YOUTH PARLIAMENT TRAINING CAMP

SCIENCE AND MATHS MATTER FOR YOUR DAUGHTER’S FUTURE

100 YEARS OF ANZAC
With the launch of our new website, PLC Sydney thought it was time for a new name for our biannual College magazine, previously called Connect. We were looking for something that represents both the College and the magazine in 2015. A name that was simple, but distinctive so it would grab our readers’ attention.

Following a competition to select a new name, Mrs Samantha Smith (mother of Year 8 student, Sascha) and staff member Mrs Sally Wilding were the creative minds behind the chosen name Camphora. Camphora is part of the Latin name for the Camphor Laurel tree, a reference to the large tree that stands proudly in the centre of the College grounds.

PLC Sydney acknowledges the Wangal people, of the Dharug dialect, on whose land the College resides, and pays respect to Elders both past and present.
I congratulate PLC Sydney parent Mrs Samantha Smith and staff member Mrs Sally Wilding who had their entries to rename the magazine selected for use. Thank you to everyone in our community who participated in this competition.

In the centre of our College is a garden. I often describe the college to new families as a series of courtyards linked to a central garden. The image of the large Camphor Laurel tree is an important one for us at PLC Sydney: it symbolises our belief in freshness and growth and change, in being strong in both the bright summer sunshine and driving winter rains. It suggests developing convictions: deep roots into the soil. A large tree makes a significant contribution to us: it provides oxygen and shade, is a home for many creatures and is beautiful in aspect and in its detail. The Psalmist (Psalm 1) describes the person who delights in God and in serving others as ‘like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither—in whatever she does she prospers.’

We educate young women so that they will have integrity and purpose. We hope they use all of their creativity to make a tremendous contribution to our community. They already are learners and daughters and investigators and sisters. They already are citizens and volunteers and members of different groups. They will become engineers and commentators and artists and board members and mothers. They will vote and have a voice. They are like the Camphor Laurel tree, having a positive impact by their very being.

Recently I spoke with our Years 7-12 students at assembly about Edmond Albius, whom is I believe to be the only named slave to be honoured with a statue. You can see it if you ever visit Reunion Islands.

Vanilla is a vine that grows in gardens. In its native Mexico it is fertilised by insects. It took decades for the major powers of the world to work out how to fertilise it commercially. Amazingly, it was the discovery of Edmond Albius on the Ferreol Estate of Reunion Islands in 1841 that it could be fertilised by hand that revolutionised its production. It went from being a rare and specialised flavour to being the major flavour in ice-creams and in drinks like Coca-Cola.

To this day vanilla is fertilised by hand. The method discovered by Edmond Albius is used world-wide. Of this discovery author Kevin Ashton writes: Was this discovery ordinary or extraordinary?...Creation comes from ordinary acts. Edmond learned about botany through boyish curiosity and daily walks with Ferreol (owner of the estate). Ferreol kept up to date with the development of science in plants, including the work of Darwin and Sprengel. Edmond applied this knowledge to vanilla... When we look behind creation’s curtain we find people like us doing things we can do.

When we look behind creation’s curtain we find people like us doing things we can do. In our school that is a garden we want to send this message loudly and clearly. We are all creators. Creativity is the ordinary stuff of every-day life. It is about reading and thinking and having a go. It is about caring and being curious and enjoying. We rely on the universe that is given to us, and on the wisdom and understanding of generations who came before. But we are also all creators.

As you look through this first edition of Camphora enjoy our gardens: both the physical beauty of our actual school and the growth and creativity of young minds represented in the activities of our campus.

Dr Paul Burgis
Executive Principal

FROM THE PRINCIPAL

WELCOME TO THE FIRST EDITION OF OUR NEW MAGAZINE, CAMPHORA. THIS REPLACES OUR PREVIOUS CONNECT PUBLICATION.

OUR MAGAZINE TEAM

EDITOR
Mrs Nicole Paull

COVER
Laura Matthews. Recess... PLC, 2013, oil on canvas. This painting was a leaving gift to the College from Year 6, 2013 and Mrs Laura Matthews. Mrs Matthews (mother of Year 8 student Lani Bailey) painted the artwork of Lani and friends under the Camphor Laurel tree.

CONTRIBUTORS
Dr Paul Burgis, Ms Jo Knight, Annie McCarthy, Tierney Clark, Johanna Yan, Katie Taylor, Mr Gavin Sinclair, Angere Bai, Stephanie Howes, Isobella Thompson Keppel-Richards, Cassie Sing, Mrs Suellen White, Laura Batchelor-Sharp, Natasha Noore, Mrs Deryn Smyth, Renee Lim, Chloe Jamieson-Grigg, Kate Fahey, Selina Williams, Rachael Sung, Samantha Donaldson, Gabriella Lubrano, Mr Malcolm Heap, Madeleine Daham, Olivia Antoun, Mrs Sue Arnoudon, Mrs Sandra McMullan, Mr Adam Wishart, Ms Joanna Maxwell, Elizabeth Kim, Grace Entwisle, Callin Pascoe, Stephanie Lee, Alison Chen, Ms Lynne Emanuel, Mrs Nadia Young, Ms Virginia Shearer, Mrs Linda Eades, Mr Ben Pettenon, Miss Tara Jeong, Yasmine Sulyok, Ella Garnett, Edwina Hobson, Emily Lizzio, Ms Debby Cramer, Mr Philip Brewer, Ms Sara Keli, Ms Jessica Wickenden, Mrs Catherine Marvell, Mrs Elizabeth Gregory, Ms Eleisha Elvy.

ISSUE 1 / WINTER 2015
2015 ARTIST IN RESIDENCE: EVAN SALMON

Our students were very fortunate this year to have Artist-in-Residence Evan Salmon accompany them on the annual art camp to Arthur and Yvonne Boyd's Education Centre.

Courtesy of Sydney's iconic Watters Gallery, Evan Salmon spent three days working with Year 11 Visual Arts students at Arthur Boyd's Bundanon property, on the Shoalhaven River near Nowra in April.

Mr Salmon shared his vast knowledge and experience of painting directly from life through a series of en plein air demonstrations during the camp emphasising the importance of observational skills and developing a successful colour palette.

During his residency at the College in May, Evan worked alongside classes in The Croydon studios sharing his art making practice with students from Pre-Kindergarten to Year 12. During this time, Evan could be seen in various vantage points around the College grounds such as Level 3 in the Macindoe Research Centre creating graphite drawings on paper. These works capture the iconic architecture of PLC Sydney and the rooftops of the surrounding Croydon neighbourhood in striking compositions which appear both timeless and contemporary.

The annual Riversdale Dreaming exhibition at the Adelaide Perry Gallery showcased the works produced by Mr Salmon during his residency and works by Year 11 Visual Arts students during this period.

Ms Jo Knight
Curator, Adelaide Perry Gallery

Each year PLC Sydney hosts a guest artist as part of the Year 11 Visual Arts landscape painting program.

“Bundanon art camp was more like an art retreat. We were immersed in the Australian environment which was so completely beautiful as it was so imperfect. Being right there in the landscape made it an intense emotional experience. It was really inspiring. We had a lot of time to personally develop and reflect on our own individual art practice and to connect with nature. Watching Evan work led us to understand how to interpret the natural world better and how to sustain our focus on resolving our works even when we felt like giving up. The opportunity to exhibit alongside a professional artist made us determined to produce the best works we possibly could.”

Annie McCarthy, Tierney Clark, Johanna Yan and Katie Taylor, Year 11
Computational and Algorithmic Thinking Competition

The Australian Mathematics Trust is a national body that fosters excellence in Mathematics among school students. Its best-known product is the Australian Mathematics Competition, a significant challenge all PLC Sydney students face at least twice in their high school years. It addresses problem-solving skills in many areas of pure mathematics.

The Computational and Algorithmic Thinking (CAT) Competition, by contrast, has a focus on algorithmic thinking; that is, designing a step-by-step approach to solve problems of increasing complexity. This skill relates to computation and can help to identify students who may develop a skill and interest in computer science. As such, the competition helps to foster further interest in STEM (Science, Technology, Engineering and Mathematics) education, which governments and experts identify as a priority for Australia’s future.

We in the Mathematics Faculty were very pleased to have 18 students enter this competition for the first time in 2015.

• Angeni Bai achieved a perfect score and High Distinction
• Tay Leung, Claire Shi Distinction
• Christina Shi, Anna Le, Taylor Chan, Amelia Feng, Alexandra Kench, Grace Zhu Credits

Mr Gavin Sinclair
Mathematics Teacher

STUDENT REPORT

This March, a brave few students decided to compete in the Computational and Algorithmic Thinking (CAT) Competition, an hour-long competition run by the Australian Mathematics Trust designed to test logical thinking and potential for computer programming. In the lead up, we worked on a few sample questions and were taught useful tips for solving problems by PLC Sydney’s Mathematician-in-Residence, Dr Dawe. The test itself was very challenging with 15 questions that forced us to think out of the box for a method to solve them. You could almost hear the cogs in our brains running in overdrive during the intense one hour we were working.

The CAT competition provided a unique experience for all of us, as we encountered many problems that had to be solved with skills not taught in the curriculum. It was a welcome break from the usual algebra and was an excellent way for us to challenge ourselves. No doubt we will all compete again next year. Thank you to Mrs Balkizas, Mr Sinclair and Dr Dawe who provided support and responding to our constant requests for Freddos.

Angeni Bai, Year 8

Asia Pacific Mathematical Olympiad for Primary Schools

The Asia Pacific Mathematical Olympiad for Primary Schools (APMOPS) is offered to the top primary school aged students who enjoy Mathematics Challenge for Young Australians and the Australian Mathematics Competition as an extra enrichment activity. The paper is challenging and only a few students are invited to compete. This competition provided the opportunity to compete with other students in other countries.

STUDENT REPORT

Do you like brain teasers?
If you are the kind of person that enjoys stretching your mind with challenging maths puzzles then you would enjoy the Mathematics Olympiad. The Asia Pacific Mathematical Olympiad for Primary Schools (APMOPS) was held in April 2015 and I was invited to participate. To prepare for this event I had weekly problem solving sessions with Dr Lloyd Dawe (Mathematician-in-Residence).

We worked on various types of maths problems including questions that appeared in earlier Olympiads. These problems really stretched my brain and I enjoyed trying to figure them out. When it came to the day of the actual Olympiad I felt excited and interested to see the types of questions. Some of the questions were easier than I expected but most of them were quite challenging. It wasn’t hard to concentrate for the whole two hours of the Olympiad because the questions were so interesting. I’m really glad I got to participate in the Olympiad, it was fun and I hope I can do more in the future.

Stephanie Howes, Year 7
I really enjoy standing on the stage of the Audrey Keown Theatre giving the Junior School students updates on the Gateway Project. I look out at a sea of little eyes as they imagine the future with me.

To date I have told them that The Cottage and Foundation House would be demolished, then that the car park would be created. We have thought about the plumbing and electricity under the ground, storm water drains and making sure things are level. We have considered the machines that are diggers and the trucks that are collectors of soil. I have sought to explain that this is all ‘mathematics in action’ and that we couldn’t have a building at all without mathematics.

In future weeks I will explain where the demountables are going to be placed on the car park and adjacent site, where they will play next year and when the Extension Centre will move from its current site to its new home in Edwin Street North.

When speaking with adults I seek to work out how we are going to communicate about the project to the community and how we can each be part of developing a building that will be a real legacy. I will expand this conversation with our whole community soon.

Until then, enjoy these early photos of the site and dream away with our Junior School...
Our first day was kept very brief as it was a time for us to meet and greet the 48 other students who had been selected to attend. Tuesday was the day we began our activities for the week. It commenced with a tour of Parliament House, where we then gained our unrestricted passes for the building. Each student was then assigned a Minister to assist for the day, our Ministers gave us tours around the building and assigned us work to do for the day including writing speeches for news briefings. These Ministers were Minister for Lingiari, Warren Snowdon, and Minister for Griffith, Terri Butler.

A lunch was arranged for us with the current Government's Cabinet Ministers including the Minister for Aboriginal Affairs, Nigel Scullion. This lunch was followed with a brief meeting with Prime Minister, Tony Abbott. Question Time was next on the agenda for us, where we were seated in the guest's positions to view the proceedings. Our last item for the day was a captivating tour of the Australian War Memorial where we were told moving stories of Indigenous soldiers and the roles they played for keeping our country safe.

Wednesday the 25th was certainly the most active day of the week with a tour of the Australian Federal Police (AFP) and the Australian Defence Force Academy (ADFA). The AFP tour saw a hot lap in a police car and a motorcycle, a demonstration by the German Shepherds and Labradors, and display of the arms in the AFP.

The ADFA tour on the Duntroon campus was by far the sportiest event with a tour of the mess, a preview of the experiences of Indigenous soldiers throughout various times in history from the arrival of the first fleet up until the War on Terror.

Thursday saw the revival of many artefacts and accounts of Aboriginal and Torres Strait Islander history seen during our tour of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), including the screening of the first recording of Indigenous people being a tribal dance performed on Murijingalong Island in the Torres Strait. Next was seeing the National Museum of Australia where several guides took us around to see the various exhibitions including the latest edition of the Torres Strait Exhibition featuring artworks and traditional pieces. The Australian Institute of Sport was the final tour of the day where we saw training sessions for many elite teams including the basketball and rowing, as well as the behind-the-scene clerical work which helps to organise the daily runnings of the organisation. The last activity for the day was a talk by six special Indigenous guests: Danny Morseu, Rod Little, Katrina Fanning, Kerrie Tim, Rueben Berg and Chris Simpson. Each of these speakers gave us an insight into their background, what they had achieved and their role in the public sector.

As the week came to a close, Friday became the most feared day as this incredible experience was at an end. A short debrief on our time was run to celebrate our achievements and a long list of thank you's were read, it also happened to be the final goodbye of everyone on the trip.

Our experience on the WEX program was an unforgettable time and it was hard to pick just one thing to focus on. Cassie's chosen highlight was the challenging water course at ADFA which involved climbing over obstacles whilst suspended 3 metres over a diving pool and no harness. Issy's favourite activity was being on work experience in Parliament as an assistant to the Minister for Griffith, Terri Butler.

The WEX 2015 program was definitely worthwhile. We learnt so many new and interesting things every day, especially when we had our daily debriefs. One of the points that stood out the most for us was Uncle Benny's speeches, notably the very last one he made. “Have the right attitude when approaching your goals, never give up on your aspirations in life and wisdom is a given, foolishness is receiving the wisdom given but choosing to act as if you were wiser.”

Isobella Thompson Keppel-Richards and Cassie Sing, Year 11
Year 6 visited the Schoolhouse Museum in North Ryde and were involved in a program called ‘At School At War’.

Through the three original school rooms, built in 1877, 1910 and 1915, PLC girls were engaged in: an assembly where we sang ‘God Save the King’ and ‘God Of Ages’; pen-and-ink map drawing of the Gallipoli Peninsula, of course; writing a postcard to a soldier to let him know he was loved and valued; an Empire Day tableau; the making of a military camp model, complete with tin soldiers and origami tents; knitting comfort items, such as socks, for the soldiers; rolling bandages for the Red Cross and the practising of bandaging; fundraising activities, such as the weighing of home-grown potatoes to sell; and the writing of messages to boost the morale of men at the Front.

The Junior Cadet training was a series of rigorous, regimented and quite demanding physical exercises and marching drills, all to the beat of a drum.

All of the Schoolhouse staff dressed appropriately and acted in the mode of a teacher of the time. Discipline was definitely stricter than it is now. Certainly in the physical training activities, all rows and lines, arms, legs and torsos had to be straight and aligned.

Year 6 thoroughly enjoyed the variety of activities. Everyone was involved and it was very interesting to see the well-preserved school rooms. Girls were squashed when they had to sit six-to-a-bench in the Gallery Room. The ink pens were not easy to use and did not produce the neatest of work. Raw wool, used for knitting socks for the men at the front, had to be spun first and this was not an easy task.

Mrs Suellen White
Stage 3 Coordinator

Have you ever wondered what school students in Australia did during WWI? How did they help the war effort? How did they keep themselves fit and healthy, just in case they too, were called up for active service?

The jelly printing was the latest technology of 1915 and this is how we produced our Gallipoli map. It took a long time to print everyone’s map.”
– Lauren

“During the Cadet training, the leader would call out ‘attention’ and we would respond immediately, slapping our arms by our sides and stomping our feet together.” – Angela

“In the Home Front Room, we made slings and eye patches. We also made paper tents and had fun playing with metal soldiers.” – Annabel

“PLC SYDNEY / CAMPHORA

The jelly printing was the latest technology of 1915 and this is how we produced our Gallipoli map. It took a long time to print everyone’s map.”
– Lauren

“During the Cadet training, the leader would call out ‘attention’ and we would respond immediately, slapping our arms by our sides and stomping our feet together.” – Angela

“In the Home Front Room, we made slings and eye patches. We also made paper tents and had fun playing with metal soldiers.” – Annabel

“PLC SYDNEY / CAMPHORA
Picture this: You are sitting in front of a crowd of people. Your heart rate is soaring as the room master clicks the button on the stop watch.

You have two minutes. The piece of paper containing your fate is crisp and white in your sweaty palm; you hope the words it contains will not be too abstract. All eyes are on you as you open the folded strip and read your impromptu topic: Fear.

When I reflect on my time at PLC Sydney, no instance has ever made me feel more grateful than the opportunity to represent my school and country doing what I most love, public speaking. However it was at this competition that I found out that I was part of only 10 percent of the population that enjoyed public speaking. Psychology Today listed public speaking as the number one greatest fear people experience, greater than death and spiders. While I can confidently say that I would rather face a room full of potentially judgmental peers than one full of hairy arachnids, sitting in the Impromptu room trying to come up with enough material to fill the endless chasm of the 5 minute no-note requisite speaking period, I almost would have taken the spiders. Or perhaps the fire escape to safety.

The World Individual Public Speaking and Debating Competition (WIDPSC) is where the world’s best young speakers congregate to battle it out in the five required disciplines: Impromptu Speaking, Debating, Interpretive Reading and the Prepared section in which candidates can choose to present a memorised Persuasive or After Dinner Speech. As would be expected, the standard is extraordinarily high. From poverty to porn, all the material presented is well-structured, researched and thought-provoking. Both Natasha Noore and I were incredibly proud of our achievements. Natasha ranked 4th overall, 8th in Interpretive Reading, 8th in Impromptu, 15th in Debating and was runner up champion of Persuasive Speaking. I ranked 13th overall, coming 3rd in After Dinner Speaking.

Hong Kong, described by a few competitors as ‘Asia’s fragrant harbour’ was a bustling and diverse global city. Culture and life seemed to pour out of every side street. During the trip we were able to take a break from speaking and meet other like-minded individuals and hear their diverse and varied perspectives on a plethora of issues ranging from feminism to politics to acting and future aspirations. We were also able to tour the city on a ‘scavenger hunt’ for some of Hong Kong’s most iconic locations, experience the bustle of the Soho district and taste peculiar dishes such as snow fungus, sea whelk and shredded octopus.

I was so proud to watch Natasha conquer her fears and speak so passionately about an issue that is important, especially to young adults and teenagers, as we begin to discover relationships and our rights under the law. I was thrilled to watch Anant Butala, a member of the Australian delegation from Haileybury School in Melbourne, become the World Impromptu Speaking Champion delivering a powerful speech on the importance of acceptance and diversity. And I was most proud of every competitor standing to give the top five Overall Champions a standing ovation. This really epitomised what I believe any competition should be: challenging, hard work yet joyful and full of sportsmanship.

It is not an absence of fear that allows us to speak in front of crowds of thousands, nor is it a rare gift that only a few possess. Rather, it is simply an acknowledgement of a truth fostered by PLC Sydney - that we have something to say greater than our fear of failure. Natasha and I would like to thank Dr Burgis, our families, the PLC Community and of course Ms Therese Bennetts for her ongoing patience and support. WIDPSC was a challenge and a joy, teaching us lessons beyond the importance of modulation and pause. I can be confident that we have learnt that our fear can leave us stagnated, or it can push us to achieve beyond our wildest dreams.

Laura Batchelor-Sharp, Year 12

Aside from the outcomes of the competition, the grueling six days of competition in Persuasive Speaking, Interpretative Reading, Debating and the scary Impromptu, gave me the opportunity to test the limits of my speaking abilities. These six days also gave me the chance to meet amazing people, whether it be the outgoing Canadians, the brave Lithuanians or the supportive and hilarious members of the Australian team. In addition to getting to know new people, I also got to familiarise myself with an unknown part of the world. Hong Kong is an international city with plenty of cultural diversity, luxury and a wealth of foreign experiences.

Natasha Noore, Year 12

WIDPSC HONG KONG: CULTURE, CHALLENGE, COURAGE

Laura Batchelor-Sharp (left) and Natasha Noore in Hong Kong for the World Individual Public Speaking and Debating Competition.
A GROWTH MINDSET

In the Junior School at PLC we encourage a ‘growth mindset’, teachers recognise and understand intelligence and abilities as qualities we can develop.

Mindset is an idea discovered by world-renowned Stanford University psychologist Carol Dweck, through decades of research on achievement and success, a simple idea that makes all the difference.

In a ‘fixed mindset’, people believe their basic qualities, such as intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success – without effort.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work, and intelligence and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

A growth mindset means that as teachers and parents we must create a love of learning and ensure that developing resilience is high on our agenda.

We need to showcase the effort and the journey, not just the result. When teachers and students focus on improvement and growth, students learn so much more.

So how do we develop this kind of learning culture?

Carol Dweck, Stanford University psychologist, writes ‘No matter what your ability is, effort is what ignites that ability and turns it into an accomplishment.’ Praising concentration, persistence, trying different strategies, giving specific feedback and learning targets is far more effective than a ‘good work’ or ‘well done’. Encouraging students to persist requires helping them to see hard work as a natural part of learning, and failure not as a lack of ability, but as a sign that there is more to be learned - and hopefully in the process instilling a belief in students that they can achieve anything.

We have engaged a consultant from AIS to work with the Junior School staff on exploring how classroom structures and norms can promote a growth mindset. We will look at how tasks and assessment can be used to drive learning forward for all students. We want parents and teachers to encourage a love of learning and ensure that developing resilience is high on our agenda. We wish to showcase the effort and journey, not just showcase the result.

UNPACKING THE NSW HISTORY SYLLABUS: HISTORY K–6

This year as a staff, we will explore the various elements of the new History Syllabus, unpacking the document itself as well as the intentions and aims which underpin it. We will review the PLC Sydney K–6 scope and sequence documents, and consider programming and resourcing. We will explore key changes to the curriculum and associated implications for teaching and learning.

Students will continue to study familiar content, such as personal, family and community histories in Early Stage 1, local community history in Stage 1, British colonisation and Indigenous peoples in Stage 2 and the development of Australian democracy in Stage 3.

Key inquiry questions provide a focus for each topic and there is a specific focus on the sources of history and the question ‘How do we know?’ In the new syllabus there is an integration of historical concepts such as ‘cause and effect’ and ‘change and continuity’, and more emphasis on specific historical skills such as sequencing time, source analysis and historical perspectives.

Mrs Deryn Smyth
Head of Junior School
STUDENTS INSPIRED AT THE NATIONAL YOUTH SCIENCE FORUM

In the January summer holidays, six PLC Sydney Year 12 students were fortunate enough to travel to ANU in Canberra to attend the National Youth Science Forum (NYSF).

The NYSF is a two week camp for science-enthusiasts in Year 12 from all over Australia. It provides an opportunity for students to convene and discover more about Science and where it could possibly lead them. Students were placed into groups based on their particular interests: Kate Fahey, Chloe Jamieson-Grigg, Rachael Sung and Renee Lim were in Chemistry groups named after famous scientists Rutherford and Florey; Sam Donaldson was in Darwin, an animal and plant Biology group and Selina Williamson was in Lyell, an Earth and Environmental Science group.

Over the course of the NYSF, each interest group attended six lab visits across Canberra. These were based on the subject area of our interest groups. The Science presented at these visits was often well beyond the scope available in high school. The prospect of going behind the scenes at some of Australia’s pre-eminent laboratories and Science facilities and being able to perform hands-on experiments made lab visits one of the most fascinating experiences available at the NYSF.

Some of the lab visits included: the John Curtin School of Medical Research; Lockheed Martin’s Australian facilities; a fossil dig; a vet clinic; Australia’s supercomputer and particle accelerator in Canberra. It was a great privilege to visit top laboratories and research facilities as high school students. To see leading researchers at work was inspiring.

Throughout the two weeks at ANU, we were fortunate to hear from professors and university lecturers at the peak of their careers. These included Associate Professor Andrea Morello, who discussed the basics of Quantum Physics, and a video conference with Dr Rolf Landua at CERN, home of the Large Hadron Collider in Switzerland and France. These presentations opened up doors into Science careers we had not previously considered.

The NYSF was more than Science. We undertook workshops and seminars which provided advice for surviving the HSC and applying to university. Our leadership and public speaking skills were put to the test during workshops and group activities. After a packed day of Science the itinerary continued, with evening activities including trivia, sport, two formal dinners, a Science disco, swing dancing and a talent concert. These invaluable experiences aside, one of the most influential aspects of the forum was the relationships each of us formed with the other 200 like-minded students from across Australia and the world. We have the NYSF to thank for providing us with the rare opportunity to meet and form friendships we hope to carry with us throughout the remainder of our schooling, university and beyond.

“We have many fond memories and can honestly say the NYSF was the best two weeks of our lives.”

We are endlessly grateful to Mrs McGrouther and her fantastic team of teachers in the Science Department and the PLC Sydney Alumni who encouraged and supported us through the application process. Our thanks also to the PLC Sydney Foundation and Rotary for their great support. We spent our days with people who shared the same interests; these other students made the journey so inspiring. We are motivated more than ever to follow scientific career pathways. We highly encourage any student interested in Science or Engineering to apply for the NYSF as it is truly a remarkable experience.

Renee Lim, Chloe Jamieson-Grigg, Kate Fahey, Selina Williamson, Rachael Sung, Samantha Donaldson, Year 12
The annual Journal Forum provides students with the opportunity to hear from highly regarded journalists firsthand.
Having studied Mary Wollstonecraft’s *Vindication of the Rights of Women* as part of our unit on Romanticism, written as a response to the philosophies of the Rousseau, the presentation triggered reflection on what individualism and independence entails. Wollstonecraft’s theories were revolutionary, considered to be the driving force of feminist thought, advocating primarily for the education of women in a temporality in which females were oppressed and degraded.

Parish then provided a clear distinction between the Romantic and Post-Structuralist definition of self. Whereas Romantic composers see the self as sovereign, Post-Structuralist composers see the self as bound in the life of others, as a more fluid tapestry weaved through the perceptions of those we surround ourself with. Parish highlighted how the concept of confession, having strong roots in Christianity, could express the essential nature or truth of the self.

“I found the communication of the female self as dependent on others interesting after consideration of Wollstonecraft’s argument that female individualism was essential in the advancement of women politically and socially.”

Indeed, the concept of the individual self as independent was highlighted by Rousseau in his *The Confessions*: “I worship freedom; I abhor restraint, trouble dependence. As long as the money in my purse lasts, it assures my independence.” What this drove me to consider was the place of financial security in independence.

In the literature that has been studied in Extension 1, a clear connection can be made with the writing of Virginia Woolf. In both *To the Lighthouse* and *A Room of One’s Own*, Woolf highlights the importance of independence and space as conducive to female creative thought. Sitting in the room full of intelligent, confident young women the importance of the production of female thought resonated strongly with me.

Finally, Ms Parish explored the work of Coetzee and the nature of autobiography. A recurrent difficulty in studying English and History, as highlighted by Parish is the tendency of modern readers to impose their values and present perceptions on the past. After studying Roland Barthes theories pertaining to the death of the author and arguments suggesting that primacy of meaning rests with the reader, I find myself intrigued by Parish’s discussion on the past as interpreted through the perspective of the present.

I agree with Parish’s supposition that to moralise past selves or past works according to our current values is indeed necessary. I am of the belief that who we are cannot be separated from the readerly experience. For example, our last module in Advanced English focused on a study of the intertextual connections between Austen’s *Pride and Prejudice* and Weldon’s *Letters to Alice: On First Reading Jane Austen*. Whereas some read Mr Bennet as a steadfast, moral character and Mrs Bennet as frivolous and overly emotional, the reflexive assignment of my own feminist, post-modern values means that I view Mr Bennet as indifferent and Mrs Bennet as the only parental figure interested in securing the economic future of her daughters through marriage.

On behalf of Years 11 and 12 I would like to thank Ms Parish, Dr Burgis, Dr Guy and the PLC English Department for the opportunity to hear this presentation. Perhaps these discussions are what trigger the greatest discoveries of all.

Laura Batchelor-Sharpe, Year 12

A lecture in modernism

On Monday 16 March, Year 12 Advanced English students attended a lecture given by Dr Sean Pryor in the Macindoe Seminar Room at the Library.

Dr Pryor is a university lecturer, currently lecturing in the subject of English, specialising in Modernist Literature at The University of New South Wales. Dr Pryor studied at The University of Sydney, before travelling to England to study at Cambridge University.

He spoke to Year 12 about Modernism and particularly T.S. Eliot, to enhance our understanding and knowledge of his significant works for our English studies, while simultaneously providing a university-style lecture to prepare us for the university-style of teaching and learning in the years to come.

His lecture focused on the detailed context of Eliot in relation to other ‘popular’ poets of the early 20th century. As a cohort we gained valuable knowledge for our HSC studies about some of the many different ways of interpreting Eliot’s unique poetry to enable readers to gain personal and varied understandings of his famous works.

Madeleine Daham, Year 12

A Shakespearean excursion

On 27 March Year 7 ventured to the Seymour Centre to watch *A Midsummer Night’s Dream*, by William Shakespeare. It was thoroughly enjoyed by all who attended.

Apart from seeing the play for pleasure, it was great to appreciate Shakespeare’s play live on a stage since this is exactly how his works are meant to be watched, which helped us with our study of Shakespeare the following term.

The actors really put on a show for us. To add some humour and to catch Year 7’s attention, the production even included ‘Wrecking Ball’ by Miley Cyrus. The actors amazed us with their incredible talents.

Olivia Antoun, Year 7
SCIENCE AND MATHS MATTER FOR YOUR DAUGHTER’S FUTURE

Looking at this issue is very pertinent at the moment because it brings to mind what the Year 10 Vocational Profiling is all about.

At PLC Sydney we are very aware that in today’s world young people have so much choice in what they might do in the future. The Vocational Profiling is all about raising the level of awareness in each student of those choices, by identifying their natural strengths, interests and personalities. Through the profiling each student gets to know herself. Mostly it is very affirming and solidifies her concept of self.

Identifying all these aspects of self, can have a great impact on their future post school options but also, as importantly, on the subjects that are taken in their senior years which will lead them to where they might want to go.

This brings me back to the issue of the relevance of Maths and Science study at senior level to the benefit of having done Maths and Science for their future.

Quite a lot of students feel that Maths in particular, as well as the Sciences are not necessary or relevant for tertiary study.

As an example, where budding physiotherapists see that studying PDHPE in Years 11 and 12 is adequate for the four year tertiary course and partially or completely bypass the Maths and Sciences, only to find they are swamped by the Applied Physics and Maths when they arrive at university.

Of course it is stated in promotional material that Maths, Physics (and other Sciences) as well as PDHPE courses are either assumed or recommended for Physiotherapy but prospective students are still able to enter the course if they attain the ATAR without the relevant background. This can put a student at a distinct disadvantage.

This is only one example. Let me show you how relevant Maths and Science are as a background across the tertiary sector.

Most courses are the same: Maths and Science are assumed or recommended, but not seen as a prerequisite. So, it is possible to enter any of the following courses without having done Maths or Science where it is assumed or recommended, based on ATAR or other factors; but how well will students do if they do not have the background knowledge?
Bridging courses before starting university do help but if a student has to do, for instance, three courses in bridging, it can be overwhelming and one would question why pursue a course if obviously there was no interest or ability at school in these areas in the first place?

The list is not exhaustive, but shows evidence that including Maths and Science at the senior level, can prove to be a wonderful background and very advantageous when moving into any of the above areas of study at the tertiary level.

In Year 10, it is taken very seriously that students, when choosing their subjects for senior study, take into account their areas of possible interest for tertiary study and possible careers and keep their options open, so that they are not disadvantaged when studying post school.

Mrs Susan Arnaudon  
Director of Vocational and Tertiary Pathways

Here is a list of tertiary course areas where Maths and Science have great relevance as background knowledge.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Background Subjects</th>
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</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>Math, Chemistry and Biology</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Math, Physics, Chemistry, Biology</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>Biology or Chemistry</td>
</tr>
<tr>
<td>Exercise and Sports Science</td>
<td>Math, Physics, Biology</td>
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<tr>
<td>Exercise Physiology</td>
<td>Math, Physics, Biology</td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>Biology</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Math, Chemistry, Physics, Biology</td>
</tr>
<tr>
<td>Optometry</td>
<td>Math, Physics</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>Chemistry, Math, Biology, Physics or Chemistry</td>
</tr>
<tr>
<td>Architecture</td>
<td>Math, Physics</td>
</tr>
<tr>
<td>Engineering</td>
<td>2/3 Math, Physics and or Chemistry</td>
</tr>
<tr>
<td>Primary Education</td>
<td>Mathematics (some courses Math general)</td>
</tr>
<tr>
<td>Oral Health</td>
<td>Chemistry</td>
</tr>
<tr>
<td>General Science degrees</td>
<td>Mathematics is important as well as the Sciences</td>
</tr>
<tr>
<td>Radiography</td>
<td>Math, Physics, Chemistry or Biology</td>
</tr>
<tr>
<td>Business/Commerce/Economics</td>
<td>2/3 Math</td>
</tr>
<tr>
<td>Actuarial studies</td>
<td>3/4 Math</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Chemistry, Math</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3 Math</td>
</tr>
<tr>
<td>Genetics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3 Math</td>
</tr>
<tr>
<td>Sustainability/Environments</td>
<td>Math, Chemistry or Physics</td>
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<tr>
<td>Marine Science</td>
<td>Biology, Environment and Earth Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>Math, Biology</td>
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<tr>
<td>Vet Science</td>
<td>Math, Chemistry, Physics, Biology</td>
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<tr>
<td>Chiropractic</td>
<td>Math, Chemistry, Biology, Physics</td>
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<tr>
<td>Aviation</td>
<td>Math, Physics</td>
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<tr>
<td>Construction</td>
<td>Math, Physics</td>
</tr>
<tr>
<td>Animal/Veterinary Bioscience</td>
<td>Math, Chemistry and Biology</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Math, Chemistry and Biology</td>
</tr>
<tr>
<td>Equine Science</td>
<td>Math, Chemistry and Biology</td>
</tr>
<tr>
<td>Project Management</td>
<td>Math</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Math, Chemistry</td>
</tr>
<tr>
<td>Property Economics</td>
<td>Math</td>
</tr>
<tr>
<td>Midwifery/Nursing</td>
<td>Any Maths, Biology</td>
</tr>
<tr>
<td>Forensics</td>
<td>Maths, Chemistry, Biology</td>
</tr>
</tbody>
</table>
On arrival we were shown to our seats and for the next one and half hours were treated to live illustrations by Martin Chatterton, an interview with James Patterson and a workshop by Tristan Banks on ‘How to Supercharge Your Writing’ which included valuable tips on narrative writing for the following week’s NAPLAN tests.

James Patterson is passionate about encouraging a love of reading in young people and is responsible for the very popular Maximum Ride series and his new Middle School series which he writes in collaboration with Tristan Banks. All students had their books signed by James Patterson at the end of the session.

Mrs Sandra McMullan
Librarian Junior School

On Friday 8 May, 20 excited Year 5 and 6 PLC Sydney students hopped aboard the bus on their way to the Parramatta Riverside Theatre to see James Patterson, the world’s number one bestselling author. The event was part of the Sydney Writers’ Festival.

The day commenced with a series of lessons where the various types of coffee and the secrets to making the best coffee were revealed. Then came the time to put ourselves to the test. Covered in frothing milk and surrounded by the aroma of roasted coffee beans we found ourselves enthralled in Italian tradition.

To become accredited we learnt how to make a variety of coffees, for example, espresso, cappuccino, ristretto, etc and we also learnt how to present the coffee with a spectacular design. To conclude the day we did an assessment and were presented with our accredited barista certificates.

Year 12 Italian Continuers

To coincide with our study of ‘Italian Passions’ the Year 12 Italian Continuers class were given the opportunity to become baristas.
PLC Perth are hosting several events throughout the year to mark their centenary including hosting the Australian Schools Pipe Band Championships on Easter Sunday in April.

The event was preceded by a massed bands performance throughout the Perth CBD on Saturday 4 April. Bands travelled from within Perth itself, Albany in South-Western Australia, Singapore, Malaysia and of course our own team from Sydney to participate. Coming to the competition day PLC Sydney put up two very admirable performances against tough competition. PLC Sydney’s Pipes and Drums standing out in particular as they were the youngest group in the whole competition with a high number of Year 7 students as well as one Year 6. This was a rare experience for the girls as only one of the students had ever played in a pipe band competition before.

After spending a fruitful weekend with our sister band at PLC Perth and enjoying a high degree of hospitality, our students found the time to fit in one more competition event. On Monday 6 April PLC Sydney fronted up again to take part in the Western Australian Pipe Band Championships. This state title event was a tight squeeze for the girls as they were essentially competing in the competition on their way to the airport. The girls even had to change out of their traditional kilt and band uniform into casual clothes between competing and the traditional prize giving ceremony to allow them to get to the airport on time. PLC Sydney placed 2nd in the Juvenile Grade of the championships, being individually presented with medals at the closing ceremony.

The dedication and commitment of each of the girls in the Pipes and Drums should be commended. With the tour being the culmination of a term’s worth of hard work and team building, bringing the standard of the group up to a new level.

Special thanks to all of the families for their continued support especially those who travelled to WA to support the girls, the PLC Sydney Foundation for their support and Ms Fiona Clouston for accompanying the girls and giving up her Easter weekend to look after the team in WA, together with myself and Mark Lambert.

Mr Adam Wishart
Pipe Band Co-ordinator
Over the April holidays we returned to Vietnam on the Year 11 Service Learning Tour. Students travel the length of the country visiting bustling Ha Noi, historic Hoi An and the fascinating Cu Chi tunnels in Saigon.

However, the highlight for all is always the Ba Vi Centre for people with disabilities. We have been supporting the Centre for four years and we were so pleased to see some excellent progress being made. The time spent at Ba Vi is very challenging, but enables our students to view their world differently and open their hearts to compassion.

Ms Joanna Maxwell
Drama Teacher and Year 11 Service Learning Coordinator

I spent some time with a little three year old boy who has been affected by the Agent Orange chemical used in the Vietnam War. Despite being only three years of age and without an arm and fingers, he has learnt his way of navigating through everyday activities. All he has is his feet to use, which is why people named him ‘Foot’ in the orphanage. The reason why this boy stood out to me the most in my experience at Ba Vi was his outstanding intelligence and kindness despite the circumstances he was in. I remember when I was looking for a bin in the orphanage and little did I know that the bins were just little red buckets. I was standing in the corridor and this boy had crawled outside with me, he began to point with his feet to a red bucket nodding to me. It surprised me that he could read my body language without any talk and had helped a complete stranger through a simple smile and nod. His ability to immediately connect with people despite his lack of physical capacity made me think how we take so many things for granted like the friendships and relationships we have with people.

Elizabeth Kim, Year 11

One of my favourite moments from Ba Vi occurred on the last day. It was the first day that it was not raining or cold and we had paint and brushes out on the ground in the main courtyard area. A mix of residents had come out and I was sitting with a child with disabilities and helping her to paint. At least two other residents were trying to get me to sit with them, paint with them or just pass them paper. Ms Lucas then brought up a resident from the very high support needs room, and if I hadn’t been told previously I would of thought she was about 12, but she was actually 28. She couldn’t walk and her joints were extremely stiff so she couldn’t move her legs and her movements were extremely restricted. She was sitting in a wheel chair so couldn’t reach any of the paint. I held up a piece of paper and handed her a paint brush, and even though she wasn’t painting a picture, she smiled and laughed. Seeing all the residents enjoying such small things was very moving and really memorable for me.

Grace Entwisle, Year 11

The trip to Vietnam would have to be one of the most eye opening school trips that I have ever been on. We were so privileged to be able to help out in the Ba Vi Orphanage and tour around Vietnam. One of my most memorable experiences would be making a little friend in the orphanage who sadly only had one leg but was able to hop around faster than most people could walk! Over the few days we were there she became like a little sister to me. I was so happy when I was able to teach her how to count to 10 and all the colours of the rainbow. Even though there was a language barrier we were still able to try and communicate by using hand signals. Overall this trip has made a huge impact in my life and I appreciate all the little things that unfortunately these children don’t have. I can’t wait to return to the orphanage when I’m older.

Cailin Pascoe, Year 11
Youth Parliament Training Camp

Youth members can be nominated by their local state Member of Parliament (MP), a Member of the Legislative Council (MLC) or are selected from applications made to the YMCA. On 9-12 April, Alison Chen (Youth Member for Strathfield), Jade Lin (Youth Member for Canterbury), Kendall Lane (Youth Member for Ryde) and Stephanie Lee (Youth Member for Strathfield) attended the training camp at Vision Valley Conference Centre, Arcadia. With over 170 like-minded individuals with a passion for talking about the issues that matter most in their electorates, we found ourselves developing our public speaking, parliamentary debating and leadership skills, as well as building a solid network of friends along the way.

All participants were split into Legislative Assembly or Legislative Council where they worked collaboratively in committees to propose a bill or report towards the NSW government. All of us were in the Legislative Assembly, with Alison in the Health Committee, Jade in Environment and Heritage, Kendall in Women’s Affairs and Stephanie in Families and Communities. Throughout the four day camp we enjoyed team bonding activities, parliamentary debates and sessions on essential skills such as leadership, facing the media, public speaking and constructing bills.

All four of us will attend the YMCA NSW Youth Parliament residential camp at Yarramundi from 4-11 July where we will be finalising bills and debating them on the floor of the NSW Parliament. Youth Parliament debates will occur on 6, 7, 9 and 10 July at NSW Parliament House, and the public are welcome to attend and watch us debate our bills and matters of public importance, as well as talk about the issues that affect our local electorates and regions. If the bills are passed through both the Legislative Assembly and Legislative Council of the NSW Youth Parliament, they will be passed onto the real NSW Parliament for debate and potentially implementation.

We would all like to thank the YMCA for running this program, the MPs that nominated us to participate in this incredible program and Ms Therese Bennetts for encouraging us to participate in a program which gives a voice to the passionate young people of NSW. We would definitely recommend this program to any student in Years 10-12 next year who is keen to represent their local electorate and the youth of NSW. No public speaking or debating experience is required, just willingness to have a go!

Stephanie Lee and Alison Chen, Year 10

Representing the youth of NSW (left to right): Jade Lin, Stephanie Lee, Kendall Lane and Alison Chen at the YMCA NSW Youth Parliament.
SAVE THE DATE:
THE PAMELA NUTT ADDRESS

Each year a prominent Christian thinker or citizen addresses our College on the connection between faith and their subject area/life’s work.

THIS YEAR WE WELCOME DR JOHN DICKSON TO THE COLLEGE.

2015  Dr John Dickson

MONDAY 3 AUGUST
7.00 pm, Level 3, Macindoe Research Centre

Dr John Dickson is a graduate of Moore Theological College and holds a PhD in History from Macquarie University. He lectures on the historical Jesus at Sydney University and he founded the Centre for Public Christianity. His book *The Christ Files: How historians know what they know about Jesus* was made into a four part documentary aired nationally on Channel 7 in 2008. It won the Pilgrim Media Award in 2008. His book *Humilitas: A Lost Key to Life, Love and Leadership* has been a bestseller. We welcome him to speak with our students and community on how historians unpack the life of Jesus.

PREVIOUS ADDRESSES HAVE BEEN GIVEN BY:

<table>
<thead>
<tr>
<th>Year</th>
<th>Speaker</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Professor Simon Conway-Morris</td>
<td>Professor of Palaeobiology, Cambridge University, “God and Science”</td>
</tr>
<tr>
<td>2013</td>
<td>Mrs Naomi Reed</td>
<td>Physiotherapist and writer, Nepal, “God and Poverty”</td>
</tr>
<tr>
<td>2012</td>
<td>Dr Catherine Hamlin</td>
<td>Founder Fistula Hospital, Addis Ababa, Ethiopia, “God and Suffering and Joy”</td>
</tr>
<tr>
<td>2011</td>
<td>Professor John Lennox</td>
<td>Professor of Mathematics, Oxford University, “God and Mathematics”</td>
</tr>
</tbody>
</table>
SAVE THE DATE: PARENT SEMINARS

4 AUGUST 2015
7.00 pm – 8.30 pm, Audrey Keown Theatre
Speaker: Dr Prue Salter

Dr Prue Salter has specialised for the last 15 years in the areas of study skills and self-regulated learning through her company Enhanced Learning. Not only is she an expert in helping students develop the skills they need to be effective and efficient with their schoolwork, but her past experience as a secondary teacher and Year Coordinator means that she has an insider’s knowledge about the struggles students face.

18 AUGUST 2015
7.00 pm – 8.30 pm, Audrey Keown Theatre
Speaker: Paul Dillon

Paul Dillon has a unique investment in the wellbeing of young people. Founder of Drug and Alcohol Research and Training Australia and a former school teacher, Paul continues to conduct drug information sessions and workshops for school students across Australia and internationally, in countries as diverse as the UK, the Philippines, and Indonesia.

Paul has been working in the area of drug education for the past 25 years. His best-selling book for parents Teenagers, Alcohol and Drugs was released in 2009.

During his career in Drug Education, Paul has served as Project Officer for the ‘SpeedWise SpeedSafe’ campaign; wrote the instruction manual for the NSW Police Services on alcohol and violence; and was also Project Officer for the ‘Stay in Control’ campaign, which targeted teenage binge drinking. He has been involved in the interviewing of key informants for the World Health Organisation Cocaine Study as well as the National Survey of Ecstasy and Other Party Drugs. In addition, Paul has been a consultant for the United Nations where he developed and trialed a UNODC Global Youth Training Workshop preventing amphetamine type stimulants use among young people.

27 OCTOBER 2015
7.00 pm – 8.30 pm, Audrey Keown Theatre
Speaker: Dr Andrew Fuller

Dr Andrew Fuller has recently been described as ‘an interesting mixture of Billy Connolly, Tim Winton and Fraser Krane’ and as someone who ‘puts the heart back into psychology’. As a clinical psychologist, Dr Fuller works with many schools and communities in Australia and internationally, specialising in the wellbeing of young people and their families.
Australians observe 25 April as ‘Anzac Day’. It was the day of the landing at Gallipoli when more than 20,000 Australians and New Zealanders and a number of servicemen from other countries went ashore at the Gallipoli Peninsula in Turkey.

However Anzac Day goes beyond the anniversary of the landing on Gallipoli in 1915. It is the day on which we remember Australians who served and died in all wars, conflicts, and peacekeeping operations. The spirit of Anzac, with its human qualities of courage, mateship, and sacrifice, continues to have meaning and relevance for our sense of national identity.

One hundred years on, we take a look at some of the ways in which PLC Sydney has reflected on this important day.

ASSEMBLIES/SERVICES
PLC Sydney commemorates Anzac Day each year with a special assembly/service and the girls reflect on the experiences of our soldiers and the impact of war. The College has commemorated this important day for many years, with the earliest record in Aurora Australis found in 1917.

2015 ANZAC DAY SERVICE
On 24 April the College held a service commemorating Anzac Day for Years 4-12. The service featured moving speeches by special guests Gerard Hammond (Gulf War I veteran and father of Year 5 student Lucy Hammond) and Tracey Sutherland (Chaplain in the Army Reserves) as well as a beautiful performance by Beatrice Tucker in Year 11, singing ‘Arthur Tucker’, a song she wrote about her late grandfather, who was a fighter pilot.

Beatrice, together with Alexandra Raleigh (Year 8) and Maeve Kelaher (Year 9), had the honour of performing (with the Gondwana Sydney Children’s Choir) as part of the official opening of the new First World War Galleries at the Australian War Memorial in Canberra in February. Beatrice was also chosen to sing two solos with renowned Australian country music singer and songwriter, Lee Kernaghan.

At the service, Year 9 student Eliza Otton gave a wonderful reading of Jim Brown’s Anzac on the Wall, an award winning poem about a young Anzac in the Australian Light Horse Regiment who died at the charge of Beersheba in 1917. Visit www.youtube.com/watch?v=ffq4uLf9Lms to see Eliza’s reading.
2015 GALLIPOLI DAWN SERVICE

We arrived on the Gallipoli Peninsula to watch a magical sunset over a calm sea. As night fell a quarter moon shone down on the crowd and a blanket of light cloud kept us ‘warm’. The proceedings went throughout the night with music, speeches, poetry, stories and documentaries about the Gallipoli campaign. We sat in one of the grandstands, above what would have been the battle-field, looking directly down at Anzac Cove. I’m not really sure if we got any sleep but the time went quickly and before we knew it the sun began to rise behind us. Out on the water a flotilla of ships from Great Britain, France and Turkey sailed by, majestic and silent. The Dawn Service began with the mounting of the Catafalque Party around the memorial. As the service continued the reverence of the crowd was evident, however, during the Ode of Remembrance, Last Post, minutes silence and Reveille it was particularly apparent; 10 000 people all remembering those who had fought at Gallipoli.

Once the Dawn Service had concluded we made our way up the hill on foot to Lone Pine Cemetery. On the way we passed other smaller cemeteries including the Beach Cemetery where Private John Simpson Kirkpatrick is buried. He was a stretcher bearer and along with his donkey is remembered for saving the lives of many injured soldiers.

At Lone Pine we were sitting directly beside the memorial and even though there was still about 7500 people present this was a much more ‘intimate’ gathering. This ceremony followed a similar format to the Dawn Service and was just as moving. At the end of the ceremony we had the opportunity to lay a wreath for my grandfather’s friend, Private Robert Henry Bray of the 18th Battalion. With paper and pencil we took an etching of his name and placed a poppy on the panel where his name is engraved.

As the sun began to set over the Gallipoli Peninsula we embarked on our bus for the long drive back to Istanbul. 

Mrs Linda Eades
Science Teacher
Head of Year 10

PLC SYDNEY PIPES AND DRUMS

Pipes and Drums are an integral part of Anzac Day commemorations, opening the service each year as well as participating in the Sydney Anzac Day March in the city. This year Newington College invited Pipes and Drums to perform at their Anzac Day Parade on 29 April, prior to their Centenary Commemorative Service.
Mathematics Teacher  
Head of Houses

WHEN DID YOU START TEACHING?
I started teaching in the year Phillip Hughes (Australian Cricketer) was born, Bob Hawke was our Australian Prime Minister and A Current Affair made its debut on Channel 9 with Jana Wendt. Home and Away was also seen on TV for the first time.

HAVE YOU HAD OTHER CAREERS BEFORE TEACHING?
From a very young age I had to support a family. I joined the work force early by pumping gas at the local Ampol Service Station. I delivered bread for a couple of years to make a little extra dough...

WHY DID YOU CHOOSE TO BECOME A TEACHER?
I suffered greatly as a student. I was scarred by Brother Walker and Mrs Connelly, in Junior School, who strapped me for not selling my charity pegs. I felt I needed to give back to education what it had given me... nah, rubbish! I wanted to study Architecture at NSW Uni but didn't get in. Teaching is like storytelling and I can tell a good yarn from time to time.

WHAT HAS BEEN YOUR GREATEST CHALLENGE IN THE CLASSROOM?
My greatest challenge in the classroom would have to be succeeding in teaching girls. Believe it or not, I have had to look deep for my feminine side to help me empathise with beings from Venus. As a result, I feel I am in a better place right now and my students seem to be profiting.

WHAT DO YOU ENJOY MOST ABOUT BEING INVOLVED IN EDUCATION?
Education is not merely about learning; it's about wonder, imagination, relationships and being. It's wonderful being a part of something that is much larger than myself and is so important for the growth of our society.

WHAT DO YOU FIND MOST REWARDING ABOUT TEACHING?
The rewards from teaching cannot be explained to a non-teacher. Most of my family and circle of friends think my job is only about the holidays. Not only is teaching hectic and intense, it is very fulfilling. The buzz you get in the stomach when your own students give you the look. Yes the look! An expression of understanding, delivered through student eyes, of a difficult concept whilst simultaneously being in stitches, responding to one of my well refined lesson deliveries. I find this exhilarating. Some teachers describe it as ‘when the penny drops’. It somehow energises me to do it 4-6 periods a day.

DO YOU HAVE A MOST MEMORABLE CAREER POINT TO DATE?
Each time I find myself in a new place of work, I experience a significant culture change. From the working class, in North Parramatta, to the trendiness of Balmain and Glebe, PLC is no exception. I have never worked with a more devoted and committed team as I do now. Students are self-driven and determined to perform at their best. PLC represents a culture of achievement and leadership... so I suppose... coming to Croydon is a memorable career point.

Becoming a HOH (Head of Houses) is pure fun. It’s an opportunity to bring the school together and celebrate our achievements.

Winning is not about coming first at carnivals or out-singing colleagues at House Choir Nights, it’s about coming together and enjoying the company of friends.

WHO HAS BEEN YOUR GREATEST INFLUENCE?
Being a Mathematics teacher, one would expect someone like Archimedes, Pythagoras or Einstein to be my greatest life influence but they are not. My greatest influence is my old man (my father). There is something about sons and their dads. Dad, today, is a shadow of his former self. The years have caught up with him and he isn’t 21 anymore. It doesn’t matter how much he or I change, I feel compelled in making him feel proud.

DO YOU HAVE ANY INTERESTS/HOBBIES?
My wife is annoyed with the number of interests I have. I am quite active. Let’s say I have an inclining for many different things.

What is your motto in life?
When you’re smilin’ keep on smilin’  
The whole world smiles with you.
MISS TARA JEONG

Junior School Teacher

WHEN DID YOU START TEACHING?
I began teaching at St Bernard’s Primary School in 2008. My first class was Year 6 with 18 boys and 6 girls.

HAVE YOU HAD OTHER CAREERS BEFORE TEACHING?
I worked the standard retail job at Surf Dive n Ski while studying at uni. I studied Human Resources when I first finished school, but after completing the year I decided that teaching was the direction I wanted to follow, and changed my path.

WHY DID YOU CHOOSE TO BECOME A TEACHER?
I had a wonderful Year 3 teacher when I was in Primary School and at that time I decided that I wanted to be just like her.

WHAT HAS BEEN YOUR GREATEST CHALLENGE IN THE CLASSROOM?
I always want to continue exploring ideas to get deeper into content and create amazing things with my students, but unfortunately time isn’t always on my side.

WHAT DO YOU ENJOY MOST ABOUT BEING INVOLVED IN EDUCATION?
I love how learning is everywhere and we have the opportunity as teachers to help our students make new discoveries. The idea that we are working with the future generation of leaders is inspiring. Also, being able to work alongside other teachers who are so incredibly passionate about the education and wellbeing of the students within our care is very motivating.

WHAT DO YOU FIND MOST REWARDING ABOUT TEACHING?
I enjoy watching children realise their greatest potential. Being able to see a young child’s face light up, when you literally see that light bulb moment where something has clicked for them... that is the most rewarding feeling.

DO YOU HAVE A MOST MEMORABLE CAREER POINT TO DATE?
This year, having the opportunity to attend the study tour in Reggio Emilia, Italy with my colleague, Emily Hobson. We have worked extremely hard to redevelop and extend the Kindergarten Program to incorporate an inquiry learning approach based on the Reggio Emilia Philosophy, while continuing to meet the curriculum requirements.

Even with all the ‘blood, sweat and tears’, we are extremely proud of what we, and the children, have achieved and are very excited to continue moving forward.

WHO HAS BEEN YOUR GREATEST INFLUENCE?
All the passionate, caring and incredibly dedicated teachers I work alongside each day.

DO YOU HAVE ANY INTERESTS/HOBBIES?
I enjoy all sorts of creative activities. I particularly like designing and making things, typography, drawing and singing.

WHAT IS YOUR MOTTO IN LIFE?
‘Do unto others as you would have them do unto you.’
WHAT SPORT ARE YOU INVOLVED IN?
The two main sports I compete in are artistic gymnastics and swimming. I also participate in cross country running and athletics.

HOW OLD WERE YOU WHEN YOU BECAME INVOLVED IN THESE SPORTS?
I started gymnastics and swimming in Kindergarten.

HOW DID YOU GET INVOLVED?
I have always loved being active and enjoy challenging myself. I remember going into the gym with my mum on Open Day the year before I started school, and as I watched the older girls doing their routines, I knew that I wanted to be able to do that too.

In 2012, I was fortunate to be chosen for the Year 2 swimming squad. Nicole and Ms Shearer made the squad so much fun and I learnt so much. This opportunity encouraged me to pursue swimming at a more competitive level.

WHAT ARE SOME OF THE CHALLENGES YOU FACE WITH JUGGLING SCHOOL WORK AND COMPETING/TRAINING?
I train up to 26 hours per week so I have to be disciplined with my approach to homework. At the beginning of each term, I set myself a plan and I stick to it. Doing this helps me manage my time and ensures I fit everything in.

WHAT DO YOU LIKE TO DO TO WHEN YOU ARE NOT COMPETING OR DOING SCHOOL WORK?
I like spending time with my friends and family. In the summer I love going to the beach. Some days I like to relax and watch TV.

WHERE ARE YOU CURRENTLY COMPETING/TRAINING?
I am really lucky because I can do all my training at our school facilities.

WHAT IS THE NEXT EVENT YOU WILL BE COMPETING AT?
For gymnastics, I am currently training to compete at the Level 5 Regional and State Championships.

I regularly compete for the PLC Swim Club at a variety of Meets throughout the year.

WHAT DO YOU THINK HAS BEEN YOUR BIGGEST SPORTING ACHIEVEMENT SO FAR?
My biggest achievements have been qualifying for and representing PLC at IPSHA, CIS and PSSA events for various sports. Being part of any PLC team, and representing my school with pride is awesome. Qualifying and competing at State level for gymnastics for the last three years is a great achievement that I am also very proud of.

WHAT IS YOUR GREATEST SPORTING AMBITION?
I really love swimming butterfly. My ambition is to qualify and compete at Nationals for this stroke. For gymnastics I would like to qualify and compete at a State level all the way to level 10!

ARE YOU A MEMBER OF A SQUAD/TEAM?
I am a member of the Challenge squad in swimming. I am in the high performance National Development Squad for gymnastics.
we came 4th. We didn’t expect to do very well at CIS because we were the underdogs but we pushed each other really hard and we came 3rd overall beating some of the best schools. We thought that they were faster than us but they weren't, so we got to State where we made it through from the heats to the semi-finals and we got to the finals. We managed to come 5th in the final so we were known as the 5th fastest running relay team in the whole of NSW. We were all proud of our effort and our time we put into our training to get this far!

WHAT IS YOUR GREATEST SPORTING AMBITION?
I really would like to get to Nationals for my individual sprinting events. My dream is to one day represent Australia at the Olympics!

ARE YOU A MEMBER OF A SQUAD/TEAM?
I am involved in the PLC Sydney athletics team.

HOW DID YOU GET INVOLVED?
In Year 3 at the Athletics Carnival at Olympic Park, I immediately fell in love with sprinting. When I got to IPSHA in Year 3, I knew that I wanted to start doing proper training with a coach. I also was inspired as my parents were athletic.

WHAT ARE SOME OF THE CHALLENGES YOU FACE WITH JUGGLING SCHOOL WORK AND COMPETING/TRAINING?
Some of the challenges are that I have three training days a week until late, so I find myself doing homework until late at night.

I do some of my homework on the weekend as well. My Mum says that training interferes with me doing chores. Ha, ha.

WHAT DO YOU LIKE TO DO TO WHEN YOU ARE NOT COMPETING OR DOING SCHOOL WORK?
I like to go for a sprint down at the park with my parents as well as do some exercises that will help with my running. I also like to go on the trampoline and just jump around and relax. I really like hanging out with friends and doing stuff with them.

WHERE ARE YOU CURRENTLY COMPETING/TRAINING?
I am currently training on a Monday and Wednesday at Olympic Park with the school and on a Friday I usually train at a park with my private coach. In September I will be starting little athletics.

WHAT IS THE NEXT EVENT YOU WILL BE COMPETING AT?
The next event I will be competing at will be the school Athletics Carnival.

WHAT DO YOU THINK HAS BEEN YOUR BIGGEST SPORTING ACHIEVEMENT SO FAR?
My biggest sporting achievement would be when the 4x100m PLC Sydney junior relay team got to State and came 5th in the final. The relay included Abby Allen, Breeana Tsoltoudis, Kaitlyn Halkidis and myself. We qualified through IPSHA when
WHAT ARE SOME OF THE CHALLENGES YOU FACE WITH JUGGLING SCHOOL WORK AND COMPETING/TRAINING?
Now I’m in Year 12. I’m busier than ever! So it’s always difficult keeping everything together. I usually do around three hours of training per day – two before breakfast and one after school. It gets really tiring so maintaining the balance between school, training and sleep is difficult! But school always comes first so when things get out of hand I always make sure my school work gets done.

WHAT DO YOU LIKE TO DO TO WHEN YOU ARE NOT COMPETING OR DOING SCHOOL WORK?
I love socialising with my friends, especially with the girls in the Boarding House. It’s really easy to do that because they’re just right across the corridor or next door.

HOW DO YOU KEEP IN TOUCH WITH YOUR TEACHERS WHILE YOU ARE AWAY FROM SCHOOL?
I let my teachers know if I’m going to be away and they email me the work I’ve missed and even put recordings of the lessons on Enable to help me out.

DO YOUR TEACHERS UNDERSTAND IF YOU ARE UNABLE TO SEND IN WORK ON TIME?
Yes my teachers are very understanding about handing in work. Obviously they can’t always be flexible about assessments as sometimes these are difficult to move.

WHERE ARE YOU CURRENTLY COMPETING/TRAINING?
I’m a boarder so that makes things convenient in terms of being close to my training venues. In my peak season (Term 1 and Term 4) I race in the State and National races both at school and club. I swim four times a week with the school coach. For riding I ride twice on the stationary trainer doing sessions my coach has set and I go out for a 90km ride with a group on a Sunday. I also run both by myself and with the school through their athletics program three times a week.

WHAT IS THE NEXT EVENT YOU WILL BE COMPETING AT?
I’m not doing any triathlons until after the HSC as they stop in the winter. I’ll do some cross country and athletics races including IGSSA and CIS hopefully. I’ll also do some club cross country races such as State Relays.

WHAT DO YOU THINK HAS BEEN YOUR BIGGEST SPORTING ACHIEVEMENT SO FAR?
Being captain of the NSW Triathlon team at Nationals in 2014 and 2015 as well as coming 7th at Nationals in 2015.

ARE YOU A MEMBER OF A SQUAD/TEAM?
Now I’ve finished Nationals I’m not part of any squads for the rest of the season.

DO YOU HAVE A RANKING?
7th Nationals.

EDWINA HOBSON
YEAR 12

WHAT SPORT ARE YOU INVOLVED IN?
Triathlon mainly but I compete in athletics and cross country in my spare time too.

HOW OLD WERE YOU WHEN YOU BECAME INVOLVED?
Year 8

HOW DID YOU GET INVOLVED?
I started swimming club when I was in Year 2 and did athletics throughout primary school. I had this strange experience in Year 7 where I was training really hard for swimming but made it further for cross country so I decided to combine the two and do a triathlon in the summer holidays of Year 7. I just borrowed my Mum’s bike! Wasn’t very serious at all!
EMILY LIZZIO

WHAT SPORT ARE YOU INVOLVED IN?
Ice Skating.

HOW OLD WERE YOU WHEN YOU BECAME INVOLVED?
Eleven.

HOW DID YOU GET INVOLVED?
I first became interested through friend’s birthday parties.

WHAT ARE SOME OF THE CHALLENGES YOU FACE WITH JUGGLING SCHOOL WORK AND COMPETING/TRAINING?
Since I do solo and team skating, I need to allow time to practice for both. The early mornings and late evenings take away time which would otherwise be spent doing work and it’s hard to make sure I have enough time to do all my work sometimes.

Competitions can be over one or two days from rinks in different places, some of which are close and some which aren’t and so it’s hard to do projects and study when I’m away from home.

WHAT DO YOU LIKE TO DO TO WHEN YOU ARE NOT COMPETING OR DOING SCHOOL WORK?
I like to relax and listen to music or talk to family and friends.

HOW DOES THE TALENTED INDIVIDUAL PROGRAM (TIP) HELP YOU?
TIP has helped support me and deal with school-related issues when I am competing.

HOW DO YOU KEEP IN TOUCH WITH YOUR TEACHERS WHILE YOU ARE AWAY FROM SCHOOL?
I ask for work before I leave so I am not too behind as well as emailing teachers during my time away.

DO YOUR TEACHERS UNDERSTAND IF YOU ARE UNABLE TO SEND IN WORK ON TIME?
Yes my teachers are all very understanding and don’t mind when I’m not able to do some of the homework when it is due.

WHERE ARE YOU CURRENTLY COMPETING/TRAINING?
Currently, I am training at Macquarie for several upcoming competitions.

WHAT IS THE NEXT EVENT YOU WILL BE COMPETING AT?
The next event I will be competing at is in July at Brisbane.

HOW DO YOU KEEP IN TOUCH WITH FAMILY AND FRIENDS WHILE YOU ARE AWAY?
When I compete out of Sydney, I go with my family and keep in contact with my friends through social media.

WHAT DO YOU THINK HAS BEEN YOUR BIGGEST SPORTING ACHIEVEMENT SO FAR?
My biggest sporting achievement so far has been the most recent which was the IV Nations Cup in Paris. During the Easter holidays, my skating team iStage travelled to France for the competition. My team competed in two sections: Choreographic Exercise and a Free Program and overall, we came 9th.

ARE YOU A MEMBER OF A SQUAD/TEAM?
I’m a member of a Theatre on Ice team named iStage.

DO YOU HAVE A RANKING?
Our International Theatre on Ice ranking is 9th.
FROM THE ARCHIVES:

WHY IS IT CALLED EVANDALE?

EVANDALE, the building on Boundary Street near Robinson Street for our Pre-Kindergarten to Year 2 students, was officially opened on 9 March 1993. But both the name and the structure have a longer history.

The name Evandale is taken from a mansion of that name built in 1868 for Captain Henry T. Fox, a merchant captain and shipowner. His estate Evandale occupied present-day Blair Park, bounded by Blair Avenue, Acton Street and Queen Street, Croydon. Captain Fox, who migrated to Australia from Devon in 1841, named the estate and his home Evandale because his wife, Isobel Williamson, was born in Evandale, Tasmania.

Captain Fox was keen to see a public school built in Croydon and in 1880 offered to sell the Department of Public Instruction a block of land in Boundary Street for a school. Ultimately an infants’ school was built on the site in 1927. Between 1969 and 1992 the building was used for students with special needs, disabled adolescents, and briefly as a centre for adult migrant English services. In 1969 the Department of Education named it Evandale to perpetuate the memory of Captain Fox.

PLC Sydney purchased the building in November 1992 and since 1993 it has housed our youngest students.

Ms Debby Cramer
Archivist
THE DREAM TEAM

The NSWPSSA State Swimming Championships held on the 25 and 26 March at Sydney Olympic Park Aquatic Centre, Homebush, have created a new Dream Team for PLC Sydney.

Out of the 38 schools competing, Clare Racki, Jasmine Higgs, Breeana Tsoltoudis and Alexandra McDougall, won the state final of the 4 x 50 metre Senior Girls (11-13 years) Freestyle Relay, making them the fastest Primary School girls’ swim team in NSW.

Breeana, Year 5, is the youngest swimmer in the team, while Alex, Jasmine and Clare are Year 6 students. They train 4 to 5 times a week at school, compete most weekends and are members of the PLC Sydney Swim Club.

The girls also have specialist relay training sessions at lunchtimes with their coach Ms Nicole Elliott and Ms Virginia Shearer, Assistant to the Head of Junior School. “The girls juggle their training commitments together with school work and other co-curricular activities extremely well. They have wonderful support from their families and teachers. Breanna and Jasmine were introduced to the sport through a squad targeting talented swimmers in Years 1 and 2 at PLC Sydney. We are now starting to reap the rewards of this program, as demonstrated through the girls’ latest success in the water at the very competitive PSSA Championships” said Ms Shearer.

This is the first time the College has won this event. However PLC Sydney is proud not only of the girls’ swimming achievement, but how they work together as a team supporting and encouraging each other in and out of the water.

All of those hours of practice, the training sessions that examined their kick and stroke, the early mornings and umpteen mouthfuls of chlorinated water have all paid off. Well done to the speediest Primary School relay team in the state!

Ms Lynne Emanuel
Director of Marketing and Communications

THE FRIENDLIEST PLAYGROUND
IN THE UNIVERSE

In the Junior School our Wellbeing programs focus on nurturing self-esteem, resilience, empathy and respect. The values of Head (Wisdom), Heart (Reverence) and Hands (Service), and programs such as GirlPower are integrated into the classrooms and playground.

The Junior School Friendship Committee was established in 2014 to ensure PLC, as one student stated, has one of the ‘friendliest playgrounds in the universe’. A representative from each class attends committee meetings with myself twice a term to discuss ways we can make sure all PLC Junior School girls continue to feel safe, happy and supported at school.

The committee members discuss suggestions with their classmates and report back to the group. Some ideas have included: Friendship Angels in the Evandale Playground, Freddy the Friendly Koala awarded to a class in assembly who has been nominated for displaying outstanding friendship qualities, a Friendship Noticeboard and posters encouraging positive friendship qualities displayed around the Hamilton playground. Members of the committee are looking forward to working together in 2015 to ensure PLC continues to have ‘the friendliest playground in the universe’.

Ms Virginia Shearer
Assistant to the Head of Junior School

At PLC we seek to foster confident, caring young women who have personal integrity and a sense of purpose.
ALUMNI WHERE ARE THEY NOW?

SARA KELI (néé Thorp) CLASS OF 2001

Since Leaving School I have...
Graduated from University, travelled, married, had a baby and started my own business.

SOME OF MY FAVOURITE MEMORIES FROM SCHOOL ARE...
Light projectors blowing up, drama at school camps, my time spent at Meitoku Gijuku and the great friendships I formed which I still have today.

CURRENT OCCUPATION:
Editor of Kid Magazine (www.kidmagazine.com.au), a blog and digital magazine for mums who like style, pretty things and looking after themselves and their families. This is my business, which I have been running since September 2011.

I write and design the magazine as well as blogging, managing social media accounts and everything in between. I studied HR and worked in HR for 7 years so this has been quite an exciting career change.

CURRENT CITY OF RESIDENCE:
Sydney.

Jessica Wickenden CLASS OF 2005

Since Leaving School I have...
Completed a Bachelor of Science at the University of Sydney majoring in Psychology and Geography and I completed an honours thesis in Geography, studying the evolution of civics and citizenship on facebook and social media. I returned to PLC Sydney and coached rowing and basketball for several years and then took on a full-time position as Master in Charge of rowing at another private school. I have also completed my Masters of Teaching and am currently working at SHORE School where I have been for the last three years, teaching Geography, coaching rowing and coordinating the cross country program.

I have stayed involved in the Ex-Students’ Union Committee and greatly enjoy hearing about the latest achievements and pursuits of the girls at the College. One of my most enjoyable roles each year is interviewing the Year 11 applicants for the Ex-Students’ Union Scholarship.

SOME OF MY FAVOURITE MEMORIES FROM SCHOOL ARE...
I played a lot of the sports on offer at PLC Sydney. I don't specifically remember the game wins or results, but the enjoyment of training and competing with friends is powerful. I am now 10 years out of school and still count some of the women I played sports and rowed with as close friends.

Our infamous maypole performance at Open Day in Year 4 many years ago remains a vivid memory. We spent what felt like months in PE learning about the etiquette of the maypole and had practiced for hours. The morning of the performance we were given strict instructions to “never let go of the ribbon” or the whole performance would be ruined. When one of the girl’s skirts started to slip off mid-song not one of us dared to stop and help, we continued plaiting the ribbon, trampling her skirt into the mud whilst she kept skipping in nothing but her red regulation sports scungies! The roar of audience laughter all but drowned out our ‘change direction’ cues on the music tape. The story has certainly provided us all with a good laugh over the years.

CURRENT OCCUPATION:
Teacher.

CURRENT CITY OF RESIDENCE:
Sydney.
SINCE LEAVING SCHOOL I HAVE...
Completed a number of degrees in teaching, married and had two children (both now adults, with my daughter also attending PLC, graduating in 2004.) Taught in the public education sector before moving into independent schools and teaching at Wyvern House, Newington College for a number of years. In 1995 I moved back to the Junior School at PLC where I taught until 2008. While teaching was all I ever wanted to do, in 2008 I decided to challenge myself further and moved into my current role. I completed a Diploma in School Marketing to familiarise myself with the latest trends in school education. Teaching is such a wonderful and varied occupation and I enjoy seeing the young and not so young adults I taught back in their Primary School days.

SOME OF MY FAVOURITE MEMORIES FROM SCHOOL ARE...
There are so many memories but here are a few... Keeping an eye out for tigers while on our nature walks at Branxton (Strathfield); Branxton Speech Days in Strathfield Town Hall wearing white dresses as we did when we danced the maypole; answering the phone for Head of Junior School, Miss Edwards, because she was teaching; flying to Canberra for the day for a Year 6 excursion; climbing the Camphor Laurel tree in Year 7; watching Miss Simpson beat the drum for the march past on the running track; hymn practice every Friday morning and assembly every day in College Hall; all my classes (although I was not a perfect student) and especially my time spent in the Year 12 Common Room. But most of all are the laughs and mischief with my now life-long friends.

ELIZABETH GREGORY
(neé Cornish)
CLASS OF 1961

CURRENT OCCUPATION:
Relief Pharmacist at Nepean Hospital Cancer Care Centre; secretary of the Ex-

Students’ Union; acting parent during term time for a granddaughter currently at the College (5th generation).

CURRENT CITY OF RESIDENCE:
Sydney.

The Ex-Students’ Union (ESU) is run by a dedicated group of former students who are committed to keeping the links between past students and the College alive. In this issue of Camphor we catch up with the ESU President Catherine Marvell, Vice-Presidents Sara Keli and Jessica Wickenden and Secretary, Elizabeth Gregory.
STATE HERITAGE LISTING FOR SHUBRA HALL

Completed in the late 1860s, Shubra Hall was originally the home of Anthony Hordern III, owner of the well-known Hordern department store in Sydney. Best remembered for the Vestibule of the Sydney Town Hall, Albert Bond is attributed as the architect of Shubra Hall (though this is unconfirmed) as well as the adjoining school buildings.

Sold in December 1882 to a diamond driller, John Coghlan, Shubra Hall became the Coghlan family residence until 1889 when the residence was sold to the Presbyterian Church, following financially difficulties for Mr Coghlan.

Albert Bond was again appointed as the architect for the school extensions and by the beginning of the 1891 school year, the site became the permanent home of Presbyterian Ladies’ College, Sydney.

Shubra Hall has been the home to four Principals, with Miss Patricia Dyson (Principal 1978-1985) being the last to reside in Shubra Hall. With the appointment of Dr William McKeith in 1986, the College purchased ‘Harmsworth’ (now part of the McKeith Arts Centre) and renovated it for the Principal’s home.

At a ceremony held at PLC Sydney on Tuesday 17 February, the Minister for Heritage and the Environment, the Hon. Rob Stokes, announced the heritage listing. The ceremonial ribbon was cut to signify the official listing, watched on by Dr Burgis; Member for Strathfield, Mr Charles Casuscelli; Mayor of Burwood, Mr John Faker; Councillor Monica Wangmann from Ashfield Council; Chair of College Council, Dr David Lim; representatives from the Ashfield and District Historical Society, the Office of Environment and Heritage, Executive Staff, Captains of the Senior and Junior Schools and various interested citizens.

Source: PLC Sydney Archives
Nearly 350 guests joined us for our Greek-themed Opa! Ball on the night of Saturday 28 February. What a night it was.

A procession, led by the Principal Dr Burgis and his wife, Susan, opened proceedings to the strains of Syrtaki music that set feet tapping from the outset.

Dressed as an ancient Greek soldier, Dr Burgis proved to be the most photographed individual present despite a highly popular photo booth that also attracted much attention. Having given a warm speech of welcome, with a few words in Greek to add flavour, the entertainment commenced.

Mr Tommy ‘Bouzouki’, expertly playing an instrument of the same name, took to the huge dance floor. He was not alone for long. Barely a few minutes into his roving solo, a large group of ladies, holding hands with arms stretched wide, stepped out onto the floor.

One might have expected that they would all be Greek. Certainly they were led by many of our Greek ladies, but within minutes, ladies and gentlemen from all parts of the world were laughing, smiling and dancing enthusiastically, if not always expertly, to Tommy’s beautiful Greek melodies.

The bouzouki played on as dancers returned to their tables, only to witness, moments later, Mr Marinos Catopodis step onto the floor. Placing a glass of wine at his feet, he proceeded to dance up to, over and around it in true Greek style. Others joined him, showing their expertise as well, to the applause of all present.

To conclude the dancing, the most famous Greek number of all was played – ‘Zorba’s Dance’. At least two hundred packed the floor as the music played and progressively quickened. Seldom have we enjoyed such an exciting and enjoyable start to an evening. Tommy Bouzouki and all the dancers justly deserved the rousing round of applause that followed.

Delicious food supplemented by conversation stimulants that were red and white in colour helped to generate noisy and animated discussions as friends caught up with one another.

At the conclusion of the first course, Dr Burgis presented flowers to the key individual volunteers who made the night such a success: Lisa Tomlinson-Alonso, Rosaria Cusumano, Maria Maddrell and Denise Gurr.

Did we really?
Yes, we certainly did!

Superb musical brackets by Michael O’Dea and the Studio Orchestra, Greg Barnwell and the Band and a number of our very best vocalists provided a greatly appreciated blend of concert pieces, soft background music, dance numbers, nostalgic ballads and lively Motown pop numbers for much of the early evening to the delight of all.

Professional comedian, George Kapiniaris, all the way from Victoria, entertained us with a mischievous Greek mixture of music, song and dance to add to the fun and atmosphere of the evening.

The silent auction was generously supported with every item sold. Our special thanks go to all who donated items and services, sponsored tables and purchased the goods on offer.

The last hour and a half saw high energy dancing to recorded music of Jimmy V, our DJ for the night.

All in all, a great night, with countless expressions of appreciation expressed as all departed at midnight.

Mr Philip Brewer
Foundation Executive Officer