, develop, print and construct 3D prosthetic hands for children who have lost limbs. They run the entire program and have built a website for the recipient children so they can check the progress of their hand during the planning and construction phase. In 2015, the girls developed 22 prosthetic hands.
- Building an innovative and dynamic learning culture - It is important for girls’ schools globally to focus on girls learning specifically and to build skills for innovation such as enterprise, entrepreneurialism, negotiation and collaboration.

In addition to keynote speeches, there were over 80 Breakout sessions and 80 Inspire sessions on offer. We chose to attend a pre-conference workshop on Transgenderism, which included gaining an in depth understanding about Gender Identity and insights into creating policies to cater for Transgender children.

Our attendance at the Global Forum provided us with a great learning, networking and professional development opportunity that will continue to be shared with the Ivanhoe Girls’ community in the future.

Marty Conboy, Head of Curriculum Years 7-9 and Melanie Dow, Director of Communications and Marketing
From Home to the Early Learning Centre

The transition from home to kindergarten is an important and exciting milestone for young children. They need to feel safe, secure and supported as they do their families. The first part of this journey is when the Director of the Early Learning Centre meets with all families coming into the Early Learning Centre. At this time parents provide us with a profile of their child, which gives staff a broad summary of the needs and interests of their daughter. It also allows staff to familiarise themselves with cultural and family traditions that will play an important part in settling a child into Kindergarten.

Later in the year, families are invited to an Orientation Morning to meet other families and children who will be in their class. This is an informal social morning providing parents with a wonderful opportunity to meet each other and for the girls to explore and play in their room and our beautiful learning spaces. It is a delight to watch the girls make new friends as they play. All too soon the time is over!

There is always great excitement as the year commences. A ‘Welcome to the ELC’ session is scheduled for each family where parents are provided with information about the program, specialist classes and daily routines. To assist with the transition, the first two weeks finishing time on the days they attend is reduced to help and support the Kinder girls to settle into their new environment.

With the excitement of starting in the Early Learning Centre and learning new routines, the children can tire easily. In addition, during these first weeks of the year the kindergarten teacher holds individual family interviews. This is an important time for families to share more specific information and to discuss common goals for their daughter in their first year of formal education.

Anna Tibb
Director of the Early Learning Centre

Starting school is such a huge milestone for a young child; there is much anticipation, excitement and even a few nerves for the child and parents alike. At Ivanhoe Girls’, the Prep four stage transition process commences in mid-October with the girls’ first Orientation visit to the Prep room. During the first three stages of visits to the classroom, Maria Anker (Prep Assistant) and I spend time getting to know the girls as they get to know us and each other. We start the session with a variety of activities set up around the room, including Literacy and Numeracy games, art and craft activities, puzzles, construction activities, a dramatic play area and drawing on the IWB (Interactive Whiteboard). These activities are chosen to enable us to interact with the girls and also take the opportunity to stand back and observe as the girls chat and interact with each other.

A number of our girls visit for the first Orientation session without knowing anyone, so it is extremely important to start nurturing new relationships right from the outset. In the first session, we take a photo of each girl with one of her new friends. The photo is printed and glued onto an activity sheet where the girls draw a picture of themselves with their new friend. This is sent home at the end of the session so that each girl has at least one special friend to connect with the next time we meet.

By the fourth Orientation visit, the girls visit the Junior School Library with Marissa Caluzzi (Junior School Librarian) for a Teddy Bears’ Picnic while I meet with the parents to give them an overview about starting school. During the visit to the library, the girls are presented with a book written and illustrated by our current Prep’s entitled ‘What you Need to know about Prep’. Dr Schmahl also takes the opportunity to join the girls at the Teddy Bear’s Picnic.

As part of the process of getting to know the girls, I take time to visit each girl in their current Kindergarten/ELC setting. This gives me some special one on one time with each girl and an opportunity to chat to her teachers. These visits help me to get to know the girls in an environment in which they are familiar and confident. I always walk away with new insights to help me plan for the upcoming Prep year.

Just before Christmas, the girls receive a card from me with photos of their new Prep friends. Many parents tell me this is kept in pride of place on the fridge as the girls become more familiar with the names and faces of their new friends. In late January, as the new school year quickly approaches, I reconnect with each girl by sending them a letter about my holiday and invite them to draw a picture of themselves in their new school dress.

When that very special ‘first day at school’ arrives, not only do I know each girl’s name, I know quite a lot about her personality and what makes her an individual. On the first morning, we welcome small groups of girls every 15 minutes to allow time for them to settle into their day, take the all-important photo and kiss their parents good-bye before the next group of girls arrive. As the final part of the transition process, the girls finish their day at 12.00pm for the first week and 1.00pm for the second week. Quiet, restful afternoons at home in those early weeks help the girls to cope with the demands and rigours of the new adventures at School.

Jo Rowlands
Prep Teacher

Year 7

Starting Year 7 is an exciting adventure. While the girls join us as confident and accomplished young women, we know that there can be some apprehension. To ensure that this transition to Year 7 is as smooth and fun as possible, there are a number of special days in our School Calendar.

The first of these days is in early August when the girls are in Year 6. We call it ‘A Day in Year Seven’. There is a sense of great excitement as all the girls coming to start the following year arrive for a full day to experience what a normal day in Year 7 is like. With a model timetable for the day, each girl has a taste of new subjects like Science and Languages, and has opportunities to explore the campus. It is a day where girls, especially those who might be the only student from their primary school, meet with each other and the team of Year 7 teachers. We know from talking to senior students that lasting friendships are made on this day.

The next important day is Year 7 Orientation Day which occurs in December. The focus of this day is for girls to meet their tutor (a staff member who supports the girls with social, interpersonal and organisational aspects of school life) and other students in their tutor group. Tutor groups are small (usually between twelve and fifteen girls) and provide an opportunity for students to develop supportive relationships with their peers and their Tutors. Throughout Senior School, two lessons per week are devoted to pastoral care time. Supported by the Year 10 Peer Support Leaders, many of the sessions on this day are spent in Tutor groups participating in a range of activities, including homework and organisational planning, health and wellbeing, cyber safety and building positive relationships. We know by the end of this day that the girls are very confident and excited about commencing in Year 7 at Ivanhoe Girls’.

The much anticipated first day of the School year sees only Year 7 students attend School for a half day orientation. The rest of the School returns the following day for the new School year. On this day, the Year 10 Peer Support Leaders help the girls settle into their very own Year 7 Centre, read their timetables, organise their lockers and introduce the girls to the many opportunities to participate in the School’s co-curricular program. This is closely followed by a Senior School tradition and highlight for all students and staff, and an important part of the Year 7 transition, when each girl, in her tutor group, is introduced to the School by her tutor at Assembly. By then the group has taken big steps on their journey, and….. are ready to head to camp!

Nicole Sage, Year 7 Coordinator
and Alison Godbehear, Year 8 Coordinator

Orientation for International Students

When we welcome International students to Ivanhoe Girls’, their orientation does not consist of one specific day, we support and monitor their wellbeing and learning process for their entire time at the School.

For our new International students are confirmed as enrolling at Ivanhoe Girls’ they travel to Australia in June or July to commence their English Language College. During this time we receive regular reports on the progress of their studies. To ensure a smooth transition, we invite them to come to School for a day to explore the campus, meet the International Student Coordinator and choose subjects for the following year. Towards the end of the year the girls are again invited to School for a day to participate in the end of year activities and to meet other students.

An Orientation day specifically designed for our International Students takes place on the day Year 7s begin. This gives the students another opportunity to get to know the School and find their way around. During this day they will again meet with their Year Level Coordinator, learn where the library is, make sure they have the correct uniform, discuss how they are travelling to School, learn how to log on to hive (the School’s Intranet), meet their English teacher; and more. As the girls are adapting to life in Australia, settling into homestay accommodation and acquiring new English language skills, we are careful to proceed slowly and offer support wherever needed.

Studying in Australia is incredibly different for these students, not just academically. They often don’t know what brown school shoes are (or even where to buy them), casual clothes day is a foreign concept, as is signing in at Student Services. So once they have been at School a day or two, that is when I am at my busiest and inundated with questions.

Early in the year we generally meet for lunch with the Global Liaison Prefects. This gives all the International girls an opportunity to ask the students in the leadership team of the School anything they would like. The prefects are wonderful at helping the ‘new’ girls with any queries they have.

We are very aware that the move the girls have made is huge. These courageous girls are in a foreign country studying in a second language, sometimes studying subjects they have never studied before and living in a homestay environment. Our aim is to give them support, encouragement and the care they need to achieve their long term goals.

Lisa Toomey
Acting International Students Coordinator
AIDA - BEHIND THE SCENES

“The organisation of rehearsals this year has not only been helpful to the busy cast but also allowed breadth in our exploration of the story of Aida. The small but surprisingly powerful male chorus has changed the dynamic vocally and dramatically, adding another element to this incredible musical.” – Lucy, Year 11

“AIDA, what a truly inspiring production! The vibrant costumes, friendly faces and wonderful choreography made a simple musical into a masterpiece. While walking around in circles and yelling obscure lines we’ve all really come into our own.” – Zephyrine, Year 9

“The vibrant production of AIDA School Edition is a testament to the combination of historical and theatrical endeavours to create a partnership in which new generations can learn to love the art form of entertainment.” – Ellen, Year 11

AIDA School Edition

From late January to early May, our Senior students threw themselves into rehearsals for the annual Senior School production, this year’s being AIDA School Edition, an ancient story of love and betrayal. The hard work of the cast and crew to make this a memorable performance was evident.

Staff Music Concert

Wednesday 16 March
Of course, none of this would have been possible without the support from both the entire Mathematics Faculty and the School curriculum at conferences for other Mathematics teachers; what we are achieving here regularly sparks interest elsewhere as exemplary practice. Mathematics is truly remarkable and teachers in other schools are often amazed at our enrolment rates in Specialist Mathematics. They are involved in Mathematics education, this is yet another example of how Ivanhoe Girls’ is continuing to achieve success in the pursuit of excellent learning.

Year 11 Conference

Despite the treacherous rain and ghastly winds, the Year 11 girls showed true optimism when embracing the opportunity of the private university tours that were arranged as part of the Conference. Both Melbourne University and RMIT University had 130 eager teenagers doing their best to absorb all of the information given to them about a potential path for the budding future generation. Groups were taken around the campuses by tour guides, whether with a student or a staff member, and the idea of university life gripped the eyes of each and every girl. It goes without saying that we are so grateful that Ivanhoe Girls’ goes out of their way to make sure every single girl has the best start in life.

Beyoncé

Beyoncé is a dance organisation that teaches the art of Beyoncé dancing. On Thursday, two dance instructors came to Ivanhoe Girls’ to teach the Year 11 students a routine to a Beyoncé song. In our year level, we have some major Beyoncé fans and they utterly enjoyed the workshop along with everyone else. It was great fun learning some Beyoncé moves. I have to admit the workout was tiring with the all body movements.

School Captain, Elena (Year 12) Simon Pryor, John Fitzherbert and School Vice-Captain, Olivia (Year 12).

Yardstick and Diversity

The Maths Active Schools accreditation is awarded by the Mathematical Association of Victoria, which is an independent organisation that holds an annual two day (international) conference each December. In Mathematics education circles (pun not intended) there is no higher praise for an institution involved in Mathematics education, this is yet another example of how Ivanhoe Girls’ is continuing to achieve success in the pursuit of excellent learning.

John Fitzherbert

John Fitzherbert is philosophical by nature. A cultivated person, of all his colleagues, recently recognised in the acclaim of achieving ‘Maths Active’ accreditation for our School. His consciousness; when asleep he merely dreams about it. John is a busy and dedicated educator who doesn’t have much ‘spare time’ – but when he does, there’s nothing he loves more than mathematics and the endless possibilities it offers. When awake, mathematics fills John’s consciousness; when asleep he merely dreams about it.

John’s consciousness; when asleep he merely dreams about it.

Mary Davies

Mary Davies, our wonderful Student Services Officer, has been with Ivanhoe Girls’ for seven years now, during which time she has earned the respect and admiration of all who have come into contact with her. This includes every student and member of staff, plus most parents. One of Mary’s key roles is to manage the first aid provision for all Senior School students and for the staff throughout the whole School. Frequently, she is in the position of being a warm and reassuring voice when liaisoning with parents about anything to do with students’ medical well-being at school. Additionally, Mary administers the School’s attendance rolls and this often involves communication with girls and families about all kinds of student absences, whether short term or longer term.

The main factor in Mary’s much-admired manner in every aspect of her complex role, is just the amazing personality she has. She’s calm and patient, warm and encouraging, but simultaneously a direct, no-nonsense ‘straight-shooter’. In fact, not much irritates Mary. However, whilst she is amazingly adaptable to everyone’s individual needs, she likes procedures and protocols, which she feels give direction and stability to the workplace and people’s relationships at work.

A less well-known platform for Mary’s calm, steady and self-assured manner is that she has had a diversity of life experiences way beyond the world of schools and she has a degree in social work. Coming from a large family of eight children, she has always held the view that everyone is special and different, and there are always ways of grounding yourself and seeing the good in people. Mary has a deep commitment to community service and philanthropy. Not much ‘cheeses her off’ but she really doesn’t like to see selfishness and self-centredness in people.

Mary loves her job in a school working with teenagers, and often having the opportunity to interact with the younger Junior School girls as well. She is caring, optimistic and encouraging of young people and sees their occasional lapses of good judgement as an important part of growing up. She’s no ‘pushover’, however, and will readily ‘tell it like it is’, insisting that the girls take as much responsibility for themselves as possible.

With such a busy and varied role at school, and with such a diverse working background before she came to us, what is at the core of Mary’s personal life? “Family,” she says, “there’s really nothing more important.”

Celia’s journey began in the small Tasmanian city of Devonport, where she completed a Bachelor of Education at the University of Tasmania. Her passion and dedication to primary education during her tertiary studies awarded her the GV Brooks Memorial Prize, an award named after a former Tasmanian Minister of Education, whose primary ambition was to provide accessible education to rural communities.

Celina’s dedication and capability as a teacher was quickly recognised during her first permanent teaching role, where within three years she was acknowledged with an Advanced Skills Teacher, later accepting the role of Acting Principal. However, while passionate about rural education, Celina decided to follow her partner Peter (now her husband) to Melbourne when endowed to further his post graduate education at Melbourne University; however, her studies were cut short when she was offered a position at Ivanhoe Girls’, and thankfully accepted!

More than 10 years later, Celina treasures the relationships she has formed with her students both past and present. Her contribution does not go unnoticed, with her current Year 6 class describing her as being “cool, calm and collected”, as well as having a “cannious smile” with a “supportive, understanding and kind demeanour”.

Celina currently leads the social service program in the Junior School, a position which she finds very rewarding and enjoyable. She has also assisted the skiing program with Ivanhoe Girls’ Snowports and travelled to Japan with a group of Senior School students on a cultural exchange. Nowadays, Celina has her hands full looking after her three children and a cheeky dog, but in her rare free time she enjoys travel to rural Australia. She is looking forward to further travel adventures and continuing to learn and trying to make a positive difference in the lives of others.

Maths Active Schools Accreditation

Ivanhoe Girls’ Grammar School

12

Ivanhoe Girls’ is very fortunate to have such a committed mathematician as John Fitzherbert as the Head of our outstanding Mathematics Faculty. For many people, mathematics is a daunting and elusive mystery, or else just a utilitarian measurement and calculation serving the needs of a myriad of practical activities from accounting through to building and beyond. For John Fitzherbert, however, mathematics is a descriptive and explanatory language of intrinsic worth and beauty. “The universe is mathematical,” he says, and mathematics clarifies the universe in which we live while providing endless enjoyment and fascination. As a teacher, John sets the highest expectations for all his students, and he delights in their discoveries and their pleasure when they gain a new insight or solve a problem which previously seemed impenetrable to them. John is justifiably proud of the high regard of the Mathematics Faculty and the work of all his colleagues, recently recognised in the acclaim of achieving ‘Maths Active’ accreditation for our School.

John Fitzherbert is philosophical by nature. A cultivated person, his music education circles (pun not intended) there is no higher praise for an institution involved in Mathematics education, this is yet another example of how Ivanhoe Girls’ is continuing to achieve success in the pursuit of excellent learning.

John’s consciousness; when asleep he merely dreams about it.
VCE Service Trip to Nepal

Regardless of destination or purpose, travel changes us. It forces us to step out of our comfort zone, experience diverse cultures, and most importantly learn about ourselves.

This idea of travel and the rewards it offers shaped our conversations when we began planning the VCE Service Trip. Central to the experience was the aim to inspire the wonderful young women at our School, giving them the opportunity to rethink and better appreciate the world around them, while presenting them with an opportunity to give back to people in need.

Ivanhoe Girls’ already has a long philanthropic history with Nepal, so it was an obvious choice when selecting an overseas destination for our inaugural VCE Service experience.

In April 2015, not too long into our planning, a 7.8 magnitude earthquake rocked Nepal. A second quake, and then many violent earth tremors closely followed the initial earthquake for weeks afterwards. This developing country was not prepared for such a natural disaster or for the humanitarian crisis that had followed in its wake.

After the devastating quake hit, the Australian Government’s travel advisory warnings about safe travel throughout Nepal gave us several months of anxious anticipation whether the trip was able to go ahead. Our spirits were not damped though, and over the following months we forged ahead with our fundraising activity and raised enough to enable us to fully participate in supporting the organisations we committed to working with: the Intrepid Foundation, the Seven Women Organisation and Fred Hollows Foundation.

As the time to depart drew closer, the travel advisory gave the green light to venture back into Nepal and we began our journey on Saturday 5 December with 12 very excited students and two enthusiastic staff.

When we arrived we were heart-broken for the people of Nepal. Eight months after the earthquakes, tent cities still replaced homes and so many incredible buildings from the 16th, 17th and 18th centuries were in ruins.

Our visit to the Fred Hollows Foundation, Tilganga Eye Hospital and the Institute of Teaching Facilities where they educate doctors and health care workers from all around the world, and the intraocular lens area where lenses needed for cataract surgery are produced was extraordinary. This unique experience was made all the better as we met with the amazing people involved.

We spent some special times with the Seven Women Organisation, which was established by Ivanhoe Girls’ past student Stephanie Woollard (Class of 2002). They taught us to make a delicious Nepalese meal and craft items. We in turn taught them computer skills, helping with their tailoring enterprises. This rich and rewarding experience lent meaning, purpose and most importantly learn about ourselves.

Our wonderful Intrepid Travel Leader, Satya, was not only a very knowledgeable guide, but he was so obviously proud of his homeland and the resilience of its people and culture. The humanitarian need that was evident on our travels reassured us that our desire to support the Intrepid Foundation and the work they do was not misplaced.

Regardless of destination or purpose, travel changes us. It forces us to step out of our comfort zone, experience diverse cultures, and most importantly learn about ourselves.

Lyndy Stagg
Director of the Cooerwull Centre for Leadership and Service

Ignite – Robotics

Junior School

This year, Junior School offered an Ignite Robotics unit for younger students using the new Lego robots kits called WeDo2. The WeDo2 Lego software kits help students learn about design and programming using colourful Lego constructions.

Invited Year 3 and 4 students attended five Ignite sessions and worked through basic building and programming tasks. They used an iPad to follow the Lego building instructions to construct several Lego models and then wrote the code that used wireless Bluetooth to operate the Lego robot. After mastering the basic skills, girls chose a real world problem solving challenge that involved design, construction and programming. Various final projects were showcased at Open Day and included pulling robots, helicopter rescue robots, speed racing cars, a dam with a swing gate and a simulation earthquake.

Helen Moore
Deputy Head of Junior School

Senior School

At Ivanhoe Girls’ we work hard at providing a curriculum that is designed to challenge all of our students. Girls who demonstrate keen thinking skills or advanced academic ability are catered for in the classroom and, from time to time, are provided with an opportunity either by invitation, or their expression of interest, to participate in short extension units of work as part of the School’s Ignite program. Each Ignite unit is designed to tap into our students’ natural abilities, aptitude and inquisitiveness so that they can further explore and extend their abilities in a range of fields. In designing Ignite units, where appropriate, we also try to facilitate cross Faculty and/or multiple year level learning in order to provide students with the opportunity to learn with other students with similar interests. During terms 1 and 2 this year, a group of Year 10 girls have been engaged in a Robotics Ignite unit.

Robotics and automation is a field that is increasingly becoming more relevant to our daily lives – from automation of functions in the home to driverless cars. In this, students have been exploring robotics equipped with a range of sensors that allowed the robot’s ‘brain’ to perceive and navigate its way within its environment. Students applied their understanding of gears and basic engineering principles to build a number of robotic devices for which they wrote basic programs to enable their robots to complete a variety of simple tasks. For example, navigating a course with obstacles to simulate a search and rescue in a natural disaster. The girls are hoping to finish the unit by dividing into teams that will pit their robots against each other in a Sumo wrestling style combat. This Ignite unit drew from a number of different fields, such as Science, Information Technology, Engineering and Mathematics.

Alex Leahy, Robotics Unit Leader
Paul Fitz-Gerald, Ignite Coordinator

Attending the school at Nuwakot.

The VCE Service Trip cohort with their hosts.

• Tiana (Year 12) and Sarah (Year 11) helping at the Seven Women Organisation.

• Charlotte (Year 4) and Natalie (Year 4) with their completed WeDo2 robot.

• Kerrilee (Year 10) constructing a robot.

• Archisha (Year 3) and Malinda (Year 3) and their WeDo2 robot.

• Abigail (Year 3) and Ramiele (Year 3) testing the controls of their robot.

• Victoria (Year 10), Mr Leahy and Grace (Year 10).

• Helen Moore
Deputy Head of Junior School

• Lyndy Stagg
Director of the Cooerwull Centre for Leadership and Service
House Swimming  
Tuesday 9 February

Ivanhoe Girls’ Grammar School

House Athletics  
Wednesday 20 April

Ivanhoe Girls’ Grammar School
Early Learning Centre

There has been enormous change in early years education over the last few years. The introduction of the Victorian Early Years Learning and Development Framework acknowledges the child’s identity, culture and spirituality, and ensures that early childhood professionals are providing a program that builds confidence, self-esteem, and the necessary skills needed for life long learning. The Early Learning Centre (ELC) Curriculum has a holistic approach to encouraging, teaching, guiding and nurturing each and every child. We have high expectations for every child and place a strong focus on the relationships we develop with families. Our program incorporates a range of activities that promote learning and teaching in the key developmental domains: the child’s social, emotional, physical, language and cognitive wellbeing.

By combining detailed observations, discussions with families and periodic assessments, staff are able to identify the girls’ strengths, interests and areas requiring further development. We place a lot of emphasis on the materials that we use in the ELC, only using the highest quality of resources with the girls. The spaces in the ELC are full of light and ensure there is consideration given to spaces for both individual, small and large group work.

Literacy and Numeracy is incorporated into the program on a daily basis through a combination of teacher directed and child initiated play based activities. The use of the Interactive Whiteboard each day allows the teachers to consolidate the girls’ learning of various units of inquiry, while at the same time introducing technology skills.

Excursions and incursions are an integral part of the program, providing a link between what we learn in the classroom and resources and experiences in the wider community. Parents are encouraged to participate in the program with a range of activities from cooking, sewing, reading with the girls or sharing a specific talent!

The ELC is a space that promotes best practice in the early years. It is inspiring, reflective, supportive and allows each of the girls to develop a positive sense of self and a wonderful curiosity for learning.

Anna Tibb
Director of the Early Learning Centre

Innovative Systems

The School has recently completed the final stage of an innovative new system that provides power, heating and cooling for the School’s pool and gymnasium facilities and reduces its carbon emissions.

In 2013, the existing gas-fired swimming pool heating system was approaching end-of-life. Rather than a simple replacement with a contemporary like-for-like heating system, several options were explored that might provide greater energy efficiencies, reduce carbon emissions and deliver maintenance cost savings. After considering the available options, the School decided to install an innovative trigeneration system that produces electricity and heating and cooling energy, as well as supplementing it with a new solar water heating system.

The trigeneration system primarily comprises an engine and a lithium bromide absorption chiller. The engine uses natural gas and generates electricity, which is used in the pool and gymnasium facilities, as well as heat. Generating electricity from natural gas means that every kWh of electricity created generates only about half the amount of carbon dioxide when compared to traditional sources such as coal. At the same time, every kWh of electricity created also generates about 1.5 kWh of thermal heat. Rather than waste this heat energy as occurs in many traditional systems, the trigeneration system productively uses this energy. Some of the heat energy is used to supplement the solar installation and heat the swimming pool water, while the heat can also be used to provide warm air into the pool and gymnasium in the cooler months. In the warmer months, some of that heat can now also be used to provide cooled air to the gymnasium via heat exchange in the chiller, bringing cooled air into the gymnasium for the very first time and in an energy efficient manner.

The energy audit that was conducted as part of the installation decision process indicated that the new trigeneration system was likely to save, compared with the replaced end-of-life system, some 416,000 kWh of electricity and 2,000 GJ of gas each year, as well as reducing the School’s annual emissions by almost 900 tonnes of carbon dioxide (including the contribution of the new solar installation). Although the system is still in its early phase of full operation, indications to date are that the anticipated savings are being realised. With a 20 year expected life, this innovative new trigeneration system will provide a great long term benefit for the School and the environment.

Jarred Guiney
Director of Corporate Services
Students at Ivanhoe Girls learn French through the Accelerated Integrated Method (AIM) language learning approach. This exciting method incorporates the use of gestures, music, dance and theatre to make the experience of learning an additional language an extremely positive one. AIM teachers use a lot of facial and body language along with hand gestures to help students make sense of the French language. Gestures pass directly from sound to meaning, without the need for translation. They help students to internalise language in a variety of modalities (auditory, visual and kinaesthetic) while stimulating several areas of the brain at once. Acquisition is faster and more deeply embedded. All students engage in choral language work and gesture along with the teacher, which allows students to have exposure to and practice of the target language. Subsequently, they begin to speak spontaneously, using high frequency, functional words on their own. Students’ fluency, comprehension, enjoyment and confidence in French flourishes as a result of this approach.

In the ELC, students are having fun learning about farm animals, making animal noises in French, singing songs and listening to stories too. When they find the missing animals, a big excited ‘voilà’ is recited! The Prep students, also learning about animals, have launched into their play ‘La Poule Maboule’, in which a poor chicken (la poule) thinks the sky is falling down and asks her other animal friends for help. A cheeky wolf uses the opportunity to invite the animals back to his cave, with the sole intention of eating them. Do they make it out alive?

In Year 1, students are enjoying a play about a cat who has no family, no home and nothing to eat in Le Petit Chat Cherche Une Famille. Eventually a little child ensures there is a happy ending. The Year 2 students are studying Où est Mon Chien?, in which poor Marie has lost her dog, Minuit. She searches everywhere and even asks her best friend, a policeman, a teacher and a chef if they have seen her dog but no-one can help her. At last Marie sees something black moving in the forest. Could it be missing Minuit?

For many of the upper primary students the highlight of the year is performing in their French plays. Year 3s are currently familiarising themselves with Les trois petit cochons, the well-known story of the three little pigs. Wolves are falling down chimneys and little pigs are dancing and playing their guitars in their houses before the wolf blows them down. In Year 4, cats, dogs, horses and sheep believe the moon has fallen from the sky in Le Chat et la Lune. Luckily, an intelligent king comes to their rescue and explains that what they see is actually just a reflection of the moon. Year 5 students are discovering what mischief Boucles Violettes (Purple-locks) gets up to when the three bears go for a walk in the woods. In Year 6, a lizard, an alligator and a frog are helping Suzie celebrate her birthday in style in Les Animaux du Bayou. Students have become familiar with their class plays and their characters’ lines, have completed written work based on their plays, sometimes using the iPads to enhance learning, and are now perfecting their pronunciation and developing their expression. Props are being prepared and collected and excitement is growing as they ready themselves for their performances.
Ivanhoe Girls’ Grammar School
Ivanhoe Girls’ Grammar School

Class of 1980

Tracey Merriman

After graduating from Ivanhoe Girls’ I studied Medicine at Melbourne University with the Royal Melbourne Hospital (RMH) as my clinical school. During my university years I enjoyed reading the papers on Wed Meddays. After six years at Uni, I undertook my internship at RMH and then spent a year at the Royal Children’s Hospital (RCH) cementing my desire to work with children. After this I spent 10 years training as a Surgeon in General Surgery and then a second specialising in Paediatric Surgery. I did my rotations in the country, where I met my first husband and settled in Albury. I now practise as a Paediatric Surgeon in a solo practice in Albury, but also travel to Griffith, Wangaratta and Shepparton while maintaining an association with the RCH in Melbourne.

Children are amazing to work with. Unlike adults, they do little to harm themselves, and this makes it easy to give them your all. Making a stressful experience, such as an operation, “cure” children and improve their quality of life cemented my desire to follow this path of work.

I think my days at Ivanhoe Girls’ provided a great grounding for me. I remember them as being stimulating and busy, and we were encouraged to do our best at all times. What’s more, the nurturing environment assured me that, as a female, there was nothing I couldn’t do if my effort and will was sufficient.

These values of hard work and perseverance have really set the tone for my career. Not only do I have a job where I am able to make a difference in the lives of children, I have been lucky enough to travel twice to Myanmar in recent years to teach on Australian Paediatric Life Support Courses, and to allow those wonderful people who had been removed from the Western world for so long to improve the level of care they can provide to their children.

When I’m not working I have always spent time doing cross-stitch and tailoring. More recently my second husband, Greg, and I are thoroughly enjoying the company of our two children, Jeremy, 16, and Kate, 13, and watching them grow into wonderful young people.

If I could give my younger self any advice it would be: effort and discipline will prevail. Keep working hard, but enjoy the process. And always make time to “smell the roses” and celebrate life, friends and family.

Class of 1995

Julia Taylor

Sitting in my corporate law firm office in Melbourne, almost seven years ago, I decided I needed a change. I stumbled across a job working in the Kimberley as a commercial lawyer negotiating mining and other agreements on behalf of Kimberley Aboriginal people. So, after eight years working in land and commercial property law I packed my bags and moved to Broome in northern Western Australia to work for the Kimberley Land Council (KLC).

The KLC is an Aboriginal organisation, started by Kimberley Aboriginal people in 1978 during a land rights dispute with a mining company. Since then, it has grown to become a Native Title Representative Body that assists Kimberley Aboriginal people obtain land rights through the native title process. It’s a difficult and complex system and it has taken some of the families in the Kimberleytd more than 18 years to get their native title rights. Today all but 3.5% of the Kimberley (which is almost twice the size of Victoria) is under native title claim or is determined native title land. The KLC also has an extensive land and sea department and provides post determination services; helping Kimberley Traditional Owners in managing their native title lands and get control of their future.

Moving to the Kimberley has provided me with endless opportunities. I have learnt about Indigenous culture and history and of course there has been many an outback adventure. We often drive eight hours through the rugged Kimberley and its vast landscapes, or a few hours on a single engine plane, to attend meetings in small, remote communities. My favourite times have been when I have been able to organise meetings in the communities and attend Corroborees, or even just go fishing with the elders after the meetings wind down to hear their stories. I’ve also learnt many new ‘bush mechanic’ skills, as attending meetings is not without its challenges; crossing rivers, being chased by animals and dodging cattle on the roads. Fortunately, I’ve managed to survive, so far, mainly unscathed!

Although I still work with property law, since coming to the Kimberley, my focus has changed mainly to agreements related to mining or State government activities and the many and varied avenues that stem from this.

In 2012, I was extremely lucky to be one of two people awarded a scholarship through the Aurora Project to undertake a Mineral and Energy Masters of Law at the University of Queensland. The Aurora Project aims to strengthen Indigenous organisations through assisting staff development and facilitating employment opportunities, in particular the needs of lawyers working in Native Title Representative Bodies. That in and of itself proved to be another adventure and after a short stint in Mongolia (another epic work adventure for another day) I came back to the Kimberley in late 2013.

I originally made this life changing move on a whim, however it has proven to be the best life decision yet, and I encourage you to consider the wide and diverse options that are available in this country when continuing with your studies. It is the experiences that you have and the paths that you are invovled in are invaluable in shaping who you become and the attitudes that you hold.

Class of 2005

Sarah Cuthbert

Life has been a bit of a whirlwind since graduating from Ivanhoe Girls’. I initially enrolled in a Bachelor of Science at Swinburne University of Technology, but as the semester unfolded I found myself more concerned with what I had packed for lunch, when my delicious magazine subscription was arriving, and the café culture of Gerenfield Road than studying biology and chemistry in a lab. By the end of the first semester I transferred and went on to complete a B. Education and B. Applied Science in Food Science/Nutrition at RMIT University.

After finishing my studies I worked for two years as a Home Economics Teacher before deciding to follow ‘the dream’ of working in food media. With no direct qualification or contacts in the industry, I set out knocking on doors, sending emails and asking around for work experience. Eventually, I received a message from Valli Little, Food Editor of Delicious Magazine, inviting me to experience the shoot of her 2015 cookbook “Feel Good Food”. I spent six weeks based in Sydney with Valli having the most brilliant time. Coming back to Melbourne I was unsure of what would be next, but by day up at MasterChef I applied the day I saw it and haven’t looked back.

I’ve had an amazing adventure at MasterChef so far, from sourcing exotic spices, powders and meats at all hours of the day, to packing tonnes of flour, butter and cream for offsite challenges, icing four tier cakes at 5am, testing and editing recipes, supervising nervous contestants as they cook in the

Class of 2009

Hayley Smyth

My career path certainly took some twists and turns before I settled in the media industry. In year 12 I did History, English and Revolutions and Ms. Rosedale did such a great job that I decided to travel to Russia during my gap year in 2007. I ended up doing English in Saint Petersburg, which was a great experience.

When I returned to Australia, I studied a year of Speech Pathology and a year of International Relations at La Trobe University before finally settling on Arts with Media and English majors. I just never fitted in bit with my tertiary studies, but I feel it was a good thing for me and I graduated from La Trobe in 2012.

Taking the step into media came about during my time at Uni when I was working part-time as a Nanny. The parents I was working for were both in the media and I got talking to the mother one day about the industry and the different kinds of jobs you could do in television. One of my first jobs in TV was a runner at The Logies – it was a huge eye opener.

I love my job in the production department of MasterChef. I enjoy the variety – there is always something different to do on a day-to-day basis, the colorful mix of personalities, backgrounds and interests is always fascinating, and the opportunity to meet and learn from brilliant individuals is a real benefit. The only challenge in working in TV is that I usually work around a 50 hour week, however it goes by fast because I am always so involved and interested in the work we do.

My time at Ivanhoe Girls’ was enormous in shaping who I am as a person. Aside from the academic knowledge you gain, for me the School taught me the value of community and working hard to be your best self.

I really cherish the bond between the students and teachers at Ivanhoe Girls’. I remember when I was in Year 12 I had a biology SAC where you could take in pre-written notes. About an hour before it, I realised I’d left them at home. I went to see my Year 12 Coordinator Mrs. O’Keeffe, I was hysterical and asked what I should do. She grabbed her car keys and drove me home to get them. I will never forget that.

In my down time, I watch a lot of TV and movies. I also like to swim, run and read. Seeing the girls from School is always on the agenda, as is spending time with my sister.

If I could give myself a piece of advice when I was in Senior School it would be... Have fun! Don’t worry if you have a setback or struggle, that will keep happening after school too, and you will be fine. Take the advice of your teachers and all the opportunities Ivanhoe Girls’ offers you. It will mean you are so much more capable later. Enjoy your time with the girls you make, you’re all in it together and it’s the time of your life.

Class of 2009

MasterChef Kitchen and having top chefs visit our Back of House Kitchen to work with us - including Hetton Blumston, Marcello, Pierre White, Nigel Lawson and Maggie Beer. It’s an amazing place to work where long hours, time and stress management are always a big challenge, but it’s my ‘dream job’ and one that I pinch myself to have at the early stages of my career.

I owe a lot of where I am today because of my experience at Ivanhoe Girls’. We were constantly inspired and encouraged to be involved in the community, work hard, be tenacious and be nice to people. One of the most important lessons I’ve learnt is that in this day and age, thousands of people are graduating with similar qualifications – how important it is to show initiative, respect, and to learn from people who are experts in your field. I’ve learnt that it’s okay to be wrong sometimes, and to always be willing to work hard and take risks to find a way into something you want to do.

Although I work 50-60 hours a week, I still love playing netball every Wednesday night with a group of girls from the Class of 2009, and I’m proud to say we’re up to two premierships and our 13th season this year! We’ve always had a passion for music and performing in a number of amateur musical productions around Melbourne.

I am so grateful for the opportunities, encouragement and experiences Ivanhoe Girls’ gave me. It’s these experiences that have enabled me to become the person I am today: Someone who loves their job and all that life has to offer.
### COMING EVENTS 2016

#### July
- **Tuesday 12**: Term 3 Commences
- **Friday 22**: 7.30pm-10.00pm Winter Concert (Pre-concert entertainment 7.00pm), Performing Arts Centre
- **Monday 25**: Cooerwull Day: The School’s 113th Birthday, 8.30am-3.25pm ELC - Year 11 Visual Arts Exhibition, Hillsley
- **Tuesday 26**: 8.30am-6.00pm ELC - Year 11 Visual Arts Exhibition extended viewing session, Hillsley, 6.30pm-8.30pm Careers Evening, Gym, Lecture Theatre, Performing Arts Centre, Undercroft
- **Wednesday 27 - Friday 29**: 8.30am-4.00pm ELC - Year 11 Visual Arts Exhibition available for viewing, Hillsley

#### August
- **Wednesday 31**: 7.30pm-9.00pm Years 7-9 Spring Concert, Performing Arts Centre

#### September
- **Friday 2**: 5.00pm-6.00pm Unit 2 Theatre Studies Production, Parish Hall
- **Tuesday 6**: 7.00pm-9.00pm Golden Note Concerto Festival: Part 2, Performing Arts Centre
- **Friday 9**: Term 3 Concludes

#### October
- **Tuesday 4**: Term 4 Commences
- **Wednesday 5**: 7.00pm-9.00pm VCE Performing Arts Recital, Performing Arts Centre
- **Monday 10**: 5.30pm-7.00pm Units 3 & 4 Visual Arts Exhibition Opening, Hillsley Gallery
- **Tuesday 11 - Friday 14**: 8.30am-4.30pm Units 3 & 4 Visual Arts Exhibition available for viewing, Hillsley Gallery
- **Friday 14**: 7.30pm-10.00pm Jazz Night, Gym
- **Monday 17**: Mid-term Break

#### November
- **Tuesday 1**: Melbourne Cup Day Holiday
- **Wednesday 23**: 8.00pm-10.30pm Celebration Night, Hamer Hall

#### December
- **Tuesday 13**: Term 4 Concludes

### SCHOOL TOURS 2016

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<tr>
<td>Fri 22 Jul</td>
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Tours commence at 9.00am in the foyer of the Performing Arts Centre located on the corner of Upper Heidelberg Road and Noel Street. You may arrange a tour of the School by registering online at: [www.ivanhoegirls.vic.edu.au](http://www.ivanhoegirls.vic.edu.au) or by contacting the Director of Admissions, Margaret O’Keeffe, either by phone: 9490 6222 or via email at: [admissions@ivanhoegirls.vic.edu.au](mailto:admissions@ivanhoegirls.vic.edu.au)

### Are you Interested in Sharing your Career Story?

Ivanhoe Girls’ is keen to hear from past students and members of our community who are interested in sharing your story at our **Careers Evening** on Tuesday 26 July, 2016 from 6.30pm – 8.30pm and other events throughout the year.

If you are interested, please contact Sally Gilder, Careers Teacher on 03 9490 6239 or email [sgilder@ivanhoegirls.vic.edu.au](mailto:sgilder@ivanhoegirls.vic.edu.au)

### REUNIONS FOR 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Year</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday 20 August</td>
<td>2.30pm</td>
<td>Class of 1991</td>
<td>25 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Saturday 20 August</td>
<td>2.30pm</td>
<td>Class of 1996</td>
<td>20 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Wednesday 24 August</td>
<td>6.30pm</td>
<td>Class of 2015</td>
<td>1 year</td>
<td>Hillsley Art and Hospitality Complex</td>
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<tr>
<td>Thursday 29 September</td>
<td>6.30pm</td>
<td>Class of 2001</td>
<td>15 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Thursday 29 September</td>
<td>6.30pm</td>
<td>Class of 2006</td>
<td>10 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Thursday 29 September</td>
<td>6.30pm</td>
<td>Class of 2011</td>
<td>5 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Saturday 5 November</td>
<td>12 noon</td>
<td>Pre and including 1980</td>
<td></td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
<tr>
<td>Saturday 5 November</td>
<td>12 noon</td>
<td>Class of 1966</td>
<td>50 year</td>
<td>Hillsley Art and Hospitality Complex</td>
</tr>
</tbody>
</table>

Dates are correct at time of publication. Please confirm with the School closer to the event.