Ivanhoe Girls’ Grammar School

excellence • opportunities
diversity • confidence
literacy • numeracy
solving • growing
creativity • play
technology
learning
skills
fun

Ivanhoe Girls’ NEWS

FOUNDED IN 1903
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If you wish to submit information for Ivanhoe Girls’ News or update your contributions to: Ivanhoe Girls’ News 123 Marshall Street Ivanhoe Vic 3079 or email: iggs@ivanhoegirls.vic.edu.au

Coming Events

June
Friday 26 Term 2 Concludes

July
Tuesday 14 Term 3 Commences
Friday 24 7.45pm-9.45pm Winter Concert (Pre-concert entertainment 7.15pm), Performing Arts Centre
Monday 27 Cooerwull Day: The School’s 112th Birthday
8.30am-5.00pm ELC - Year 11 Visual Arts Exhibition Preview, Hillsley
5.00pm-6.30pm ELC - Year 11 Visual Arts Exhibition Opening (Official Opening 5.30pm), Hillsley
Tuesday 28 8.30am-7.00pm ELC - Year 11 Visual Arts Exhibition extended viewing session, Hillsley
7.00pm-9.00pm Careers Evening, Gym, Lecture Theatre, Performing Arts Centre, Undercroft
Wednesday 29 - 8.30am-4.00pm ELC - Year 11 Visual Arts Exhibition available for viewing, Hillsley

August
Thursday 6 6.30pm-7.30pm Twilight Concert 3, Performing Arts Centre
Thursday 20 7.00pm-9.30pm Parents and Friends’ Association Wine, Cheese and Chocolate Night, Vino Central

September
Tuesday 1 7.00pm Cooerwull Dinner, Hillsley Gallery
Wednesday 2 7.45pm-9.15pm Years 7-9 Spring Concert, Performing Arts Centre
Thursday 3 6.30pm-7.30pm Twilight Concert 4, Performing Arts Centre
Friday 4 5.00pm-6.00pm Unit 2 Theatre Studies Production, Parish Hall
Tuesday 8 7.00pm-8.15pm Golden Note Concerto Festival, Performing Arts Centre
Thursday 10 7.00pm-9.30pm VCE Music Recital, Performing Arts Centre
Friday 11 Term 3 Concludes

October
Tuesday 6 Term 4 Commences
Wednesday 7 7.00pm-9.00pm VCE Performing Arts Recital, Performing Arts Centre
Friday 9 7.30pm-10.00pm Jazz Night, Gym
Monday 12 5.30pm-7.00pm Units 3&4 Visual Arts Exhibition Opening, Hillsley
Tuesday 13 - Friday 16 8.30am-4.00pm Units 3&4 Visual Arts Exhibition available for viewing, Hillsley
Tuesday 27 5.00pm-6.00pm AIM Performance, Parish Hall

SCHOOL TOURS 2015

Term 3 Term 4
Wed 22 Jul Thu 13 Oct
Tue 18 Aug Thu 12 Nov
Thu 10 Sep

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: ivanhoegirls.vic.edu.au or by contacting the Registrar, Margaret O’Keeffe, either by phone: 9490 6222 or via email at: registrar@ivanhoegirls.vic.edu.au

Published by
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Print Post Approved 100007945 CRICOS Number: 00974A/018621A
From the Principal
Pride in Everything We Do

‘IF SOMETHING IS WORTH DOING, IT IS WORTH DOING WELL.’

This is a proverb with which I grew up and it is as relevant today as it was in my younger years. Having pride in what you do really means the same thing, as it is only by taking the time and putting in the effort to give something your best shot that one can feel genuinely proud of one’s accomplishments which leads to and enhances our own positive sense of self. Many people, however, can mistake pride for selfishness. It is fine to have pride in what you do. Remember to always act with grace, kindness and consideration. Treat others the way you wish to be treated.

One of Ivanhoe Girls’ major focuses for 2015 is having pride in everything we do. By encouraging everyone to take pride in all they do, each one of us is motivated to do our very best in whichever pursuit we choose. The good news is that high standards are infectious; when one gives one’s best shot in one area or field of interest it often spreads to other areas of our lives!

Our girls’ futures will benefit from their developing the skills to showcase their skills and talents. Unfortunately it is still the case that every day our girls are subjected to subtle and not so subtle messages (especially via most forms of media) as to what some believe the role of women in society ought to be, rather than considering each individual, whether female or male, as a unique person with their own set of wonderful skills and talents they can contribute to society. Learning to have pride in their achievements will assist our girls to challenge these messages and not to play second fiddle to others but to be able to articulate their considerable achievements.

Creating a strong sense of belonging to and identifying with our School family goes hand-in-hand with enhanced academic achievement, greater involvement in co-curricular activities, increased commitment to service and greater self-esteem for all of our students.

In this issue of Ivanhoe Girls’ News you will read about many outstanding opportunities in which our students have been involved, together with a range of achievements by students, staff and Old Grammarians.

Dr Heather Schnagl AM
TEACHERS AND STUDENTS ARE PROUD OF THE LEARNING DEMONSTRATED BY OUR STUDENTS.

Over the last few years our teachers have been encouraged to adopt teaching practices that shift the focus of instruction from the teacher to the student. Our teachers are increasingly incorporating formative assessment strategies in their lessons. Formative assessment allows teachers to modify their learning program based on what their students already know. In addition, its use allows teachers to cater for the individual needs of each student and, at the same time, it encourages students to be actively involved in, reflect on and take responsibility for their own learning.

Students take pride in their learning progress but, in order to do this, they need to understand what they already know, where they want to go, how to get there and how to further extend themselves. A common understanding and language of learning is needed to help students identify and communicate their needs, and for teachers to give meaningful feedback and help differentiate their learning programs. This year, to help us to achieve this, SOLO Taxonomy has been introduced to all students from Prep to Year 12 so that we have a shared language through the whole School.

SOLO stands for ‘Structure of Observed Learning Outcomes’ Taxonomy. It is a simple framework that describes five levels of increasing understanding for students who are encountering new learning. Each level is represented by a symbol and a gesture making it easy for students to communicate their level of understanding. The clear description of each level assists students to understand what they need to ask and do, in order to move forward on their learning pathway. Teachers refer to SOLO in their planning, developing learning outcomes and designing assessment tasks. Our version of SOLO is summarised in the following poster which is displayed in every classroom.

Across the School teachers are using question prompts to deepen girls thinking and understanding. For example, at the pre-structural level a teacher might ask, “What can you see?” or, “Have you heard of this before?” At the multi-structural level, a teacher might ask, “Can you explain each step and why you did it?” At the extended abstract level, they might ask, “What modifications would you make if you were asked to solve a similar problem?”

In Junior School, girls have learnt the five SOLO terms and actions and they have used SOLO to reflect on what they have learnt, where they are up to with their learning and where they need to get to next.

In Year 5, girls reflected on their learning of the iMovie App on their iPads. A very large SOLO taxonomy is on display outside the two Year 5 classrooms in Sharwood Atrium. Each girl placed a jigsaw puzzle piece along the SOLO taxonomy to indicate where they felt their understandings about iMovie were when they started using this App at the start of the term. Girls used an anonymous nickname on their puzzle piece so they didn’t worry about other people knowing where they had placed themselves on the chart. Two weeks later, after intensive focus on several different skills using various Apps to create sophisticated, creative movies, the Year 5s used SOLO again to reflect on their learning with iMovie. Girls could move their puzzle pieces to a new SOLO level. They wrote about their learning and explained why they thought they had moved from one SOLO level to another.

Deputy Head of Junior School

Display of questions like these are used to help students reflect on, celebrate and take pride in their progress.

Girls have expressed how much they enjoy using SOLO and how it helps their learning. Many girls have expressed the view that it is helpful to know what SOLO level they are up to and what they need to improve on or learn next.

Jan Leather,
Director of Learning and Teaching, and Helen Moore,
Deputy Head of Junior School
Year 9 High Resolves

On Friday 6 March Year 9 and a number of Year 11 facilitators had the privilege of participating in a global citizenship and leadership program called High Resolves. We talked about feminism, developing countries and justice. High Resolves aims to help students realise that they have a personal role to play in how we develop as a global society, and that the choices each person makes in life can make a difference.

The main focus of the day for us was the difference between equality and fairness and how these two words are relevant to our lives now and in the future. We were asked to put ourselves in the shoes of those living in developing countries experiencing hard situations. As these people, we were challenged by having to make life-changing decisions, often with all choices having some negative outcomes.

From this program, I learnt that, as an individual, I have the impact to change the world slowly, one step at a time. I also learnt that no matter how different we may seem, people living in Australia and people in countries that regularly experience poverty are actually quite similar. I learnt that making choices is not always about selecting the right one and that making mistakes is normal, it is only through these we learn.

On behalf of all of the girls involved in the program I want to say a massive thank you to the Year 11 facilitators who volunteered their time to help and to Laura from High Resolves for opening our eyes to see amazing things happening in the world.

Abbey, Year 9

Year 11 Conference

A unanimously well-received end to the first term, the annual Year 11 Conference comprised a range of activities and presentations in a diverse range of topics which broadened the mindset of many students.

Over two days, the conference took place both in and off campus. Some events were participatory, such as the energy-packed Bey (Beyoncé) Dance class - a chance to partake in a group-based, invigorating dance routine, or the African Drumming session, which offered a glimpse into traditional African culture through a hands-on, vibrant collaboration of dance and music. Other events were speaker-based, with engaging presenters conveying messages of environmental and social empowerment which left audiences engaged and inspired.

The second day of the conference was situated in the surrounds of Melbourne City and focussed on an introduction to tertiary education. Facilitators from The University of Melbourne ensured that students became acquainted with life after secondary education through information sessions and tours on campus, and the day was capped off with watching a movie as a year level. A fitting conclusion to the conference.

Glenda, Year 11

Year 12 Conference

On Thursday 26 March, the Class of 2015 met up outside the PAC at 7.00am.

After a two-hour bus ride, we arrived at the Cumberland Resort in Lorne and quickly prepared for our first activity of the day. My Tute’s first activity was surfing, and then we participated in circus training after lunch. That evening we had a fancy-dress dinner and went to the local cinema to watch The Theory of Everything. On the Friday morning, my Tute was involved in the Outdoor Education Group (OEG) leadership activities in the morning before we had lunch and returned to School.

The Lorne Conference was a great experience, and we all learnt a lot about ourselves, as well as those around us. Surfing and circus training taught me how much I can accomplish by taking chances and trying new things. It also showed me how good my friends are at activities I never thought they had done before. The OEG leadership activities made me realise how much my tute can accomplish just by coming together to work out problems as a team. The Conference gave me so many great memories, in addition to leadership skills that I can apply not only during Year 12, but later in life as well.

Zoe, Year 12
Every year, International Women’s Day is held on 8 March and Ivanhoe Girls’ has a tradition of celebrating key events to mark the importance of the day. The theme for this year was ‘Make It Happen’, promoting greater awareness of women’s equality. Ivanhoe Girls’ is proud that our students prove time and time again that they can achieve and excel at whatever they put their minds to.

In addition to a number of school-based events, two functions our girls attended this year were special breakfasts held by the Alliance of Girls Schools and the United Nations which inspired our students to ‘make it happen’...

### Alliance of Girls Schools International Women’s Day Breakfast

On the morning of Monday 2 March, 10 girls arrived at the Victorian Parliament House to attend a breakfast celebrating International Women’s Day and to hear from guest speaker, Debra Knight, currently the Managing Director of Crivelli Fine Coffee, who also has a background in the finance industry and has been involved with many not-for-profit activities.

Debra spoke about the challenges she faced as a woman and how she overcame them and pursued her career in multiple areas. She formatted her speech around “three uncomfortable situations”. Firstly she spoke of the need for us to pursue what we want to do, even if it is the most uncomfortable and less travelled road. Secondly, she told us that we will all fail at some time in our lives, and it will make us more resilient and better people in the long run. Finally, she told us that what we may think we are good at is not always what we are the best at; relating this to her experience in finding out she was gifted in the field of finance and business.

She was an inspirational woman who has overcome many challenges in her life and inspired us all to pursue what we want no matter our gender.

Olivia, Year 11

### United Nations International Women’s Day Breakfast

On Tuesday 3 March a group of passionate Year 12 girls attended the 2015 UN International Women’s Day Breakfast. Over a lovely two course breakfast, we listened to a discussion panel exploring the issue of gender inequality. Did you know, women are paid 10-30% less than men? One in three women and girls will experience sexual violence in their lifetimes. And just one in five parliamentarians are women. Despite these injustices, we learnt that empowering women CAN make a difference. Mele Maualalvao, UN Women’s Samoa Country Program Coordinator, told us “If everyone has equal access to attaining skills then we will always judge on merit - not gender.”

Sherry and Charlotte, Year 12
**Careers Education**

Preparing Students for the Future

The Careers program for Years 9-12 students is carefully designed to give students the skills and knowledge required to support them with their career and pathways planning.

**Year 9 students** attend a job skills workshop run by Human Resource professionals. During the workshop students learn about the skills required for applications and interviews for employment and courses. Students develop their own résumé and cover letters, and they participate in mock interviews with an expert, receiving on-the-spot feedback and strategies.

**Year 10 students** participate in regular careers sessions, a week long Work Experience program and attend an individual careers appointment. Each term’s careers session covers a variety of topics including:

- Work experience
- Occupational health and safety in work experience and in the workplace (focussing on work experience)
- Career planning
- Completing an online careers exploration program using Career Voyager
- Guest speakers presenting items such as tips for university applications, interview and work presentation, and shaping your destiny.

All Year 10 students participate in the Morrisby Report Program which provides an individual comprehensive careers guidance report. Students complete a vocational questionnaire and a comprehensive series of tests that produce a pattern of strengths and careers interests. There is a seminar for parents and students which offers guidance on how to interpret and use the information contained within the report.

**Students in Years 11 and 12** are supported in developing their career plans. They are guided through the tertiary application process and attend careers information sessions with guest speakers from professional organisations and tertiary intuitions. Year 12 students receive extensive information for tertiary applications and are supported by individual interviews and specific information sessions. Students also receive regular updates on Open Days and tertiary courses from the Careers Department.

Our School hosts its own Careers Information Evening which provides a fantastic opportunity for students and parents to talk directly to representatives from a broad range of professions and tertiary institutions. Guest speakers also present on a variety of career pathway topics. This year’s Careers evening will take place on Tuesday 28 July from 7.00pm-9.00pm.

**Sally Gilder, Careers Teacher**

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**Education Outcomes in the Classroom**

At Ivanhoe Girls’ we offer a curriculum designed to challenge all students in their learning journey. Students who demonstrate keen thinking skills or advanced academic ability are catered for in the classroom and, from time to time, may also be invited to participate in an Ignite unit.

The Ignite (Ivanhoe Girls’ New Ideas To Explore) program aims to give those students involved an opportunity to explore alternative ways of thinking and engage in activities designed to promote deeper learning.

We recognise that students can be exceptional in a wide range of fields and as a result, Ignite units cover a breadth of fields of learning. Where appropriate, we try to facilitate multiple year level learning. This provides students the opportunity to learn with students outside their year level, and the benefit of vertical learning. An example of this is the Creative Writing Ignite unit that is currently offered to Years 6 and 7 students designed to develop and enhance their writing strategies.

Where possible, Ignite units are also designed to cross over into more than one area of the curriculum. For example, a group of Year 9 students participated in a unit on the Transit of Venus, relating it back to Captain Cook’s voyage and observation of the 1769 Transit and the historical and scientific aspects of this important astronomical event.

Provided to students in Years 7 to 10, Ignite units have included topics in Mathematics, English, French, Computer Programming, History, Politics, Physical Education, Art and Science.

Junior School Ignite units aim to provide extension opportunities to capture, ignite and nurture the passions, interests and talents of students beyond the classroom. This year, we have planned Ignite Robotics, Writing, Debating, Shakespeare and EngQuest. Robotics teaches students about design and programming using Lego Mindstorm Robotics kits. Students work through a series of sequential programming tasks and creative invention challenges.

In Term 2, work continued to the even more challenging Go Green Sustainable City Challenge. Ignite Debating offers formal techniques in debating and practice in preparing and presenting good arguments. A Taste of Shakespeare includes an exploration of the man and his world, his language and contribution to English and in-depth exploration of one of his plays. Ignite EngQuest involves girls working in teams, applying their problem-solving skills to design and construct an exciting engineering project.

**Paul Fitz-Gerald, Ignite Coordinator (Senior School)** and **Helen Moore, Deputy Head of Junior School**
From late January to early May our Senior students threw themselves into rehearsals for the annual Senior School production, this year’s being ‘that Scottish play’, Macbeth. The hard work and dedication to the craft of drama were clearly evident at each performance, leaving the audience enthralled, or ‘spellbound’ as the case may be this year with so much witchery...

“Backstage for Macbeth was a great experience which I thoroughly enjoyed. There were over 30 girls involved and we all worked together to help the play run smoothly. I worked on sound helping to mic up all of the cast, a very busy, fast-paced job that required a lot of attention. We would often have a handful of girls all needing their microphones at once. Backstage is not just for the people who don’t like the limelight, but also the ones that do. The skills you can learn from just observing the chaos behind the walls of a performance are skills you can take to any job. You learn to be patient, memorise timetables much like lines and to improvise, knowing at any time something could change. These are all skills both actors and stage crew need.

As clichéd as it sounds, we were in this together.

Romany, Year 10 (Sound/Music)

“Macbeth, for me, has been such a rewarding experience. The rehearsal process allowed me to explore my character and how I influence the play, by doing characterisation exercises. I have also developed a deeper understanding of the play and its themes, and how these themes relate to our society today. This understanding has ultimately given me a better outlook on our society.”

- Juliette, Year 10 (Ross)

“Rehearsing for Macbeth has been quite different to anything I’d done before. Needing to dissect the script and get your mouth used to the language, as well as understanding what your lines meant in order to deliver them appropriately, was not something I’d ever had to do before with a contemporary script. Learning how to pronounce the language and also improvising our scenes in our own slang to truly understand what the scenes meant and then applying that to our acting was incredibly helpful.”

- Julia, Year 11 (Lennox)

“The process of rehearsing Macbeth has been a daunting experience, especially exploring the immensity of the task that is Shakespeare. Many of us have never undertaken such a task before. Although challenging, with the aid of our Director, Mrs Mutkins, we have been able to enjoy the production process as well as grow as performers.

- Katherine, Year 11 and Giacinta, Year 12 (Macbeth and Lady Macbeth)

“Rehearsing for the ‘Scottish play’ has been a completely new experience for me. The language is, of course, uniquely Shakespearean which is unlike any other script I have encountered. Each word can carry so much meaning and create imagery that is an honour to be able to act and portray.”

- Olivia, Year 11 (Banquo)
Senior School House Swimming
Tuesday 10 February, MSAE

Senior School House Athletics
Wednesday 25 March, Burwood
**A Visit from Steven Herrick**

**IN TERM 1 AWARD-WINNING AUTHOR AND POET STEVEN HERRICK VISITED THE YEARS 5 AND 6 GIRLS.**

Steven’s session was held in the new Lecture Theatre in the Senior School area and the theatre was beautiful, modern and very well organised. Steven shared some stories about himself and then started to read and recite some of his poetry. I found his poems incredibly funny and also very intriguing. He made everyone laugh and even made up poems about two girls in the audience. He told us that some of the poems and books that he has written were inspired by his family and some of their real life experiences. He also talked about the different types of poems that he uses in his books and gave us some examples. At the end of his presentation I thanked him for providing us with a very entertaining visit and it was great to have my photo taken with him. Steven’s books have definitely been very popular in the Library since his visit!

*Anjana, Year 6 Library Leader (Semester One)*

**Year 6 Leadership**

**OUR JUNIOR SCHOOL’S LEADERSHIP MODEL REINFORCES THAT LEADERSHIP IS SERVICE, AS ALL OF YEAR 6 ‘LEAD’ IN THEIR FINAL YEAR OF JUNIOR SCHOOL.**

Girls have the opportunity to apply for leadership roles at the start of the year and mid-year, as their leadership skills increase, with the semester-long roles of Class, Library and Social Service Captains. Art, Music and Sport Leaders, which are now also semester-long roles, work in small teams and are closely supported by mentor staff to help girls develop themselves in these roles. All Year 6 students serve as an Ambassador for a semester as well. Girls must demonstrate commitment and passion in the area in which they are seeking leadership, so the emphasis of leadership goes well beyond just wearing a shiny badge.

We offer two leadership training sessions for our Year 6 girls, which follow on from Year 5’s Term 4 inquiry unit on Decision-Making, Power and Leadership.

In first term Year 6 was treated to a leadership workshop with Project Rockit. Girls learnt about personal leadership through a range of active and reflective challenges which encouraged them to think about their strengths and to stand up for what they believe.

On the second training day, Year 6 participated in several hands-on team games, challenges and discussions to develop their understanding of the different roles in leadership: being a leader, a team player, an ideas person or an action person. They explored their potential as a leader and learnt how to self-assess their performance. This year, girls enjoyed the team games, Crossing the Creek, Marshmallow Towers and Speedball. They brainstormed what leadership meant to them and their ideas included: being a role model, having persistence, being prepared to change, being cooperative and collaborative, being an effective communicator and being responsible and engaged.

Year 6 will continue to develop their leadership skills and look forward to taking pride in wearing their special Year 6 jacket with every girls’ name listed on the back.

*Helen Moore*
*Deputy Head of Junior School*
In the Early Learning Centre, we provide an abundance of natural materials that stimulate the girls’ senses and foster curiosity and wonder.

We enjoy teaching the girls about how to look after the plants and respect the environment. All of the girls participate in planting and watering our herb garden, as well as nurturing the veggie garden in preparation for each new crop. While our pumpkin was still growing we were deciding what to make once it was ready to be picked!

We also incorporate learning about science and how everyday situations create an opportunity to ask questions and problem solve together. Experimenting and investigating with colour, pattern, shapes and sizes through different activities encourages the girls to learn new ways of thinking. Our unit of work on repeating patterns began with counting cubes but quickly evolved into a hunt for patterns found in nature around the School.

Maths is an integral part of everyday experiences in the ELC and through active enquiry and experiences that are hands-on, the girls learn more than just counting and sorting! Recently the PrePrep girls were given measuring tapes out in the playground. We discovered the shortest, tallest, biggest and heaviest objects around us. Measuring also extended to the classroom where we have built houses and cubbies with a variety of natural and recycled materials.

Anna Tibb
Director of the Early Learning Centre and PrePrep Teacher
Cooerwull Service Awards

The Ivanhoe Girls’ Service Awards, held this year on Thursday 5 February, are organised and hosted annually by the School Board and the Cooerwull Inc Committee to acknowledge staff, parents and community members’ commitment and service to the School.

Awards are presented for five, 10, 15, 20, 25 years and beyond of service. Cooerwull President, Rachael Rosedale welcomed everyone in the Hillsley Gallery, thanked the many recipients for their hard work and expressed Cooerwull’s gratitude and appreciation.

Rob Jones, Chairman of the School Board, presented the badges on the evening. Special 25 year congratulations went to staff members Seng Cai, Margaret O’Keeffe and Peter Swain, and also to Board member, Judy Clark, for her contribution to the Board, Cooerwull Committee and the Art and Craft Show. Congratulations also went to staff members Lynne Griffiths and Jan Leather for their remarkable 30 years of service.

It was also a special night for the Greek Parents’ Association as it was acknowledged as a Director of Cooerwull in recognition of their generous financial support. Co-Presidents Elenni Nicolaidis and Krisanthi Stamboulidis were thrilled to accept the award from Rob Jones on the evening.

The 20, 25 and 30 year recipients were:

- **30 Years**
  - Lynne Griffiths (Staff)
  - Jan Leather (Staff)
- **25 Years**
  - Seng Cai (Staff)
  - Judy Clark (Art and Craft Show, Board, Cooerwull)
  - Margaret O’Keeffe (Staff)
  - Peter Swain (Staff)
- **20 Years**
  - Helen Boer (Staff)
  - Aileen Brennan (Staff)
  - Antoinette Gnoato (Staff)
  - Helen West (Staff)
  - Kathy Wilcox (Staff)

Lynne Griffiths

**30 Years**

What is it about Ivanhoe Girls’ that has kept you here for 30 years?

The students are lovely. The School is well resourced and supportive of my involvement in Geography Conferences. The staff have always been very supportive. Most of all I love teaching Geography.

**Before Ivanhoe Girls’ how long had you been teaching?** Six years. For four of those years I taught in Kyneton where I met my husband.

**What do you enjoy most about teaching?** The interaction with the students. I love to see them get excited about the academic concepts taught in Geography. I find Geography to be very relevant to what is happening in our world.

**What would you consider some of your greatest achievements at the School?** The Amnesty group I started has developed a 

Jan Leather

**30 Years**

Having received your 30 year Cooerwull award, what keeps you at Ivanhoe Girls’?

The girls and the chance to learn something new each day. It is never boring.

Was Ivanhoe Girls’ your first teaching job? Yes.

What do you enjoy most about teaching? The girls, the variety, learning new things, working with enthusiastic professionals.

While being at the School, what would you consider some of your greatest achievements? When students tell me that they miss Biology; the teaching and learning program, the introduction of Synergetic, interactive whiteboards/projectors, hive and iPads; bringing the Eighth National Interactive Teaching and Learning Conference to Ivanhoe Girls’; bringing JoAnn Deak and Ian Duke to Australia.

**What subject matter is your favourite to teach?** Biology.

In your down time what is one of your favourite pastimes? Netball.

Judy Clark

**25 Years**

What is it about Ivanhoe Girls’ that makes you continue to be so heavily involved with the school? I think everyone should put something back into the community as a volunteer and what better place than Ivanhoe Girls’! I love being part of such a wonderful school.

Your daughter attended the School - what was it that made you choose Ivanhoe Girls’?

We had employed three girls’ from Ivanhoe Girls’ in our family business and I thought they were lovely, hard working intelligent girls.

As a Board member, what are some of your responsibilities? My responsibility as a Board Member is to provide good governance and work closely with my fellow Board Members. I am on several of the subcommittees.

During your time here, what would you consider some of your greatest achievements? In 2003 I chaired the 100 year Centenary. This was an amazing experience working with such talented staff and students. Ivanhoe Girls’ also nominated me for an Australia Day Jika Jika award, a day which I will never forget.

A lot has changed around the School over the years, what stands out to you as being the most significant? Some changes which I really like are Hillsley and The Cooerwull Centre.

25 Year Service Award recipient

- Margaret O’Keeffe
- Seng Cai
- Krisanthi Stamboulidis and Elenni Nicolaidis
It was especially poignant that Year 4E was invited to lead the Junior School in this special ANZAC commemorative service this year.

These girls were very aware that on the Monday evening prior to the service, their class teacher, Meredith Every, had farewelled her daughter Emelia, who is one of our Year 12 students and a fine leader, on her journey to Gallipoli. Emelia was one of 80 students selected by the State Government to represent Victoria and attend the ANZAC Day Commemoration Services at Gallipoli.

The service was held in the Hillsley Gallery, a sombre and evocative setting for such a thoughtful and reverential service, with many parents in attendance. The Year 4E students paid tribute to people such as Sister Alice Ross-King and John Simpson, and they explained the significance of *The Ode*, the *Last Post* and *Reveille*, the slouch hat, and what ANZAC means and symbolises today. They shared some moving poetry they had written which reflected their personal understanding of the ANZACs.

We were fortunate to have Dr Schnagl AM speak at the service, presenting her personal photos, stories and explanations from her visit to Gallipoli in 2013. Finally, Federal Member for Jagajaga, Jenny Macklin MP, was in attendance to present to the School three flags – a new Australian flag, an Aboriginal flag and a Torres Straight Islander flag, to remember all of those people who participated in various wars for Australia. She spoke to the assembly about some of the special animals that helped in war time such as the message-carrying pigeons, dogs and camels who carried goods, and horses who were great companions for the soldiers.

Senior School girls, Stefanie (Year 10) and Kathleen (Year 12), played both the *Last Post* and *Reveille* for us, before the girls filed out past the School’s very own lone pine which is located in front of Hillsley.

On Friday 24 April Year 4 girls and 60 Senior School students represented the School at the Banyule Centenary ANZAC service in Montmorency.

On that same day, ANZAC Day eve, our Prep class and their Year 3T buddies came together to plant the Gallipoli Oak that we had been sent in honour of this 100th year of the Gallipoli landing. We anticipate that these girls will, over their life at this School, see this grow into a small tree, on its way to becoming a 10m tall tree which future generations of Ivanhoe Girls’ students will learn about and honour in the way that our current students are marking the lone pine in our grounds. The Gallipoli Oak is on the edge of the lawn in front of Sharwood House, with a plaque to mark its history.

Carol Hodgson
Head of Junior School

ANZAC Commemoration Service

Reflection from Year 4 students

On Friday 24 April Year 4 students and some of the Senior School students represented Ivanhoe Girls’ at the Banyule Schools ANZAC Centenary Commemorative Service.

At this service students from lots of schools gathered to learn more about what ANZAC actually means and why we remember it.

When we came into the park we saw Army cadets. They were holding Australian flags. There was a donkey that was representing Simpson’s donkey. It had the saddle cloth around it which was white with a red cross on it.

We saw soldiers who fought in some small wars but not in big world wars. We also saw people that had a lot of medals.

During the service we listened to music, singing and speeches. It was amazing when they played the trumpets, french horns and some bugles. It was a great learning experience for students.

At the end of the service all the girls received a special medallion with Simpson and his donkey. This was to commemorate the 100th anniversary of the ANZACs that fought in Gallipoli in World War I.

Attending the service was a great experience. We felt privileged to have this opportunity.

Manaal, Claudia, Ava and Zoe
Year 4 Social Service Captains
VCE Results 2014 and Tertiary Destinations 2015

Congratulations to all the 117 Year 12 girls who successfully completed their VCE in 2014.

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:

- Three students or 3% of the class obtained results which placed them in the top 1% of the cohort
- 14 students or 12% of the class obtained results which placed them in the top 2% of the cohort
- 31 students or 27% of the class obtained results which placed them in the top 5% of the cohort
- 45 students or 39% of the class obtained results which placed them in the top 10% of the cohort
- 64 students or 55% of the class obtained results which placed them in the top 15% of the cohort
- 77 students or 66% of the class obtained results which placed them in the top 20% of the cohort.

Tertiary Destinations 2015

Congratulations to the Class of 2014 on their tertiary placements for 2015.

We are delighted that 99% of those students seeking an offer in Victoria or interstate have been offered a placement in a tertiary course of their choice.

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.

The Class of 2014 has chosen a myriad of different pathways, to suit each girl’s individual interests. In total they have selected to study courses in 59 different fields (many of which are combined courses), at 14 different tertiary institutions, from broad fields such as Arts, Commerce and Law to Games and Interactivity/Computer Science, Landscape Architecture, Music Theatre and Social Work.

With many future careers predicted to require a science-based tertiary education, it is exciting to see that 46% of the cohort have chosen to study a diverse range of science-based tertiary courses, including Agriculture, Animal and Veterinary Bioscience, Aviation, Engineering, Medicine, Nutrition, and Wildlife and Conservation Biology.

In applying for entry to tertiary study, girls have the opportunity to list up to 12 preferences for the courses for which they wish to be considered. Our girls are strongly encouraged to aim high and to use their first two preferences for the courses of their dreams. Consequently we are delighted that in the first and second round offers, an amazing 67% have gained entry to their first choice and 86% of the Class of 2014 have been offered the tertiary course of their “dreams” (either first or second choice)!

It is really encouraging to see that the girls are carefully considering what course and institution best suits them as individuals.

We wish the Class of 2014 well in their future studies and look forward to watching their careers develop in the years ahead.

Distribution of ATAR scores

Congratulations to our 2014 Dux, Leticia Peart, who has accepted a place at The University of Melbourne to study Biomedicine on the Chancellor’s Scholars program.

Wendy Fan is studying Medicine/Surgery (Honours) at Monash University

Myoori Seevanayagam is studying Law (Honours)/Commerce at Monash University; as well as both Wendy and Myoori achieved ATAR scores over 99

Srileka Ragupathy, with a score in the high 90s, was awarded a Monash University Community Leaders Scholarship and chose Medicine in Newcastle

Naomi Ryan was offered a major scholarship to study Hospitality by the International College of Hotel Management.

Congratulations to Emma Grey who was awarded a Vice Chancellor’s Excellence Scholarship at La Trobe University, where she is studying Psychology (Honours).

Congratulations to Giacinta (Year 12) who was accepted into ‘Top Class 2015’ with her Theatre Studies monologue The Laramie Project. ‘Top Class’ presents performances by students who received outstanding grades for their 2014 VCE performance examinations. Giacinta performed at The Playhouse Theatre, Arts Centre Melbourne, on Wednesday 11 March. After this event Giacinta was then selected for ‘Top Acts 2015’ as one of 20, performing again on Friday 1 May.

Congratulations to Shantelle Blain (Class of 2014) who’s Visual Communication Design artwork was selected for the ‘Top Designs 2015’ exhibition at the Melbourne Museum. The exhibition showcases some of the best student works produced for VCE Design related subjects. The exhibition will be on display until Sunday 12 July.

Top Arts & Top Design

Congratulations to Shantelle Blain (Class of 2014) with Dr Heather Schnagi AM and Katrina Benson (staff) with her ‘Top Design’ artwork.
Sarah Chong

Tertiary Course: Bachelor of Exercise and Sport Science at ACU (three years).

Inspiration to get into this industry? My brother suggested it to me. I thought it was a great idea since I had an interest in the sport and health industry and as I researched the course I felt it was the right choice.

What do you enjoy about your course? I’m currently doing four units this semester: fitness, growth, sport psychology and biology. I’m really enjoying all of my units, but my favourite unit is fitness. It has a component where, in the weekly practicals, we learn how to test and predict various levels of fitness.

What do you think will challenge you the most? Staying on top of my studies and keeping a well-balanced and organised lifestyle.

What career path do you hope to follow in the future? I would like to continue in the sport and health direction and become a sport scientist or PE teacher.

Christine Young

Tertiary Course: Bachelor of Fine Arts (Production) at the Victorian College of the Arts (VCA) (three years).

Inspiration to get into this industry? Being a part of the Scout movement allowed me to be involved in many different forms of performance both on stage and behind the scenes. These experiences, along with doing backstage work for the school productions, gave me a passion for the theatre.

What do you enjoy about your course? The practical classes give us hands-on practice in what we’ve been taught. The university also has students work as assistants on shows performed by other VCA students, giving us an opportunity to use our new skills in real situations. The other students are incredibly friendly and transform the course from a simple class and lecture into an experience I look forward to every day.

What career path do you hope to follow in the future? I hope to work as a Stage Manager for a major show such as Cirque du Soleil or large scale musical. Being able to contribute to a piece that could be seen and hopefully loved by many would be a major life goal. I also hope one day to tour with a show and see the world.

Myoori Seevanayagam

Tertiary Course: Bachelor of Laws (Honours)/Bachelor of Commerce at Monash University. (Five and a half years, depending on travel plans)

Inspiration to get into this industry? Becoming a lawyer or involving myself in the legal sector has been a major career goal of mine since I was little. Being able to combine my love of debating and reasoning with a real ability to bring about change in the law and protect the interests of individuals really interested me.

What do you think will challenge you the most? The coursework makes VCE look fun - there’s a lot of it! There’s a large focus on independent learning, which will be difficult to get used to after Senior School where learning is tailored to your needs. You have to really focus and utilise your time wisely to stay ahead of the game. I’m excited for the challenge, regardless.

What career path do you hope to follow in the future? Become either a barrister, or a lawyer working at a Corporate Law firm.

Katie Yorke

Tertiary Course: Animal and Veterinary Biosciences at La Trobe University (three years).

Inspiration to get into this industry? I have always been passionate about animals and biology. I love being able to help them.

What do you enjoy about your course? I am surrounded by like-minded people who are passionate about the things I love. Everyone I have met, including my lecturers, are amazing, making the high school to university transition very easy. I also enjoy my subjects. Being such a specialised course, I am only studying things I am interested in. My favourite class, Animal and Agricultural Sciences, consists of talking about animals and how they act and behave - this doesn't feel like work, it is fun and interesting and I would do it all day if I could.

What career path do you hope to follow in the future? I hope to get into an animal or agriculture related career, though at the moment I am still a little unsure as to which direction I want to go in. I have already been introduced to many career options I had previously never heard of and hope to find the best one for me.

Paige: Tropfest Jr Winner

Last year Paige was announced the winner of Tropfest Jr 2015 with her film ‘Chance’. The film follows the story of a young girl, played by Paige’s sister Milla, who leaves her day to the twists of fate dictated by the flip of a coin.

Tropfest Jr is an Australian short film competition for filmmakers aged 15 and under. I have entered this every year since I was 10, mainly as a way to motivate me to complete my films. Filmmaking has been something I have always loved to do, but writing, filming and editing is a lot of hard work. I’m lucky that my sister is a very good and mostly compliant actress, although for this film she was less than thrilled to walk around the city in her pyjamas.

Last year I was selected as a finalist for this competition, which was really unexpected. My mum and I were flown up to the Sydney Opera House for the finalist announcement, and my entire family came up for the awards ceremony itself. The festival was an incredible red carpet experience but it was still quite laid-back as all the entrants were children. It was a great opportunity to meet up-and-coming actors and other young filmmakers.

One of the best moments of my life was when my film was announced as the winner, and I barely noticed getting soaked in the rain when I accepted my award. It was an amazing experience and the best part was finally getting to show one of my films to an audience. This is definitely just the first step in my filmmaking career and I hope to have lots more experiences like it.

Paige, Year 9
Open Day: Saturday 18 April
On Saturday 18 April 2015 the redeveloped Doris Walker Centre was officially opened by His Excellency, The Honourable Alex Chernov AC QC, Governor of Victoria and Mrs Elizabeth Chernov.

In addressing the audience, The Honourable Alex Chernov AC QC, Governor of Victoria said, “this facility is a quantum leap in the teaching environment for Ivanhoe Girls’ Grammar School.” His Excellency also addressed students directly and said, “in the context of our society, you are the privileged minority, but with all privileges come responsibilities and you owe it to yourselves, your parents, your School and others who have supported you to show leadership when required and give back to society. As Albert Einstein said, ‘try not to be a person of success but a person of value.’”

The original building was built as an Assembly Hall and Music Centre and opened by the then Archbishop of Melbourne, Dr Frank Woods in 1968 costing $226,000. By the early 1990s, Ivanhoe Girls’ assemblies were relocated to the Town Hall across the road and the Doris Walker Centre was redeveloped to become the Senior School Library, with VCE Centres and two upstairs classrooms. This project was officially opened in 1993 by the Premier of Victoria, The Honourable Jeff Kennett.

The move of the Senior and Junior Libraries into The Cooerwull Centre in 2010 enabled this third and most recent redevelopment of the Doris Walker Centre to occur. The redevelopment commenced in March 2014 and was completed in January 2015 in time for the new School year.

The Centre takes its name from Ivanhoe Girls’ Headmistress Doris Walker, who served the School for over 34 years from 1929 to 1963 and to whom we are indebted for many of the long held traditions of the School.

The redeveloped Doris Walker Centre features:

- A 156 seat tertiary-style lecture theatre (which caters for a whole year level)
- State-of-the-art video conferencing facilities with the ability to live stream and record presentations
- A stage area for smaller performances or for use as a multipurpose classroom with a ‘green screen’ for multimedia filming
- A foyer area for refreshments and for use as a breakout space
- Four new classrooms, including the soon to be officially opened Confucius Classroom as well as two instrumental music/speech rooms for individual student tuition
- A lift which services all floors of not only the Doris Walker Centre but also the largest classroom block, the Collins Wing
- A presenter’s podium with full ICT/AV capabilities and adjustable height to allow for students of all ages.

The redevelopment enhances the School’s learning environment in the 21st Century with cutting-edge technology that aims to deepen students’ knowledge and understanding, ignite our girls’ passion for life-long learning and prepare them for future adult ways of learning.

Specifically, the Lecture Theatre provides our Senior students with the opportunity to use and become accustomed to the technologies and learning formats used at university via lectures and tutorials. With this in mind, the redevelopment has enabled students to view, record and share presentations and participate in online conferences. The technology available within the room enhances the girls’ learning experiences and provides access to content that is not limited by our students’ geographic location.

In addition, the redevelopment will be used to facilitate local and international professional learning opportunities for staff as well as providing a hub for parent forums, information evenings and the wider community.

The Doris Walker Centre also continues to house the VCE Centres, with a refurbishment currently underway.
**2015 Senior School Leaders**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Sherry</td>
<td>School Captain</td>
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<td>Catherine</td>
<td>School Vice Captain</td>
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<tr>
<td>Stella</td>
<td>Captain of Locksley</td>
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<td>Vanessa</td>
<td>Captain of Sport</td>
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<td>Kara</td>
<td>Captain of Rotherwood</td>
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<td>Coloody</td>
<td>Global Liaison</td>
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<td>Isabella</td>
<td>Year Level Liaison</td>
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<td>Charlotte</td>
<td>Captain of Oswald</td>
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<td>Emelia</td>
<td>Social Service</td>
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<td>Andriana</td>
<td>Captain of Debating</td>
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<tr>
<td>Alexandra</td>
<td>Captain of Ashby</td>
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<tr>
<td>Holly</td>
<td>Year Level Liaison</td>
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<tr>
<td>Mikaela</td>
<td>Captain of Rowena</td>
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<td>Rachael</td>
<td>SRC President</td>
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<td>Rachel</td>
<td>Captain of York</td>
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<tr>
<td>Caitlin</td>
<td>Captain of Drama</td>
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<td>Kathleen</td>
<td>Captain of Music</td>
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<tr>
<td>Ella</td>
<td>Year Level Liaison</td>
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<tr>
<td>Sherry</td>
<td>School Captain, and Catherine, School Vice Captain.</td>
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**From the 2015 School Captains ...**

We are so grateful and proud to be a part of such a supportive school community. We love that at Ivanhoe Girls’ every single girl is congratulated on her success and her achievements are celebrated.

Our small tutor groups provide an ideal network of girls and staff that support each other through challenges and victories. It is so amazing to be sharing it with the same girls we began this journey with many years ago and, although we anticipate a challenging year, we know that no matter what, both the staff and students are there to support us.

Our experiences at Ivanhoe Girls’ have been invaluable. Through participating in various co-curricular activities such as debating, skiing and music ensembles, not only have we developed our skills in areas other than academia, but we’ve also become acquainted with girls from different year levels. Camps have also been extremely memorable experiences for us. Challenging activities such as abseiling, rafting and camping underneath a mosquito-infested tarp helped build important qualities such as perseverance, resilience and optimism - attributes which are essential as we enter the real world.

This year we want to lead the Class of 2015 to embrace the themes of unity and friendship by focussing on year level bonding. Earlier this year, the Year 12s celebrated a Valentine’s Day brunch with the Year 11s by baking them goods and playing pass the parcel. The two year levels were able to interact with each other and develop closer bonds. We also hope our efforts to raise funds at our Benefit Concert this year will help headspace, our chosen organisation, achieve great things. We know that if we work as a team, we can and will make a difference!

Sherry and Catherine, Year 12 School Captains

**2015 Junior School Leaders**

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<thead>
<tr>
<th>School Captains</th>
<th>Eliza</th>
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<tr>
<td></td>
<td>Paige</td>
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<td>House Captains</td>
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<td>Ashby</td>
<td>Kristen</td>
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<td>Sophie P</td>
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<td>Locksley</td>
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<td>Sabrina</td>
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<td>Oswald</td>
<td>Annalise</td>
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<td>Rotherwood</td>
<td>Sophie B</td>
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<td>Phoebe</td>
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<td>Rowena</td>
<td>Charlotte</td>
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<td>Stephanie</td>
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<td>York</td>
<td>Mia</td>
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<td>Annika</td>
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| Music Captains  | Melinda  |
|-----------------| Elaine  |
| Sports/Fitness Captains | Helena  |
|                 | Georgia |
|                 | Gabriella |
|                 | Ruby |
| Art Captains    | Esther  |
|                 | Emily  |
|                 | Danielle |

*This year every girl in Year 6 will have a service role for part or all of the year. Our goal is to give each and every girl a meaningful leadership experience and we place strong emphasis on leadership through service. Our Art, Music and Sport Fitness Leaders along with our Ambassadors will serve for one semester, enabling each Year 6 girl to hold one of these important positions.*

**Semester One**

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Music Captains</td>
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<td></td>
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<td>Danielle</td>
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Q & A with Our School Captains

Our Senior School Captain and Vice Captain, Sherry and Catherine, interviewed the Junior School Co-Captains, Eliza and Paige, on their roles as leaders of the Junior School.

S & C: What are your main responsibilities as Junior School Captains?
Paige: We hold lots of Junior School Council meetings with Class Captains about problems that have occurred and how we can improve them.
Eliza: We also host assemblies.

S & C: There is a huge focus on the environment in the Junior School. Can you tell us a more about that?
Eliza: We have set up compost bins and worm farms and focus on healthy eating. Right now we are involved in the Nude Food program. It’s about reducing waste, eating fresh food and promoting a healthier lifestyle.

S & C: What do you hope to achieve this year as Junior School Captains?
Eliza: To look after everything.
Paige: To be the best Captains we can possibly be.

S & C: During School tours, what are you most proud of and like to point out?
Eliza: The many opportunities we receive in sport and music and that you get to know lots of girls through participating in these activities.

S & C: What do you girls participate in?
Eliza: Netball, Aerobics and Choir.
Paige: Soccer, Tennis, Aerobics and Swimming.

S & C: Why did you nominate to be Junior School Captains?
Eliza: To keep me busy and to have a good year in Year 6 as it’s my last year in Junior School.
Paige: I thought I was capable enough to handle the role and wanted to give it a go.

S & C: Who inspires you?
Eliza: My family and friends are always very supportive and inspire me in that way.
Paige: My soccer coach inspires me because he has to juggle many things. Apart from coaching my team, he is also a policeman who does night shifts and has to get rest in the day.

S & C: How would you describe an Ivanhoe girl? What is special about the girls that graduate from this School?
Eliza: Ivanhoe girls receive a good education. They’re very organised and dedicated. Nice staff, nice girls.
Paige: Girls can be recognised by the many leadership opportunities available here. For example, I have been Class Captain, Social Service Captain and Resource Centre Captain.

S & C: Thank you for your time girls. It was fantastic getting to know you a little better. Best wishes for the rest of the year!

Back: Sherry, School Captain, and Catherine, School Vice Captain.
Front: Eliza and Paige, Junior School Co-Captains.

Vanessa
• Captain of Sport
• Baseball Championship

What is it about baseball that you love? I love the challenge of baseball and the variety of skills needed: fast reactions, speed and strength. It is a very tactical game which can change very quickly. I also like working as a team because I get to make new friendships.

How long have you been playing for? Six years.
What’s involved in your training routine? My baseball training involves a lot of repetition of fielding and throwing balls, and also batting. We also practise game play situations and base running to build up fitness.

Playing in the Phoenix Cup in Hong Kong would have been a fantastic experience – what was it like to represent Australia? I felt very honoured and proud to be selected and I wanted to perform at the best of my ability. It was also a good chance to play with other girls from interstate. I have wanted to represent Australia in this area and encouraged me to learn about my family’s history.

What were your favourite moments on the trip? My favourite moment was definitely playing against the Japanese who are the current World Champions. They have fantastic skills. I also enjoyed the Opening Ceremony and seeing a bit of Hong Kong with my teammates.

How far would you like to go with baseball? My next goal is to make the Australian Women’s Baseball team and compete in the Women’s World Baseball Cup. I definitely want to involve sport in my career.

As the Captain of Sport for 2015, how important do you think it is that girls participate in some kind of sport? Participation in some kind of sport is very important, as there are a number of benefits such as improving fitness and making new friends. It gives time out from study and there are so many choices in sport that there is something for everyone. You don’t have to be the best to have fun.

Emelia
• Social Service Prefect
• Banyule Volunteer
• Travelling to Gallipoli

You do a lot of volunteer work in the community... Currently I volunteer at the Heidelberg Repatriation Hospital delivering newspapers and meeting with Vietnam Veterans every Wednesday before school. I also take part in events such as the 40 Hour Famine, the Red Shield Appeal, fun runs and attending/taking part in community commemorative events for Anzac, Vietnam or Remembrance Days. I have also played music for elderly patients at the Repatriation Hospital.

Last year you were awarded the Banyule City Council Young Volunteer Award – what was that like? It was simply amazing being nominated and attending the dinner alongside inspirational people whom I aspire to be like. To receive the award was an honour. It has definitely encouraged me to continue with my volunteer work.

Because of your dedication to volunteer work you were selected to travel to Gallipoli. How did that feel and what inspired your interest? I felt very proud as there were so many deserving people. I also felt honoured to be representing my family. My great grandfather and my great great uncle both fought on the Western Front in France in WWI. It was very special to be able to honour them at this sacred site. I have always been interested in 20th century history, especially the First World War as it defined our nation. My connection with a group of Vietnam Veterans really ignited my interest in this area and encouraged me to learn about my family’s history.

What was the atmosphere like in Gallipoli on ANZAC Day? Everyone had a greater understanding of what the soldiers went through, why they fought and how their experiences are relevant to us today. We all felt connected to Gallipoli and to the men and women who were once there serving our country. The setting was so peaceful that it was hard to fathom men running up the beach to an unimaginable horror. Throughout the entire Dawn Service, despite the 10,500 people in attendance, it was utterly silent. I could only hear the waves, the wind and occasionally a bird call. There were a lot of tears, of sorrow, of love, of loss and of thanks. A day I will never forget.
Profile: Ian Munns
Director of Music

Earlier this year we welcomed Ian Munns to Ivanhoe Girls’.

Ian comes to the School from MLC School in Sydney where he was formally Acting Director of Music and Head of Learning and Curriculum – Music. He has been active over his career in developing a wide range of performance and learning opportunities for his students with a particular focus on “real” musical performances in venues as wide ranging as the Sydney Opera House and Town Hall, to San Marco in Venice and St Paul’s Cathedral in London.

Although moving interstate was a big decision to make, Ian is looking forward to the future at Ivanhoe Girls’.

“I am excited to be working with such a talented and committed group of Music teachers and tutors. The outstanding level of music performance at the School is due to a long-standing aim to give students the best opportunities to perform high quality music on a regular basis. When combined with the quality classroom Music program and private instrumental tuition, the students at Ivanhoe Girls’ have the opportunity to receive a fantastically well-rounded Music education.”

Music Staff Concert
Tuesday 17 March
Music Tour
Saturday 28 March - Thursday 2 April

The first week of the Term 1 holidays was busy for many Ivanhoe Girls’ students but it was particularly exciting for 25 Music students who travelled to Alice Springs to perform their repertoire.

We had a large range of instruments represented and from our odd assortment, managed to create seven ensembles, an orchestra, choir, jazz ensemble and string ensemble as well as a few more specialised groups.

Our six day journey involved four performances and many tourist activities. We visited the Telegraph Station to learn about its history, Alice Springs Desert Park and Earth Sanctuary, a sustainable living and cultural centre.

As for our performances we played for St Philip’s, the local high school, the Alice Plaza, Old Timers Village retirement home and The School of The Air. Each was a rewarding performance but none more so than the one for The School of The Air where we witnessed, first hand, the effect music can have on people and gained a new appreciation for the opportunities that are available to us.

The girls learnt a vast array of music pieces to a quality well worthy of recognition. We would like to thank Ian Munns (Director of Music), Laura Ross (Head of Choral) and Lucinda Fitzmaurice (Classroom Music Teacher) who were the three incredible staff accompanying us on our trip. Congratulations to all involved in a spectacular term’s work, and a great Music Tour and Welcome Home Tour Concert which took place in the first week of Term 2.

Kathleen
Year 12 Captain of Music

Profile: David Brewster
Friends of Music President

My wife, Judi, and I have two daughters: Rosie (Class of 2013) and Matilda (Year 11). We live in Brunswick and the girls went to a local primary school with a very strong emphasis on community – something we appreciated a lot.

When Rosie started at Ivanhoe Girls’ in 2008, I was very aware that involvement in this new community would not be ‘automatic’. With the kids being older and more self-sufficient, including travelling to school on public transport, there was a good chance I would rarely enter the School grounds at all let alone become part of the School community.

Thankfully our shared interest in music has meant that while both girls have found places in the Music Department’s own community, I’ve been able to hitch myself to that wagon as a member of the Friends of Music Association. I joined the Association when Rosie was in Year 7, and since 2012 I’ve been lucky enough to be its President, working with a really excellent committee.

I think perhaps the most rewarding aspect of being a Friend of Music has been watching each class of outstanding musicians grow in stature and confidence as they move through the School. While our role is only peripheral compared with those of the staff and the girls themselves, it’s impossible not to feel pride in having played even a small role in supporting this growth.

David Brewster

Above: Isobel (Year 9), Elana (Year 9), Jocasta (Year 9) and Emma (Year 8) partake in a drumming workshop with Drum Atweme at the Earth Sanctuary.

Performing in the Tour Choir at St Philip’s.

The Tour Orchestra perform at the Old Timers Village retirement home.

The Music Tour students at the Alice Springs Desert Park.

Judi Brewster, David Brewster, and daughters Rosie (Class of 2013) and Matilda (Year 11).
thought it was a nice school. When I was a schoolgirl I was aware that I was a naughty person - and I was always accepted. On the whole I was accepted for what I was because I was enthusiastic. I think that’s probably what endeared me to come back and teach there and send my children there as well.”

After school Heather went to Kindergarten Teachers Training College, because she liked children and felt guided towards it due to the School’s Head also being important at the College. She then returned to Ivanhoe Girls’ to teach before moving on to Melbourne Girls Grammar School (MGGS).

“I remember saying rather tentatively to the Head, “I think I’ve been here all my life, perhaps I want to go somewhere else.” When asked where I suggested MGGS. It was as simple as that. The Head of Ivanhoe Girls’ rang the Head of MGGS and she must have said yes, I can go there, so I went and taught there until I got married.”

At that time the war was coming to an end, but MGGS had been taken over by the army and was just starting to get back to normal. “Quite a lot of schools were taken over by military organisations during the war. There was discussion about what way the school would go. It was good to be involved in that – it was sort of a new start.

Heather married and had five children, four daughters and a son (including twins). She worked part time while raising a family with the support of her husband, which wasn’t generally accepted of mothers back then but working in schools allowed her to have holidays with her children. This belief, to follow your own instincts and to be aware of what others think, is advice she would pass on to young women today.

She was also known as ‘Music Heather’. After the kindergarten children went home, Heather played piano for primary school children. “Music did turn into my main thing. I used to do it around the district - go to different kindergartens once a week. I became known as ‘Music Heather’ in a wide area. I did a small course in music through movement. I’ve only stopped a couple of years ago (every morning I still play the piano to keep my fingers nimble). When I was younger, I’d walk down the street and some children would shout at me “Hello Music Heather!” and their mothers would wonder who I was. Occassionally people say “we remember your music” and that’s nice because I always loved playing the piano.”

**Sandy Solomon (Smith) Class of 1984**

Currently the Assistant Curate at All Saints, Clayton, Sandy has found it to be an amazing experience as she meets many people from different nations, being such a multicultural congregation, and to her the people make it special. “Whether they live in the aged care home, or they are international students from Iran or China or the youth - I can learn from everyone and I love to see God at work in their lives.”

Completing a Science degree at The University of Melbourne Sandy chose to teach and start her family before commencing a Masters of Divinity (Theology). Loving the variety of work and opportunity to explore The Bible and her understanding of it, Sandy finds it an an immense privilege to journey with other people in various ways. “I have developed close relationships with the leaders I am mentoring, relationships like these are effective in empowering us and keeping us accountable. I have grown as a person because of them. My job encourages me to live a balanced life day for 5 weeks straight. You experience the diversity of emotions that the athletes experience. In Torino, Italy, in 24 hours we experienced: an athlete injuring themselves severely in the sliding sports, all our ski jumping equipment being stolen from inside the Olympic venue, a long-time athlete retiring from her sport and having an athlete you have worked with winning his first Olympic gold medal.”

Another aspect to Susie’s role is working at the Paralympic Games which can be quite different to the Olympics. At the Paralympics able-bodied people are a minority, eligible athletes may not live long enough to compete, but the Paralympic Games are the happiest time of the athlete’s life, unlike the Olympic Games where it is incredibly stressful.

Susie thanks her family, particularly her father for providing the opportunities for her to further her study overseas and his belief in her. She also attributes the School to part of her success for introducing her to the benefits of sport. “Ivanhoe Girls’ taught me that I could do anything as a female. I completed my schooling having self-confidence, discipline and a great direction in life.”

**Susie Parker-Simmons Class of 1979**

Susie’s work has taken her to six Olympic Games and numerous world championships in sport. Now living in the Rocky Mountains of Colorado (at nearly 3,000m) with her husband and two teenage children, she is a Senior Sport Dietitian for the United States Olympic Committee as part of a team who service all of Team USA, with Susie specialising in winter sports. She is also Vice President of the international association PINES (Professionals in Nutrition for Exercise and Sport).

“I am very fortunate to have a job that I enjoy going to every day. I enjoy optimising Olympic athletes to be the best in the world and fulfil their dream of Olympic success. I am very lucky to travel the world and work at the highest level of sport.”

Although being involved with the Olympic Games and World Championships is a stressful task, it is also an incredibly rewarding one. “You work for 18 hours a week for 5 weeks straight. You experience the diversity of emotions that the athletes experience. In Torino, Italy, in 24 hours we experienced: an athlete injuring themselves severely in the sliding sports, all our ski jumping equipment being stolen from inside the Olympic venue, a long-time athlete retiring from her sport and having an athlete you have worked with winning his first Olympic gold medal.”

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Over the years Sandy has picked up a few other interesting talents. She learnt wine-making as a fun way to play with Chemistry, welding because she loves metal as a medium to work with and has designed and welded up a four poster bed, and oil painting, which she started when her three children were younger and now paints with another Minister in his studio. And for the future, further travel may be on the cards. “In 2012 Graham and I visited Turkey, Greece and Rome as part of a group of theological students and I was blown away with what the archeologists uncovered. I would also like to similarly visit Israel and Jordan, and I would like the chance to visit places in New York and Europe and the United Kingdom to check out the way people are growing churches over there. There’s even a punk service in Oslo!”

**Heather Low (Weaven) Class of 1939**

Pre-1960s – Heather Low is arguably Ivanhoe Girls’ most famous Old Grammarian, having been the School Captain in 1939 and steadily involved with the School for over 55 years.

Her connection with the School is based on good memories from her childhood through to today, even though she considered herself a bit naughty. “I was happy. I always thought it was a nice school. When I was a schoolgirl I was aware that I was a naughty person - and I was always accepted. On the whole I was accepted for what I was because I was enthusiastic. I think that’s probably what endeared me to come back and teach there and send my children there as well.”

In February 2013 Sandy was ordained a deacon (Anglican Diocese of Melbourne) and eventually a spiritual calling came, and Sandy felt God wanted her to teach ‘The Bible’ and become the pastor of a congregation. In February 2013 Sandy was ordained a deacon (Anglican Diocese of Melbourne) and then a priest later that year.

Growing up, Sandy Solomon was a little embarrassed having a father as an Anglican Minister at St James, Ivanhoe, but eventually a spiritual calling came, and Sandy felt God wanted her to teach ‘The Bible’ and become a pastor of a congregation.

In February 2013 Sandy was ordained a deacon (Anglican Diocese of Melbourne) and then a priest later that year.
After Ivanhoe Girls’ Lynn attended The University of Melbourne studying a double degree in Engineering (Geomatics)/Arts (Major in Urban Planning). In 2004 she began a graduate position at the Australian Geospatial-Intelligence Agency (AGO) in Canberra, lead geospatial and imagery intelligence organisation in the Department of Defence. As a Geospatial Analyst Lynn supported the Australian Defence Force on domestic and international operations and then worked as an Executive Officer for the Head of Defence Intelligence. Now she is working for the Defence Materiel Organisation (DMO) which equips and sustains Defence’s materiel capabilities, spending close to $12 billion annually. As an Engineer in the DMO Lynn provides technical advice and guidance on Defence procurement projects.

One of Lynn’s exciting experiences involved her deployment as the first ever AGO Liaison Officer with the Royal Australian Navy to an oil terminal in the Arabian Gulf. “I provided geospatial intelligence and advice to the Commander in charge and contributed to the objectives of Operation Catalyst. The deployment was the culmination of a key developmental phase in my career and gave me the rare opportunity to see the full Intelligence Cycle Commander in charge and contributed to the objectives of Operation Catalyst. The deployment was the culmination of a key developmental phase in my career and gave me the rare opportunity to see the full Intelligence Cycle

“I really love nursing and I think it is a great career. There can be some challenging days and situations but it brings a lot of job satisfaction. Nursing provides a great privilege to work so closely with and stand by people in (often) the most vulnerable times in their lives. Every day is different because I am dealing with very individual people with very individual health problems. It brings a lot of satisfaction to go home after work knowing that you have done your best to help people. In a public hospital, patients tend to be from a wide cross-section of the community and I love connecting with people from different walks of life.”

Of course with so many different personalities to encounter, challenges inevitably arise but for Sarah, the bigger picture is to try and connect with all patients to ensure they receive the care they need. Nursing, and in particular, surgical nursing, can be incredibly intense, and the desire to help and do whatever possible outweighs all challenges. Overall, surgical nursing in orthopaedics and plastics is what really interested Sarah. The fast pace surgical element, seeing and helping patients recover quickly after major surgery, and keeping up many different nursing skills has helped Sarah keep her ‘finger on the pulse’. “Orthopaedics interests me with elective joint replacements, but particularly with the trauma fractures, and with Plastics we deal with the reconstruction of the body after it has been disfigured due to trauma or disease and often takes quite specialised nursing skills to care for.” Sarah has taken this love of nursing further by completing her Postgraduate Certificate III in Clinical Nursing (specialising in Orthopaedics and Plastics) last year to complement her current role and help her do the best job possible.

In addition to nursing, Sarah and her husband are planning to renovate their home in the near future, have adopted a dog, and that can potentially save the lives of not only the ADF but all Australians.”

Looking beyond work, Lynn’s most important job of all is being the best mother she can be to her two sons, Daniel (5) and Patrick (3). The travel bug may not have left her entirely as well, as her husband has been investigating opportunites in the United States!

On top of the wonderful work Lucy has done for the community, she started a Bachelor of Professional Accountancy at RMIT, but with so much on her plate, Lucy took a gap year in 2014 and is now working as the Operations Manager at Joy Cupcakes, focussing on putting effective and efficient systems in place to run their four stores, and studying a Bachelor of Business (Financial Planning) with RMIT online.

“I’m a firm believer of taking risks and doing things that ultimately make you happy. I have a goal in mind and am doing anything to achieve it, even if it means doing it part time in the near future.”

Still working with yLead Lucy is actively involved with the community and finds many rewards from each experience. “I know how vulnerable young people can be today. We are highly influenced by the people with whom we surround ourselves, whether it be voluntarily or not. I know how important it is to set a good example. I believe individuals can make an effort to shape and mould themselves into people they dream to be, if they want it hard enough.”
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<tr>
<th>Date</th>
<th>Time</th>
<th>Class</th>
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<tbody>
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<td>11.00am</td>
<td>Class of 1975</td>
<td>40 year</td>
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<td>12 noon</td>
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Dates are correct at time of publication. Please confirm with the School closer to the event.