Farewell to Carol Hodgson, Head of Junior School

After 12 years of outstanding leadership of our Junior School, Carol Hodgson has decided to retire as Head of Junior School at the end of the 2015 school year. Her genuine care for every individual student and their family, together with her knowledge of each student’s learning needs and her ability to bring out the best in every member of her team, has made her an outstanding educational leader. The entire school has benefited from Carol’s wisdom, expertise and problem solving skills through her outstanding contribution to the School Executive and Management Team, and she will be greatly missed.

Completing her own tertiary education as a mother of young children, Carol has always modelled the importance of life-long learning. An excellent scholar herself, including being the most outstanding student in her education course, Carol has specialised throughout her professional career in meeting the learning needs of individual students.

Having worked closely with Carol in my previous role at Lowther Hall Anglican Grammar School, I was thrilled when she accepted the position of Head of Junior School at Ivanhoe Girls’ Grammar School to commence in 2004. Promising to stay for five years, her contribution to the School over the past 12 years has been immeasurable. A person with a genuine love of working with young people and their families, she has made our Junior School a very warm and welcoming place and one which caters for the holistic learning needs of each girl - academically, socially, emotionally and spiritually.

Her people skills and her focus on professional learning has seen our Junior School staff team work closely together to enhance their skills and develop into an exceptional team of primary educators, committed to the best learning in the broadest sense for each girl. She has encouraged staff to share their expertise, experiment with new approaches and to rigorously evaluate them to become the best educators in a collegially supportive environment.

Carol takes with her our very best wishes as she embarks on her next phase which will include enjoying more time with her family, including her grandchildren.

Dr Heather Schnagl AM
Principal
Since 2013 I have been privileged to be a member of the joint Independent Schools Victoria - Harvard University program, Leading Learning That Matters (LLTM) project, which supports experienced principals in focusing on the things that matter most in students’ learning. Our role as educators is to lead our students into their adult lives; in the sense of both their professional and personal lives. In essence, what the LLTM program has been attempting to answer is the question of what will our students need to flourish in their futures - for careers that are yet to exist and for their lives in a future that today we probably find hard to imagine. Such education is not just about students’ future professional lives; society also needs moral, ethical and responsible citizens who will make our world a better place. Ivanhoe Girls’ has a long history of focusing on girls’ learning and designing curriculum to educate the whole person, academically, socially, emotionally, morally and spiritually with a strong set of values. In this edition of Ivanhoe Girls’ News, we outline a snapshot of how Ivanhoe Girls’ is helping our students develop the knowledge and skills they will require in the years ahead.

The world of work is changing markedly and the level of skills and knowledge that used to be sufficient is no longer so - students need much more. Strong literacy and numeracy skills are a given, but this is just the basis on which to build. It is estimated that more than 70% of future careers will require strong skills in STEM (Science, Technology, Engineering and Maths). Research clearly demonstrates that girls in a single sex school are far more likely to continue the study of STEM-based subjects. While state-wide last year 24% of girls enrolled in Units 3&4 Mathematical Methods (or higher Maths), 64% of the Class of 2014 at Ivanhoe Girls’ successfully completed Units 3&4 Mathematical Methods. Currently, 98% of the Class of 2015 will complete at least one STEM-based study to Units 3&4 level.

For their futures it is vital that our girls will need to know how to manage their learning and how to collaborate to learn and work with others in teams. Much of our work on formative assessment over the past four years has been directed at helping our students understand and learn how to take responsibility for their own learning. Depth of learning is also critical – deep learning is the critically important part of life. If you ask people to reflect on what was the most valuable learning in their lives, they never tell you about something which came easily, rather they focus on something that was a real challenge and something in which they may or may not have been successful. This year our pastoral care team has worked closely with The University of Melbourne in designing and implementing a program of emotional coaching through the Tuning in to Teens (refer to Page 5) project working with students, staff and parents to enhance student wellbeing, which will continue in 2016.

Our curriculum and co-curricular activities encompass many of these areas although we are constantly striving for improvement. Enabling students to be ready for their futures presents many challenges for schools now and in the years ahead.

Dr Heather Schnagl AM

Vale Lucy Halliday 4.2.1976 – 24.9.2015

The Ivanhoe Girls’ family mourns the death of Lucy Halliday, a much loved friend, colleague and teacher, who died while on holiday in India with her partner, Anna.

An accomplished lawyer prior to changing careers, Lucy was a gifted teacher in our Business Studies and History Faculties, specialising in Legal Studies. She has held a number of senior positions including Acting Head of Business Studies, Ignite Coordinator and this year she became the Head of Curriculum Years 10–12, a role in which she excelled. Lucy made a significant contribution to the life of Ivanhoe Girls’ and formed wonderful friendships both with the staff and with all the students she taught.

Lucy will be greatly missed by all, but especially her partner, Anna Tibb (Director of our Early Learning Centre), her children Lily and Archie, her step-children Lucy and Alice, her parents Jane and Ian and brother, Johnny.

Our thoughts and prayers are with Lucy’s family and also with all members of her school family who miss her greatly.

Lux Mea Christus.
As part of the Leading Learning That Matters (LLTM) project (refer page 3), Ivanhoe Girls’ was privileged to welcome Professor David Perkins, founder of Project Zero at Harvard University, Dr Daniel Wilson, current Director of Project Zero and Flossie Chua, doctoral student at Harvard Graduate School of Education, in August where they spent time in classes with students and staff.

During a full day with us, the Harvard Team were able to join in classes from Year 3 to Year 12 and meet with students and staff in a variety of areas. They enjoyed the opportunity to watch our Year 8 girls in their Lights Camera Action class, and joined in a Unit 1&2 Specialist Maths and Units 3&4 Literature Class before observing three Year 8 tutor groups commence the emotional coaching program, Tuning in to Teens. They then joined a Year 3 Art class to watch the girls illustrating their emotions as part of the Emotional Literacy through Visual Art project (in conjunction with the Dax Foundation), followed by a Year 5H class on imagery.

The Harvard Team met with Curriculum leaders, Faculty Heads and Board Member, Rick Tudor OAM. They also met with our student leadership team to hear about a wellness project they were working on (Wellness Week), joined in the Year 10 elective, Roaring Twenties, and spent time with Louise Kimber in the library who outlined our use of SOLO taxonomy in enhancing students’ research skills.

In each area they talked with students and staff about their learning and were extremely impressed by the confident and articulate manner in which our girls were able to explain what they were doing and why. On leaving they commented on how encouraging and thought-provoking their visit had been.

Excitingly, Prof David Perkins has recently requested permission to feature some of the video footage captured as part of his keynote presentation at a forthcoming international conference in The Netherlands, where he will feature the work of the LLTM project.

Dr Heather Schnagl AM
Principal

Units 3 & 4 Literature

This year, the Units 3 & 4 Literature students have used a range of Visible Thinking Routines created by Harvard Project Zero. Originally developed for visual arts teaching, the Visible Thinking Routines are organised around four “ideals” – understanding, truth, fairness and creativity. They provide structures that are easy to adapt for different learning needs and which promote enhanced comprehension, diverse interpretations, critical appraisal and aesthetic appreciation. All of these are vital skills in the literature classroom. The visit to Ivanhoe Girls’ by the Harvard Graduate School of Education Project Zero team coincided with the Unit 4 students commencing their study of the poetry of Seamus Heaney. Over a week, students worked in small teams, rotating through a series of Heaney’s poems, which were paired with specific learning Routines in order to form insights that would help them to develop written commentaries. During the Project Zero visit, Professor David Perkins interviewed a group of students in depth about their opinions about the Routines and also about how they experienced creativity in the Literature classroom. Flossie Chua interviewed and filmed two groups of students, with a particular focus on how the poetry they were reading and their classroom interactions had an impact on their thinking beyond the classroom.

Madeleine Coulombe
Head of English

Emotional Literacy Through the Visual Arts

The Dax Centre at The University of Melbourne promotes mental wellbeing through the educative power of art. The Emotional Literacy through the Visual Arts (ELVA) approach is designed to strengthen mental health, create safe and contained learning environments and enhance teachers’ capacity to engage with their students. Our School has been involved in the design and implementation of ELVA since its inception in 2010.

When the visitors from Harvard Graduate School of Education visited us in the Junior Art room, the Year 3 students were engaged in the unit ‘Knitting Nancies’.

Through this unit, within a class situation, students are introduced to the concept of associations we make as individuals between colours and emotions.

The students translate these colours into their own personal ‘Knitting Nancies’ (French knitting) using coloured wool to represent these emotions.

Students were engaged in the process of preparing their balls of coloured wool and starting the knitting process during the Harvard visit. Flossie Chua interviewed students about their response to, and engagement in, the project. I was interviewed throughout the lesson by Professor David Perkins, who was keen to explore the ELVA approach and the means by which it seeks to assist students to become more aware of their own emotions, those of others and to develop a sense of empathy.

Patricia Saunders
Junior School Art
SOLO Taxonomy in Year 5H

Year 5H girls were extremely excited to hear that a team from the Harvard Graduate School of Education would be visiting their classroom. A number of girls expressed an interest in perhaps one day attending the University and had many questions which they hoped to ask the visitors. This year, students in the Junior School have been tracking their learning by using SOLO Taxonomy (featured in the last edition of Ivanhoe Girls’ News). The girls have identified what they think should be achieved at each level of the Taxonomy. They then brainstormed ways of moving from one level to the next (read, ask an expert, use the internet, contact an English society, ask a teacher, practise etc). The skills gained in using SOLO Taxonomy are transferable to any aspect of learning as girls progress through the school.

The Year 5 girls were challenged to create questions for our visitors using the SOLO Taxonomy. The challenge was to prepare questions at the relational and extended abstract levels. Most of the questions the girls created required our visitors to justify, explain, persuade or hypothesise. Favourite responses were to the questions, “how would you convince me to go to Harvard?” and, “how could Melbourne University become as famous as Harvard University?”

Girls reported that they talked about the visit with their parents that night. Some named it as a highlight of the term. It was wonderful to have such a passionate group of educators and learners in the classroom.

Glyn Howitt
Junior School Teacher

Tuning in to Teens Whole School Approach

Term 3 also saw the commencement of a new program called Tuning in to Teens Whole School Approach combined with Tuning in to Kids, which is based on a parenting program developed by The University of Melbourne, Tuning in to Teens™. This parenting program was offered to a small group of Ivanhoe Girls’ parents in 2014. This year, the program was expanded to incorporate concepts that were relevant to students and teaching staff, as well as parents.

Tuning in to Teens Whole School Approach was written by Dr Bridget McPherson (Head of Counselling) and Dr Christiane Kehoe (The University of Melbourne), one of the co-authors of Tuning in to Teens™. The program is focussed on helping young people develop emotional intelligence by supporting parents, teachers, and our students themselves in the development of emotion competence. This skill set allows young people to understand their own emotions and the emotions of others – such skills have been shown to be related to higher levels of resilience, fewer emotional and behavioural difficulties, and better academic outcomes.

The program involved the provision of three sessions to parents, teaching staff in both Junior School and Senior School, and all Year 8 students. The Parent Seminars attracted an audience of approximately 90 parents, who were able to build their skills in the five steps of Emotion Coaching. These steps involve noticing a child’s emotional state, viewing the emotion as an opportunity for learning, accepting this emotion, helping a child name and describe their emotion, and assisting with settling the child if necessary. Parents were strongly encouraged to refrain from problem solving for the adolescent, enabling young people to develop their own techniques and strategies for managing distress. The Emotion Coaching approach was discussed in detail with regard to managing anxiety, anger and sadness. These sessions were filmed and are now available for parent viewing on hive.

Teaching staff were also encouraged to utilise this approach when assisting students in the school setting. Strong emphasis was placed on the usefulness of Emotion Coaching in building relationships with students, and in increasing a student’s capacity to function and learn in the classroom environment.

Each Year 8 student also attended three sessions with Dr McPherson and Dr Kehoe. These sessions promoted increased awareness of emotional states on the part of students. Initially, students engaged in activities that allowed them to explore their perceptions of their emotions, eventually concluding that all emotions are acceptable, purposeful and useful when managed. Students were also provided with techniques for managing anxiety, sadness and anger, both within themselves and in their friends.

It is hoped that those who participated in the Tuning in to Teens Whole School Approach found it to be useful, and were able to gain a comprehensive understanding of emotional intelligence and Emotion Coaching.

Dr Bridget McPherson
Head of Counselling
At the core of Ivanhoe Girls’ philosophy is our focus on the importance of pastoral care, and we strongly believe that young people are best equipped to learn when they are physically and emotionally well. In 2015, the Senior School held our second Wellness Week, a program our pastoral care team first created in 2013, aimed at increasing in our students the characteristics that contribute to resilience; including communication, fun, gratitude and connectedness. The range of in-class and lunchtime activities was again very well received by staff and students.

The foundation of Wellness Week lies in the principle that young people should not expect to be happy at all times, but they will ideally maintain qualities that allow them to manage all life events – both positive and negative. Wellness Week at Ivanhoe Girls’ continues to evolve. In 2013, the Week focused on providing students with new experiences as a means of promoting resilience and raising self-awareness around mental health. This year, Wellness Week focussed on assisting our students to recognise positive aspects of their lives that already exist, which they can utilise to increase their wellness and resilience. Experiences were designed to help students overtly identify different activities and strategies that make them feel good, or help them manage uncomfortable emotions when they occur. With this in mind, each day was themed to link specific faculties or pre-existing elements of the School with particular aspects of wellness.

**Make Your Mark Monday** encouraged girls to identify and engage in their “spark” – a specific activity that they feel passionate about. This was linked to the Music department, and culminated in our “Ivanhoe Idol” singing competition at lunchtime. **Trackpants Tuesday** focussed on the importance of physical activity and movement and its potential positive impact on health and emotional wellbeing; this was linked to the PE department, and lunchtime featured Giant Mini-Golf! Teachers set up golf holes around the school and students followed clues to find each hole, where they were required to traverse various obstacles in order to complete the hole and receive their next clue. Themes of gratitude were the focus of **You’re Welcome Wednesday**, and our Director of Leadership and Service held a “Pay It Forward” party at lunchtime. Students were provided with opportunities to give and receive shoe-shining, massages, tie-tying lessons and gratitude letters. **LOL Thursday** was the domain of the Drama department. Students were taken on a hilarious and dramatic journey of theatre sports at lunchtime, enabling the girls to experience joy and laughter as contributors to wellness. And finally, **Find Your Friend Friday** highlighted the importance of connection and relationships in building resilience. Wellness Week culminated in Friday’s lunchtime activity – the Art department invited students to come together to paint small, colourful squares. The squares were then joined together to form an amazing, collaborative mural.

New in 2015 was the movement of Wellness Week into the online space, with students taking to the School’s Wellness Week Instagram account to share photos of themselves with their Wellness Week buddies, encouraging cross year level interaction.

The feedback received from students about Wellness Week this year has been very positive, with students reporting that it helped them feel more connected to their school community, encouraged them to try new things, provided a relief from stress, and helped them to feel good about themselves. Such outcomes demonstrate the value of the program and its contribution to the development of resilience in our students.

Shanelle Spencer, Year 9 Coordinator and Dr Bridget McPherson, Head of Counselling
The learning program and caring relationships that exist within the Early Learning Centre encourage and promote the development of the mind, body and creativity of each girl. Our staff strive to provide opportunities for the girls to experience success and to develop healthy self-esteem.

Wellness and a sense of our students’ wellbeing are at the centre of so much of what we do. From the warmth of the welcome given by the staff to the girls each morning as they arrive at the Centre, to the carefully created special environments that exist in their rooms, our planning and energies focus on making sure the girls are feeling at home and ready to explore and learn. Throughout the week, and beyond the stimulating activities which promote questions and explorations, the girls in the ELC may have the opportunity to enjoy a library session, Movement and Music session, French and PE. These photos capture the girls broadening their horizons in safe and welcoming environments in the art program, and also during the yoga unit that was so popular with the girls and staff last term.

Carol Hodgson
Head of Junior School

Over the past four years Ivanhoe Girls’ has incorporated mindfulness as an education tool for a cohort of students within our Junior School. Led by School Counsellor, Katrina Morrow, the students have been able to learn, experiment and embrace mindfulness in their daily lives.

Mindfulness is the gentle practice of present moment awareness. It is a way of purposefully paying attention to the present moment, in a non-judgemental way. Whilst mindfulness is now well established as an effective tool in the treatment of various mental health issues, there is growing research to support the positive application of mindfulness in the education setting. One aim of mindfulness in the classroom is to enhance focussed concentration, particularly in light of inevitable disruptions. In addition, its functional process of inner and outer awareness fosters an observational stance. This has multiple benefits including assisting students to pause and observe their emotional experience rather than reacting to it. This then provides the space for informed decision-making about how they might like to behave in challenging situations. Further, the meditative component of mindful practice uses the breath to help nurture the ability to calm oneself amidst a busy world.

The Mindfulness Program consists of weekly games and activities that teach students what mindfulness is, and how to cultivate mindful awareness in various settings. Activities specifically practise ‘present moment awareness’ and are typically followed by student discussions exploring individual experience. Importantly, activities are tailored to young children to foster enjoyment whilst learning valuable skills. The program values parental involvement, and students are encouraged to discuss and practise mindfulness at home – perhaps by teaching family members to eat mindfully.

The benefits of implementing mindfulness within the Junior School has provided Ivanhoe Girls’ with a universal tool that students can carry with them into the senior levels of school. The application of mindfulness within our Senior School leads to enhanced learning, the development of emotional intelligence and the effective management of stress. Mindfulness as a life skill is thus an adjunct to our learning program and an invaluable asset to our students’ education.

Katrina Morrow
School Counsellor
Since 1970, Ivanhoe Girls’ has a proud history of students excelling in the study of Chinese with many finding enormous benefit in the application of their Chinese language skills as they embark on their careers.

With a keen focus on enhancing students’ opportunities to explore Chinese language and culture, and strengthening ties with our partner school, Xuzhou No 1 High School in Xuzhou, we welcomed the opportunity to establish a Confucius Classroom at the School.

Made possible by the Chinese Government with a grant from the Office of Chinese Language Council International (Hanban), and with the support of the Confucius Institute of La Trobe University in partnership with Chongqing University, the development of the Confucius Classroom is not only a testament to our dedication to providing students with the very best education and facilities, it also showcases our commitment to building strong relationships within the Chinese community, both locally and abroad.

In June this year, we had the honour of welcoming Emeritus Professor Kwong Lee Dow AO to officially open our Confucius Classroom. He was assisted by Mr Chi Gang, Education Consul of the People’s Republic of China to Melbourne, Professor Nick Bisley, Director of La Trobe Asia and Professor of International Relations at La Trobe University.

In addition to the ceremonial opening of the new facility, the School embraced the launch with a Chinese themed week of events. During this celebration, students learned about traditional Chinese paintings, attended workshops facilitated by the Chinese Museum including Chinese dance, calligraphy and craft, and participated in a Chinese themed casual clothes day with traditional Chinese fare available from the Café.

The Confucius Classroom has become the Ivanhoe Girls’ hub for the teaching of Chinese language and culture, supporting local Chinese teaching from overseas and facilitating cultural exchanges. We would like to extend a special thanks to our Chinese Coordinator, Rong Zhang, for her leadership in this project, and to the Chinese and Language teams for all their ongoing work in promoting Chinese language and culture at Ivanhoe Girls’.

Melanie Dow
Director of Communications and Marketing

School Colours

The Ivanhoe Girls’ School Colours Awards plays an important role in recognising and encouraging exemplary participation in the broader co-curricular life of the School. To achieve an award, each girl must demonstrate dedication, determination, patience, persistence, and skills in a number of areas as they have given significant and sustained service to the School.

This year, Ivanhoe Girls’ was honoured to welcome the Assistant Bishop of Melbourne, the Right Reverend Genieve Blackwell, to present our 2015 School Colours on Monday 20 July. In her address to the Senior School, Genieve reflected on her journey to fulfil her dream. She highlighted a number of her personal firsts, such as the first woman to lead a parish in New South Wales and the first to lead a diocese. She also became the third female bishop in Australia. Genieve made special mention of the support of her partner John, who was critical in enabling her to follow her career path.

Bishop Genieve, along with the Ivanhoe Girls’ community, congratulates the girls who achieved School Half Colours and School Full Colours in 2015.

School Full Colours

Olivia (Year 11)  
Bridget (Year 11)  
Issie (Year 10)  
Joyce (Year 10)  
Isabel (Year 11)  
Sophie (Year 10)  
Elysia (Year 10)  
Olivia (Year 11)

Laura (Year 10)  
Ally (Year 11)  
Kiran (Year 10)  
Annita (Year 11)  
Catherine (Year 12)  
Martha (Year 12)  
Abbey (Year 12)  
Georgia (Year 10)

Veronique (Year 12)  
Anna (Year 12)  
Kiara (Year 10)  
Emily (Year 11)  
Katherine (Year 12)

School Half Colours

Jessica (Year 12)  
Melissa (Year 9)  
Brittany (Year 10)  
Mikaela (Year 10)  
Emily (Year 11)  
Rachel (Year 9)  
Hailey (Year 9)  
Helen (Year 12)  
Jocasta (Year 9)

Dr Heather Schnagl AM
Principal
Once upon a time was how it all began. The Junior School embarked on a fairy tale adventure through the three days of our biannual Arts Festival in Term 3. Through music, stories, art, craft and cooking, all the junior girls revelled in the joys of creativity and the fun of working together in Prep-Year 6 groups across the Junior School community.

Congratulations to all the teachers and visiting artists for bringing the world of fairy tales alive. A wonderful time was enjoyed by all!
Each year the Year 12 students at Ivanhoe Girls’ host a Benefit Concert which raises funds for a charity or cause through a range of initiatives over a four week period. The four weeks culminates in the Benefit Concert, which includes silent and a number of large auction items. Each aspect of the Benefit Concert involves amazing teamwork, dedication, organisation, determination and motivation by the whole Year 12 cohort.

The Benefit Concert was initiated by past student Jessie Taylor (Class of 1999). In 1999, the Year 12 cohort created the ‘Concert for Kosovo’ to support refugees of the Balkan conflict. Due to the overwhelming success of this event, the Year 12 Benefit Concert has been included as a major annual event in the Ivanhoe Girls’ calendar.

Previous cohorts have raised extraordinary amounts for a wide variety of worthwhile causes and charities, big and small, local and international, with the help of our local community.

This year, the Class of 2015 chose to raise awareness and funds to support their local organisation headspace which is the National Youth Mental Health Foundation and importantly aids young people who are struggling with mental health or social issues.

“Watching the Class of 2015 use their initiative to implement their own ideas and orchestrate various fundraising activities, while developing and strengthening relationships with each other, was a spectacle to behold”

– Sherry (Class of 2015), School Captain

Ivanhoe Girls’ has a strong emphasis on leadership and service, and supports organisations and causes within our local community and internationally. Congratulations to the Class of 2015 for a wonderful Benefit Concert where over $50,000 was raised and donated to headspace.
Winter Concert 2015

Friday 24 July

House Performing Arts Festival

Wednesday 12 August
**Spotlight on Staff and Community**

**Mariissa Caluzzi**

*Mariissa Caluzzi*

*Junior School Teacher Librarian*

When Mariissa accepted the position as the Junior School Teacher Librarian at Ivanhoe Girls’, she brought with her a rich and diverse history of working with children and a passion for literature.

Marissa began her teaching journey educating early childhood and primary aged students before moving on to assume the role of Director of a community kindergarten, in which close to 90% of the children came from non-English speaking backgrounds. After seven years of very rewarding teaching, Marissa moved into the role of Kindergarten Teacher at an independent school and happily worked with students there for seven years.

With a passion for children’s literature and an accompanying university major in this area, Marissa jumped at the chance to take on the role as the Junior School Teacher Librarian at Lowther Hall Anglican Grammar School. Marissa went back to university at night to complete Teacher Librarian studies and after six years at Lowther Hall, Marissa made the move to Ivanhoe Girls’.

“There are so many aspects of this role that I love, but a major highlight for me is sharing my love of books, reading and technology with the girls. Working with the Junior School girls and helping them discover the joy of discovering a great read is so rewarding.”

Marissa also began Year 5 and 6 Reading Groups that are held every Friday lunch. The aim of these groups is to give girls an opportunity to talk about books and reading, and to share their love of literature with each other.

In addition to being a devoted educator, Marissa has also been a member of the Children’s Book Council of Australia for many years, including taking on a role as an executive committee member for a number of years. She also plays an active role in the Victorian Premier’s Reading Challenge reference group, which involves reviewing books and developing strategies for improving the Reading Challenge.

Marissa’s favourite quote is “The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Suess.

**Charlotte Sutherland**

*Incoming Year Level Coordinator*

When Charlotte Sutherland (Charlie to her friends and colleagues) joined us at Ivanhoe Girls’ at the beginning of 2013, she was already an experienced and highly committed teacher of Science, with a particular passion for her specialist discipline of Chemistry. During her three years here, Charlotte’s appreciation of teaching has deepened, and while Chemistry remains her special love, Charlie has also developed a strong commitment to the pastoral care aspects of school life.

Charlotte says that her work as a Tutor, a pivotal role in the pastoral and organisational aspects of our School, has been very rewarding to her and has directly led to her interest in a senior pastoral responsibility. This has resulted in her recent appointment as the incoming Year 10 Coordinator for next year, a role she is very excited and enthusiastic about. “I love getting a closer understanding of the girls and the issues and concerns they’re dealing with, as well as all the things they’re excited about that are significant to them,” Charlotte says.

A ‘convert’ to single-sex education since coming to Ivanhoe Girls’, Charlotte believes that girls flourish in their academic, personal and social development in an all-girls setting, and are able to more uninhibitedly explore their interests and discover their own unique talents.

Fitness and physical well-being are important to Charlie. She is a committed runner and trains regularly, also contributing to the School’s early morning squad training by running with the Athletics team girls. Only if prompted, Charlie acknowledges that she manages to fit in a couple of half-marathons each year, in a characteristically modest tone as if this achievement is nothing particularly remarkable at all.

Charlotte is truly an exceptional role model for our girls and young women. She strives to be open and honest about the importance of resilience and learning from the mistakes we inevitably all make. Charlie is obviously highly committed, organised, passionate about affirming positive thinking and healthy values, and effectively balanced across all her diverse commitments. A New Zealander by birth, and in her earlier teaching career, she is now pretty firmly settled in Melbourne. Along with her interest in camping, particularly because she wants to really get to know and appreciate the environment of her adopted home, she also loves gardening and invests quite a lot of time and energy in this personally ‘therapeutic’ activity.

Charlotte’s perspective is, “if you ground yourself in positive values and pursue a healthy balance, then you’ll be able to function effectively and creatively – and be well-placed to nurture the positives in others.” We are all eagerly looking forward to Charlotte’s strong positive influence on the Year 10 students in her care next year. At the same time, we’re confident that her Chemistry teaching won’t be taking second place to anything!

**Profile: Elenni Nicolaidis**

*Co-President, Greek Parents’ Association*

My interest in participating in clubs and associations started in my teens and I was heavily influenced by my parents, who have always been involved with various community groups.

I joined the Greek Parents’ Association when my eldest daughter started Greek dancing lessons in Year 7. I was impressed by the dedication and motivation of the committee members. Preserving the Greek traditions and culture and exposing it to the younger generations, as well as giving back to the community, is something that has always given me great pleasure and satisfaction.

Ivanhoe Girls’ has always been incredibly supportive of the activities of the Greek Parents’ Association, and we as a Committee have always felt valued and appreciated. It is also a pleasure working closely with the other clubs and associations at the School towards our common goal of helping the School. Since I joined the committee we have commissioned new Greek costumes for our dance students. Each year we join in the Open Day celebrations by setting up a Greek Cake Stall to raise funds for the Year 12 Benefit Concert. Next year we are looking forward to re-introducing the Tavern Night.

Each year the Greek Parents’ Association also donates the funds raised from the Dinner Dance to the School.

I have enjoyed my time in the Greek Parents’ Association immensely. I feel privileged to have played a small part of this School’s history and have been fortunate to meet amazing people and make lifelong friends. I recommend everyone to get involved!

Elenni Nicolaidis with her daughter Alexandra (Year 11).
World Record Star Gazing Attempt

As part of the activities for the International Year Of Light, Ivanhoe Girls’ participated in the World Record Star Gazing attempt for the ‘Most People Across Multiple Sites In A Country’, organised by the Australian National University. On Friday 21 August, just before 8.00pm, 158 members of the Ivanhoe Girls’ School community, along with our official scrutineers and counters, gathered on the multi purpose playing fields waiting for the Moon to reveal itself from behind the clouds. At 8.30pm, to the sound of an air horn, 158 telescopes were turned towards the Moon and the planet Saturn for the ten minutes required for our attempt at the record. As the air horn sounded again to signal the end of our part in the attempt a loud cheer went up – we had done it and the sky had been clear of cloud.

So how did we go? Including our 158 participants, 7,690 people at thirty seven different locations around the country set a new World Record. This beat the previous record of 3,006 set by Mexico in 2013. Hopefully our record will stand for a few years – but for the moment the World Record is ours to enjoy, along with the shared experiences we all had on the night.

Paul Fitz-Gerald
Ignite Coordinator

Science Week: 15 - 23 August

This year’s National Science Week theme was Making Waves – the Science of Light and was based on 2015 being the International Year of Light.

During the week, selected Junior and Senior School classes experienced the Immersive Global Learning Environment (IGLEw) – an inflatable three-dimensional theatre akin to a Planetarium. This immersive classroom environment combined gaming technologies and visualisation tools to provide students with interactive learning experiences in a visually rich setting. Students also had access to real-time data from science and research organisations in Australia and across the globe. This fully interactive, visually engaging experience presented complex concepts in an easy-to-understand learning context. Students experienced fly-through tours brought to life by imagery from global telescope networks and immersive 3D projection.

Natalie Bunn
Head of Science

Drama Week: 17 - 21 August

Actor Jenny Lovell launched Drama Week at Senior School Assembly. Jenny has worked in the performing art industry most of her life and has made an incredible contribution, not only as an actor, but as a director and teacher.

During the week Jenny joined her colleagues from Impro Melbourne to perform their new version of improvisation techniques called Improvaganza. Drama and non-drama students gathered in the Performing Arts Centre and were thoroughly entertained and challenged by the level of skill it takes to improvise scenes and characterisations.

We also welcomed Christof, a comedian with expert skills in circus, clowning, acrobatics and Commedia del Arte. He demonstrated techniques of comic performance to the audience, who were able to gain an insight into creating ‘stand-up’ comedy and similar comic styles. He challenged the girls with audience participation.

During another lunchtime we presented a 40 minute film celebrating the last five years of co-curricular drama productions and activities. It was thoroughly enjoyed by all and was a treasure for many Year 11 and 12 girls who were able to view their own characterisations over the years.

Helen Mutkins
Drama Coordinator
Susan Ogilvy

1980s – From the first female hardware engineer at Hewlett Packard Australia, to running her own successful ecologically responsible business, My Farm Shop, Susan Ogilvy is proving that clever and collaborative people certainly do get the job done.

After graduating from Melbourne University with a BSc (Physics), Susan began working as a hardware engineer at Hewlett Packard Australia. With a goal to become the Area Manager of hardware repair, the news that she would have to move into marketing when the company downsized was a set back. However, with her love for learning and desire to embrace challenges, Susan was determined to master her new role.

“The awesome teachers at Ivanhoe Girls’ induced what has turned out to be a persistent curiosity about the world and how it works, and has helped me learn the tools to tease out and critically evaluate information.” It is no surprise then, that to ensure she succeeded in her new marketing role, Susan embarked on a Masters of Marketing. Now Susan is back at University completing a PhD.

Susan also attributes her confidence and enthusiasm to pursue any career that interested her, no matter what the barriers, to the role models she had at Ivanhoe Girls’. “I distinctly remember our Principal, Mr Shilliday, chasing us down the hockey field brandishing his hockey stick and yelling ‘It’s not tiddly-winks girls!’ I don’t think I’ll ever forget how he wasn’t going to let us supress our performance on the field in deference to a perceived societal archetype of weak and delicate girls.”

Over the years Susan took great interest in climate change, peak oil and the threats to food security, and came to the realisation that not enough support was offered to farmers in terms of biodiversity loss. Seeing a clear need for change Susan launched My Farm Shop, to support farmers who re-build biodiversity. “We only buy products from farmers who are rebuilding their soil, increasing biodiversity and demonstrating exemplary animal welfare. The bigger our business gets, the more of the planet we save and the fairer the deal for farmers.”

Since beginning My Farm Shop, Susan has worked on complementary projects to support research in biodiversity such as; developing a cost and scope analysis to restore a degraded pastoral station so it can produce vital ecosystem services in the future, demonstrating how livestock management can increase environmental performance and soil carbon through a carbon farming project, assisting a team at Melbourne University model the implications of climate change and resource degradation on Australia’s future food security, and helping the Australian Bureau of Statistics coordinate workshops on natural capital accounting.

Looking to the future Susan’s plans keep soaring, “I dream of running a global practice of ecological accounting and assurance to help long-term investors partner with governments and land managers to build productive, resilient ‘ecological infrastructure’ that will ensure our descendants have the same or better quality of life as we have enjoyed.”

Fiona Edwards

2000s – It takes a special kind of person to pursue a career in social justice, especially when the focus is on helping children. Caring, resilient and brave are qualities that come to mind, and it is these qualities that we discover in Fiona Edwards. Fiona is currently Practice Leader for the North Eastern Services Connect Pilot program at the non-government organisation Children’s Protection Society.

As a secondary school student at Ivanhoe Girls’, Fiona developed a strong interest in social justice and caring for vulnerable and disadvantaged people. “I feel very fortunate that Ivanhoe Girls’ was able to foster my interest in social justice. I was provided with a number of opportunities to participate in different activities to broaden my knowledge and give me a taste of what would become my career, such as: helping Amnesty International, contributing to a group to support international students and volunteering in a sheltered workshop.”

After graduating from Ivanhoe Girls’, Fiona completed a Double Degree Bachelor of Social Sciences (Psychology) and Bachelor of Social Work from RMIT University. She continued her studies and in 2008 completed a Graduate Certificate in Family Therapy at the Bouverie Centre and La Trobe University. After finishing her education, Fiona went on to work for the Department of Human Services in the Child Protection program.

“In my current role as Practice Leader at the Children’s Protection Society, I enjoy the challenge of building a program from the ground up, and working with a diverse and talented range of professionals from a variety of disciplines and specialties. In previous roles at the Child Protection Society, I have loved the challenge of the legal aspect of the work, and the opportunity to build respectful and supportive relationships with families in such a difficult context. Overall, I really value the opportunities to see meaningful, positive change for the children I help.”

Beyond work, Fiona is an avid traveller and has recently returned from a trip to London, Paris, the French Riviera and Dubai. She has also travelled to Fiji, Thailand, New Zealand, the USA, South America and Europe; and it does not look like she will stop any time soon. Fiona plans to return soon to South America with her fiancé to walk to Machu Pichu, explore the Amazon and visit Cuba.

Something for Kate Foundation

1990s – Rebecca Spoor, Kerry Illic, Kate Harcourt Turner, Sally Westerman and Natalie Batsakis

One should never underestimate the power of community and the friendships formed whilst at School. Something extraordinary was achieved in October when a group of friends from the Class of 1995 (Kerry Illic, Natalie Batsakis, Rebecca Spoor and Sally Westerman) decided to raise awareness and funds for the National Breast Cancer Foundation, and importantly, to brighten up their School Captain, Kate Harcourt Turner (also a current parent). Kate was diagnosed with Breast Cancer (Stage III) in December 2014 and continues with her treatment.

What originally commenced as an idea between a few friends to make Kate feel happy and ‘to just be one of the girls again’, and to raise some funds by organising a small event with approx. 50-100 of their Ivanhoe Girls’ classmates, turned into a large scale ‘Something for Kate’ Gala Luncheon for over 400 people. The profit made from the event ($49,381) has been donated to the National Breast Cancer Foundation which supports research into breast cancer and aims for a cure by 2030.

In a blog post from Kate after the event to the ‘Something for Kate’ girls, she said, “I’m awestruck by what you put together. What an incredible achievement! Thank you from the fullest part of my heart. You have turned a devastating year into something I can smile wholeheartedly about. I am so proud to count you as my friends. You have such big, beautiful hearts.”

To follow Kate’s story you can read her blog at www.cancercans.com. To view the video played at the Luncheon and filmed at Ivanhoe Girls’ visit: https://youtu.be/cR4tg4PQTwc
Reunions in 2015

Pre and Including 1976: Thursday 1 October 2015

Class of 1975
Sunday 19 July
Class of 1980
Sunday 19 July
Class of 1985
Sunday 19 July

Class of 1990
Sunday 9 August
Class of 1995
Sunday 9 August
Class of 2000
Thursday 13 August

Class of 2005
Thursday 13 August
Class of 2010
Thursday 27 August
Class of 2014
Wednesday 26 August

After attending the Class of 2005 reunion, Kelly Theobald (Class of 2005) was tragically killed in a car accident on 2 October 2015. Our thoughts and prayers are with her family and friends. Lux Mea Christus.
**December 2015**

- **Monday 7**: 6.00pm-8.45pm *Year 6 Celebration Dinner*, Hillsley Gallery and Atrium
- **Tuesday 8**: 2.15pm-3.25pm *Years 7-9 Carol Service*, Performing Arts Centre
- **Wednesday 9**: 8.00am-8.40am *Junior School Music Breakfast for all Junior School Ensemble Members*, Terraces
- **Thursday 10**: 9.00am-10.00am *Junior School Carol Service*, Performing Arts Centre
- **Friday 11**: *Term 4 Concludes*
- **Tuesday 22**: 12 noon Library Closes 3.00pm Administration Office Closes

**January 2016**

- **Thursday 7**: 8.30am-4.30pm *Administration Office Reopens*
- **Tuesday 26**: *Australia Day*
- **Friday 29**: *Year 7 Commences*

**February**

- **Monday 1**: *Term 1 Commences*
- **Thursday 4**: *Cooerwull Service Awards*

**April**

- **Saturday 16**: *Open Day*

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**School Tours 2016**

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<td>Thu 18 Feb</td>
<td>Tue 17 May</td>
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<td>Wed 16 Mar</td>
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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 Registrar, Margaret O’Keeffe, either by phone: 9490 6222 or via email at: registrar@ivanhoegirls.vic.edu.au

**Open Day**

Saturday 16 April 2016
10.00am - 1.00pm

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**Reunions for 2016**

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class</th>
<th>Year</th>
<th>Venue</th>
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<td>Saturday 14 May</td>
<td>2.30pm</td>
<td>Class of 1981</td>
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<td>2.30pm</td>
<td>Class of 1986</td>
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<td>20 year</td>
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<td>Saturday 5 November</td>
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<td>Saturday 5 November</td>
<td>12 noon</td>
<td>Class of 1966</td>
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Dates are correct at time of publication. Please confirm with the School closer to the event.