

the **SOUBEIRAN**
and KOGU magazine



KAMBALA

CELEBRATING
130

BI-ANNUAL MAGAZINE
WINTER 2017



“A Kambala education is a celebration of learning, in many different guises.”



the soubeiran

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CELEBRATING
130

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from the acting principal

Shane Hogan

I am excited and honoured to have been appointed to the role of Acting Principal at Kambala. Since commencing at the School during the Term 1 holidays, I have been impressed with an environment that inspires integrity, passion and generosity. Kambala is a wonderful school with a proud tradition of educating outstanding young women.

Throughout Term 2, I have had the opportunity to speak at several parent forums and staff meetings. These experiences have reinforced my strong belief that the value and success of a Kambala education is determined by the quality of our teachers and the impact they have on every student's learning and pastoral care experience.

Schools of this calibre can offer countless learning experiences and initiate many exciting and innovative programs but core to a school's success is the relationships between teachers and students as well as the teaching skills of educators. In every teacher, people will see many qualities and faults. Even those teachers who are much loved and well respected by their peers and students, will always have a story about a student who they did not connect with or felt they were not able to get the best from. Equally, there are those teachers who appeal to only a few but who make a significant difference to individuals who feel they do not matter. This is a special talent.

Teaching, however, is a partnership. Students spend more time at home than they do at school. Learning is a 24-hour, daily activity to be shared by all. A positive and active partnership between the school and the home is the secret to success.

It is important for teachers and parents to recognise and understand that lessons and events at school are largely only relayed to the home environment via our students. We know that there are always two sides to a story. If a boarder phones home to report that she is not having a great morning, parents will naturally be concerned about this throughout the day, even though their child's day will likely have improved since their call. The student will not even be aware of the anxiety she may have caused at home. Similarly, I am sure that many parents will have



experienced their daughter coming home to report an average day where she 'didn't learn much'. This is a frustrating message concerning the quality of teaching and can be misleading.

With these dialogues in mind, I would like to challenge our school community to think differently about how we phrase questions and communicate with one another. I ask that we unite.

- ◆ Parents - try to avoid asking close-ended questions and encourage your children to identify at least one positive experience from their school day.
- ◆ Teachers - ensure that there are aspects within each of your lessons that inspire, challenge and ignite passion in learning.
- ◆ Students - know that you have a voice. Please speak up if there are elements from your school experience that do not excite or challenge you.

Finally, when things are good ... celebrate and share the experience.

Unity

*I dreamt I stood in a studio,
And watched two sculptors there.
The clay they used was a young
child's mind,
And they fashioned it with care.
One was a teacher, the tools
he used
Were books, music, and art.
One a parent with a guiding hand
And a gentle loving heart.*

*Day after day, the teacher toiled,
With a touch that was deft
and sure.
While the parent laboured by
his side,
And polished and smoothed
it o'er.*

*And when at last, their work
was done,
They were proud of what they
had wrought.
For the things, they had moulded
into the child,
Could neither be sold nor bought.*

*And each agreed they would
have failed
If each had worked alone,
For behind the parent stood
the school
And behind the teacher
the home.*

-Author unknown

staff in profile

The Kambala community is committed to educating the whole girl. We have a dedicated team of passionate educators who support our students in their pursuit of excellence. We value and celebrate our staff and want to give you the opportunity to get to know them as well.

Carolyn Gedling
IB Coordinator

After earning a degree in History and Literature, Carolyn worked for the Department of Foreign Affairs and Trade at the Australian Consulate in New York. An ambition for a career in teaching led her back to Australia for further study.

On why she loves teaching, Carolyn said, “working with young people is inspiring and rewarding. I love being part of the process of discovery, as students make sense of the world and their role within it. Secondly, I love learning itself. As a teacher of History, I continue to learn new perspectives. Additionally, as an educator, we are learning more and more about how we absorb and apply knowledge, and so this engages me.”

Favourite food

I generally love all food, in particular spicy food and chocolate.

Favourite book

Cloudstreet by Tim Winton

Favourite movie

Notting Hill or *The Wedding Singer* - I am a fan of movies for escapism.

Favourite band/singer

No favourites, but I am enjoying Ed Sheeran at the moment.

Favourite holiday destination

I have many favourites including Croatia, Turkey, Uganda and Italy.

Sarah Box

Acting Head of Mathematics, Teacher of Psychology and Mathematics

A year spent as an exchange student in Germany, where she spent much of her time assisting an English teacher at her high school, inspired Sarah to pursue a career in teaching. “I really enjoyed the enthusiasm that students had for learning,” she said.

For Sarah, this level of enthusiasm is something that she admires



Clockwise from top left:
Carolyn Gedling
Sarah Box
Sebastien Knox

still today. “I love the discussion, whether it be about the content currently being taught or life in general. I also feel like I can learn from my students, in addition to being able to teach them,” Sarah said.

Favourite food

Chocolate

Favourite book

I’ll give almost anything a go. I really enjoy reading crime fiction.

Favourite movie

Footloose

Favourite band/singer

Although not my all-time favourite, Adele is particularly special after having just seen her in concert.

Favourite holiday destination

Anywhere new and exciting. I’ve visited 29 different countries.

Sebastien Knox

Teacher, Social Sciences and Duke of Edinburgh Coordinator

After working as a disability support worker, Sebastien found that he enjoyed working with young people and wanted to continue this aspect of his career through teaching. Sebastien likes being able to pass on his interests in particular subjects.

Sebastien is enjoying teaching, “No lesson is ever the same,” he said. “You get to work with some inspiring people.”

Favourite book

The Year of Living Dangerously by CJ Koch. It sparked an interest in Indonesia that culminated in me learning Indonesian and living in Java while I was at university.

Favourite holiday destination

Anywhere in South-East Asia, and also the USA because of the interesting political situation there.

a history of the whole girl

Kathryn Hillier

Throughout Kambala's 130 year history, our students have consistently demonstrated a thirst for learning and have embraced the many opportunities that have crossed their paths. A Kambala education is a celebration of learning, in many different guises.

The School's Archives Department is a treasure trove of historical documents, photographs and records, all demonstrating the many ways that Kambala educates the 'whole' girl.

Since 1887, our School has proven to be vibrant, dynamic and forward-thinking. Our archives are testament to this, maintaining records related to the people, buildings and events of Kambala from the late 19th Century to today. The Archives Department keeps items of interest such as badges, artworks, uniforms and other memorabilia. There are many personal collections too, like items from the Estate of former Principal Miss Fifi Hawthorne, 1933-1966.

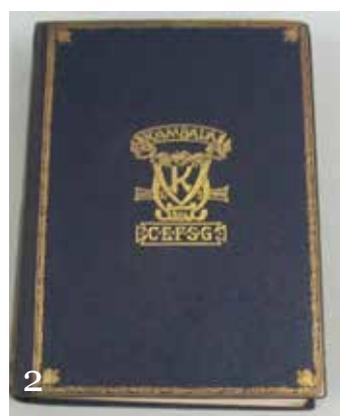
Material related to the business activities of the School is also maintained. Of course, Kambala's core business is education and for this reason, we preserve records on all of our students, basing retention decisions on Commonwealth and State legislation. Legally, we must keep report cards, enrolment forms (contracts), final testaments written by the Principal and matters relating to discipline.

Preserving Kambala's history is so much more than this. We keep records of girls' achievements in the community, details of their sporting and art accomplishments and even collect material about them as they go out into the world and become women.

Within our collection are books written by Old Girls, MBE medals and even university diplomas earned by some of our first trailblazers of the early 20th Century. The development of the whole girl is core to Kambala's educational philosophy and the comprehensive nature of our archival collection reflects the interest and affection we feel for our community.



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1. Miss Hawthorne's OBE, Principal from 1933 to 1966.
2. Book prize donated by Helen Barder Lornes Smith.
3. Silver candlestick holder with Kambala crest.
4. An early example of a Wentworth House Badge.

The Archives is a special place for Old Girls. We tell their stories and we collect their memories. So far this year, our collection has been enriched by photographs of extra-curricular activities in 1945, book prizes also from the 1940s, a Senior School trophy from 1934 and a biography of the Roseby family. We like to think of the Archives as the memory of the School. It is our own personal museum; a place where the whole girl is celebrated.

festival of music: a showcase of talent

Mark Grandison

At this year's Festival of Music, we were able to see the extraordinary power of music in action. It is an incredible experience to see how music can bring people together and deliver joy to the lives of so many.

The focal event of Kambala's annual Festival of Music is of course the Inter-House Music Competition, involving some 600 senior students. Each of the four houses, led by their Year 12 musicians, prepared two choral items and one instrumental item. This evening of student music-making is one of the highlights of the Kambala calendar and a wonderful example of our community spirit, bringing current and former students, parents and staff together for one unforgettable experience.

In preparing for the Festival, our students dedicate both time and creativity. Of the two choral pieces, one is arranged entirely by Year 12 students. Fifteen lunchtimes are devoted to preparing these. Students dedicate weekends, early mornings and afternoons to rehearse their instrumental items. For our formidable conductors and arrangers, it is a six-month long process.

The journey that leads girls onto this iconic stage at the Sydney Opera House is one of problem solving. As an educator at one of Sydney's leading girls' schools, I have discovered that girls are good at problem solving. The Festival of Music provides an opportunity for Year 12 students to resolve two types of problems - the "how?" and the "why?".

Firstly, our Year 12 students must learn to successfully navigate the logistics involved in bringing an event of this size to life. This year, they demonstrated remarkable professional deportment and musical execution to put on a fabulous production, with support from their House Patrons.

Next, our students were faced with a problem of an entirely different nature - how to showcase their musical ideas? Artistic problems of this kind intrinsically have multiple solutions. There is no single right answer. At Kambala, we encourage students to make decisions on their own, knowing that if they are made with integrity and authenticity, the solution will be convincing. The results we saw at this year's Festival, were astounding.



1. Music Director, Mark Grandison, proudly bows on behalf of the Kambala Orchestra, following their performance of Khatchaturian's Sabre Dance.

2. Stella Davy, Music Prefect

The Festival of Music brings to the fore a unique crucible of energy and music-making. Music itself is vitally important to the overall curriculum. Much has been written about how the study of music enhances an education. An event of this kind sees students learn much more from the experience than just music-making. Our musicians learn:

- ♦ **Altruism** - in the service of a House event, notions of self-advancement are dissolved.
- ♦ **Diplomacy** - girls learn to deal with and solve conflicts and misunderstandings in new ways, to pre-empt and solve problems before they escalate.
- ♦ **Role-modelling** - our Year 12 students inspire and motivate their Houses.
- ♦ **Transformation** - we have seen our conductors overcome adversity to experience remarkable growth and learning. They have matured into courageous and confident young women.

For Music Prefect, Stella Davy, the highlight of the Festival was witnessing the amazing work produced by her peers. "I was so extremely proud of the hard work that all of the Houses put in and the extraordinary performances they gave," she said.

Stella is an accomplished musician in her own right and has found music has had a significant impact on her time at Kambala. "I have been able to express myself in a way that I find extremely enjoyable and calming," she said.

"Music at Kambala has given me innumerable exciting opportunities and the ability to form many meaningful friendships, particularly when it comes to girls in other year groups who I normally wouldn't see as much. The vibrant music community at Kambala is one that I am extremely happy and proud to be a part of," Stella said.

theatresports teaches skills for life

Lisa Moir

This year has seen unprecedented growth in student participation in Theatresports activities. Training has exploded, with over 75 students from Years 4 to 12 learning about improvisation skills.

According to Viola Spolin, renowned theatre academic and educator, "Theatre games are a process applicable to any field, discipline, or subject matter which creates a place where full participation, communication, and transformation can take place."

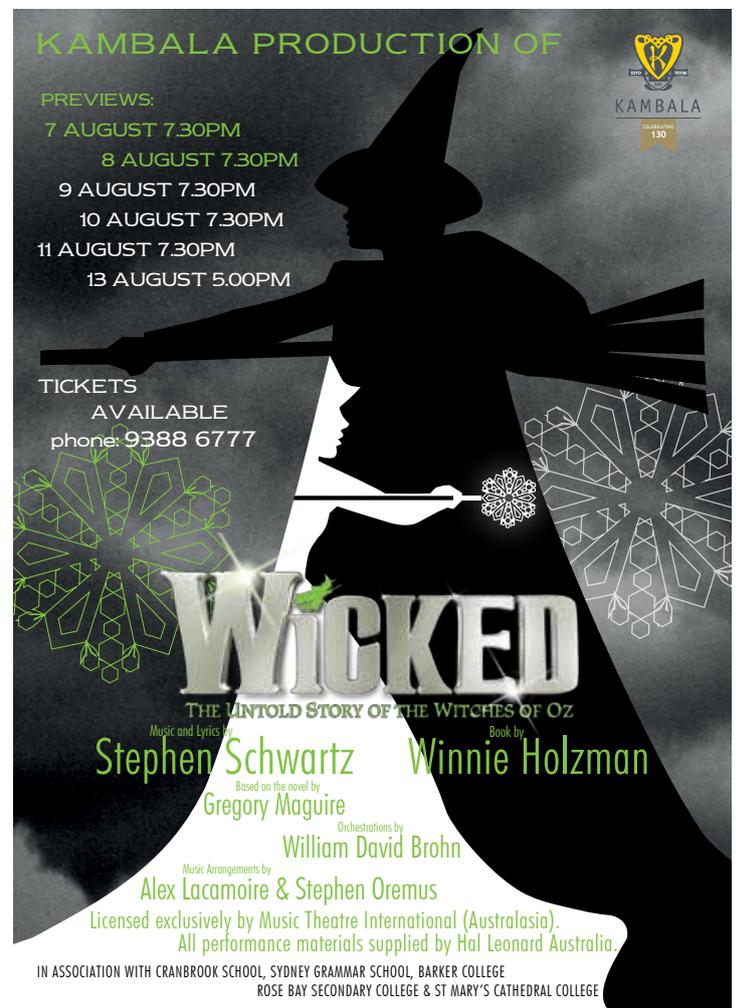
At Kambala, our approach to Theatresports is focused on fun, with the aim of developing critical thinking skills. There are many benefits to practicing Theatresports. For the most part, students are encouraged to step out of their comfort zones. Participants are encouraged to be open to new ideas and to take up every opportunity. It teaches students to trust in their own instincts and to see problems from many different perspectives. It also teaches young people to be willing to fail. Failure is an important and necessary component of all learning activities.

In support of this notion, actress and comedian, Tina Fey shared her first *Saturday Night Live* experience, "I wrote a Bill Clinton sketch, and during our read-through, it wasn't getting any laughs. This weight of embarrassment came over me, and I felt like I was sweating from my spine out. But I realized (sic), 'Okay, that happened, and I did not die.' You've got to experience failure to understand that you can survive it."

The rules of improvisation also teach students important life lessons and provide powerful methods to communicate in groups.

1. Always respect what your group members offer.
2. Always contribute something.
3. Don't ask questions all the time, find solutions.
4. Stay positive, learn to adapt.

This Term's Theatresports training culminated with House members participating in group improvisation productions as part of the Kambala Inter-House Theatresports Cup on Thursday 6 April. Both Senior and Junior House teams produced some hilarious scenes, much to the appreciation of the student and teacher audience.



KAMBALA PRODUCTION OF

PREVIEWS:
7 AUGUST 7.30PM
8 AUGUST 7.30PM
9 AUGUST 7.30PM
10 AUGUST 7.30PM
11 AUGUST 7.30PM
13 AUGUST 5.00PM

TICKETS AVAILABLE
phone: 9388 6777

WICKED
THE UNTOLD STORY OF THE WITCHES OF OZ
Music and Lyrics by **Stephen Schwartz** Book by **Winnie Holzman**
Based on the novel by **Gregory Maguire**
Orchestrations by **William David Brohn**
Music Arrangements by **Alex Lacamoire & Stephen Oremus**
Licensed exclusively by Music Theatre International (Australasia).
All performance materials supplied by Hal Leonard Australia.

IN ASSOCIATION WITH CRANBROOK SCHOOL, SYDNEY GRAMMAR SCHOOL, BARKER COLLEGE
ROSE BAY SECONDARY COLLEGE & ST MARY'S CATHEDRAL COLLEGE



Kambala's Senior Inter-school Theatresports Challenge Team (Brianna Jackson, Yi Xiu Tan, Xanthe Mitchell, Annabelle Happ and Claire Begg) celebrate their selection for the Regional Semi-Finals with their coach, and National Theatresports Champion, Robert Boddington.

Congratulations go to Roseby House Senior team for winning best Senior team, Roseby House Junior team for winning best Junior team and Roseby House for scoring the combined highest marks on the day to win the Cup!

highlights from sri lanka

In November 2016, a group of 40 Kambala and Cranbrook students travelled to Sri Lanka to participate in a World Challenge, the first collaborative tour of this kind. While there, a group of students joined forces to fund and work on removing dirt and debris to allow for the construction of a wall. The wall's purpose was to protect a previously unsafe and unusable classroom from potential landslides from an elevated dirt road. The experience had a profound effect on students.

Sri Lanka is considered a hot ticket travel destination for many intrepid travellers. Its beautiful beaches, ancient Buddhist ruins and rich culture draw people from all over the world. However, when the tsunami hit the Sri Lankan coastline in December 2004, it had a devastating effect on the nation's rural population. More than 38,000 people lost their lives and the livelihoods of many more were destroyed.

The opportunity for young people to travel overseas is about more than exposure to other countries and cultures. It can be a life-changing experience that can enrich a child's learning in many ways - directly and indirectly. International tours can improve second language skills and provide meaningful service learning opportunities.

We heard from current Year 12 student, Bridget Theophile, about her experience in Sri Lanka last year.

Bridget Theophile

Your privilege is an uncomfortable concept to think about at the best of times. So, when surrounded by people who also share my privilege, I tend to take it for granted or just ignore it entirely. However, my experience working on the service project in Sri Lanka made it impossible to do so. Everything was a constant reminder of just how privileged I am - from my clothes, to the toilets and even the school classrooms.

At Abbotsleigh School, the Principal, Mr Shanmuganathan, said, "we are all brothers and sisters, we come from the same blood and we have the same problems." My first instinct on



Kambala students Jessica Attenborough and Ellie Oppenheim with students from Abbotsleigh School.

hearing this was to laugh. After seeing some of the struggles this community faced, I could not see how my problems could possibly compare.

However, after spending time with the teachers and students at the school in Hatton, I saw many similarities between our culture and experiences. My new Sri Lankan friends had many of the same issues with friends, family and relationships that I also face at home in Sydney. Forming this connection was a huge turning point for me in the project.

The physical work required to remove dirt and debris for a wall to be constructed was hard - but I loved getting my hands dirty. As a group, we appreciated being able to see our contribution physically manifest itself. It was a rewarding experience.

The Principal, Mr Shanmuganathan, spoke of his vision for the School and the need to build something that will last for many years to come. I feel honoured to have been able to contribute to this inspiring vision.

For me, the highlights of the tour were being able to contribute to the construction of the building project and spending time with such generous, kind and feisty children. I learned that privilege is not something to ignore, hide or be defensive about. It is something to use and to share.

I saw young children in Sri Lanka fighting over a pencil. If there is ever a time that you think that you do not have the power to make change, buy some stationery. This experience has truly influenced my attitude and has given me the ability to have a real conversation about my privilege.

health and physical education improves fitness and wellbeing

Robyn McMillan

Improving student fitness and wellbeing is a priority at Kambala. The Personal Development, Health and Physical Education Department (PDHPE) supports the development of the student as a whole person. We do this by incorporating Kambala's values of Humanity, Courage, Wonder and Respect in all areas of teaching.

The Department teaches students from Transition to Year 12 and aims to develop knowledge, skills and healthy, positive attitudes. We assist students to make informed decisions about their future health. We believe that physical activity helps to bring a sense of purpose, value and quality to our lives. Participation in physical activity improves sleep patterns, reduces stress and anxiety and increases mental and social wellbeing.

One of the main priorities in PDHPE is to guide students to develop skills to become critical about their own personal health and lifestyle choices. This should assist our students to become advocates for healthy living.

The PDHPE syllabus addresses issues such as mental health, drug education, nutrition, relationships, sexual health and safety on our roads. Participation in a wide range of physical activity aims to foster lifelong enjoyment of sport and fitness.

Our Year 12 PDHPE HSC results from 2016 were outstanding! Sixty-two percent of our students gained a Band 6 in comparison to the State average of 11 percent. Top results were recorded by Taylor Bramble, Claudia Cusack, Rebecca Epstein, Annabelle Kluck, Alexandra McGill, Alice Morrison, Rosanna Scanlan and Molly Yeldon.

All Year 11 students participate in a Wellness Program organised by the PDHPE Department. These popular timetabled lessons improve student fitness and wellbeing. The Program includes individual and team circuits to build condition and includes relaxation and mindfulness activities to equip students with techniques to relieve stress and anxiety.

Our Year 10 students participate in a number of assessment tasks for their Record of School Achievement (RoSA). Task 1 was the Biathlon and students trained over a number of weeks to improve





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their fitness with conditioning activities and long-distance training. Other tasks include Health Research assignments and a Dance presentation.

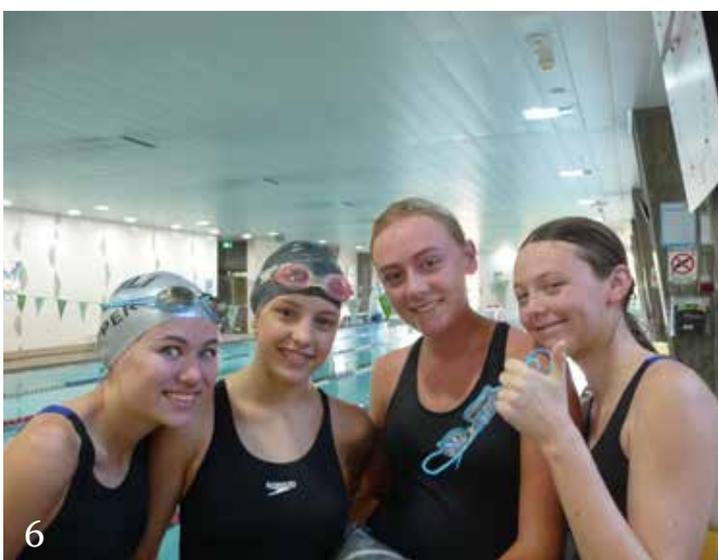
Students in Years 7 to 9 participate in the 20-metre Shuttle Run Fitness Test to gauge their level of cardiovascular endurance. They then complete a bank of additional fitness tests to measure flexibility, power, speed and agility. The tests include a sit and reach test; basketball throw; 80-metre sprint; and, the Illinois zig zag run. Students record their results on a fitness card and repeat the tests during the year to measure any improvements.



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Junior School girls are actively involved in a variety of skill development and sports in the Physical Education Program. During Term 1, girls built their fitness in Swimming classes. Terms 2 and 3 will focus on fitness testing and athletic training in preparation for the Athletics Carnival. The Junior Program also includes games-based lessons to develop hand-eye and foot-eye co-ordination with an emphasis on skill development and enjoyment.

The girls of Massie House participate in Swimming and stroke correction in Terms 1 and 4 and Gymnastics, Athletics, Minor Games and Dance in Terms 2 and 3. They also participate in a Fundamental Movement Skills Program which aims to develop skills in a fun environment.



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Learning in PDHPE at Kambala encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. The PDHPE Program develops students' capacity to take responsibility for their own learning and make a commitment to continue learning throughout life.

1. Year 10 training for the Biathlon on the Oval.
2. Year 9 complete the 20-metre shuttle run fitness test on the courts.
3. Year 11 Wellness Class - skipping for fitness.
4. Year 5 swimming lessons at Kambala's pool.
5. Massie House students improving their fundamental movement skills in the gymnasium.
6. Year 10 girls recover after the Biathlon. From left to right: Alannah Tapper, Isabella Cavallaro, Lucinda Pascarella and Ella Joye.

international tours enrich learning

Kathryn Tamminga

Language immersion tours provide opportunities for students that extend far beyond simply practising a language. In an increasingly globalised society, practicing a second language is fast becoming an employment prerequisite. To become immersed in the culture and language of a country allows students to quickly put into practice the knowledge they have learned in the classroom. The academic and fluency benefits are tremendous.

But international travel offers so much more than improved language skills. Participating in language immersion tours exposes young people to different cultures and alternative ways of life. They see different customs, beliefs and values, giving them an understanding of international affairs and broadening their horizons. Students gain a sense of adventure and independence. They build new relationships and forge friendships. And often, they have the opportunity to volunteer in a service capacity to help those less fortunate than themselves. All of these things contribute to the development of the 'whole' girl and provide outstanding and holistic education opportunities.

In Term 2, we were delighted to welcome three Parisian students including Juliette Lepage and Caroline Duchêne from the lycée Sainte-Croix and Suzanne Njoo from the Bilingual British International Collège Camille Sée. The girls are currently experiencing school life at Kambala and Australian culture courtesy of their host sisters, Rong Bao, Marari Barthowilcher and Olivia Adkin, and their families. A reciprocal visit to France is scheduled for Christmas 2017.

Over the page we hear from three students about their recent language tour experiences.



Camille Kimber, Year 11 French

Last year, I had the amazing opportunity to travel to France on a six-week exchange. I stayed with a lovely family in a country home located in a small village in the South of France called Pau.

There, I experienced Christmas with a French family, learning new traditions. I also learned what it's like to be a student at a French school. I was able to enhance my knowledge of the language while broadening my view on what French culture is really about. Some major contrasts between French and Australian schools include: not having to wear uniforms, that most French schools are co-educational, lessons are given in lecture-style and students are allowed to leave school early on Wednesdays to have a home-cooked lunch with family.

Throughout my stay, my host family was kind enough to take me to a number of neighbouring towns and French historical sites. They also introduced me to the delicious French cuisine and beautiful countryside. Over Christmas, I was fully included in their extended family activities and had an incredible time learning about the French community and the different ways they celebrate Christmas.

Although challenging at times, this opportunity gave me an experience of a lifetime. Not only has it greatly improved my French language skills, it allowed to make new friendships and to have so many experiences that will stay with me for a lifetime.

- 1. Camille with her host sister and host mother explore Pau.*
- 2. Yoyo Choy with her host sister Ichiyo Shibata in the Christmas holidays during her Japanese exchange.*
- 3. Amelia enjoying the sights of Paris with her host sister*

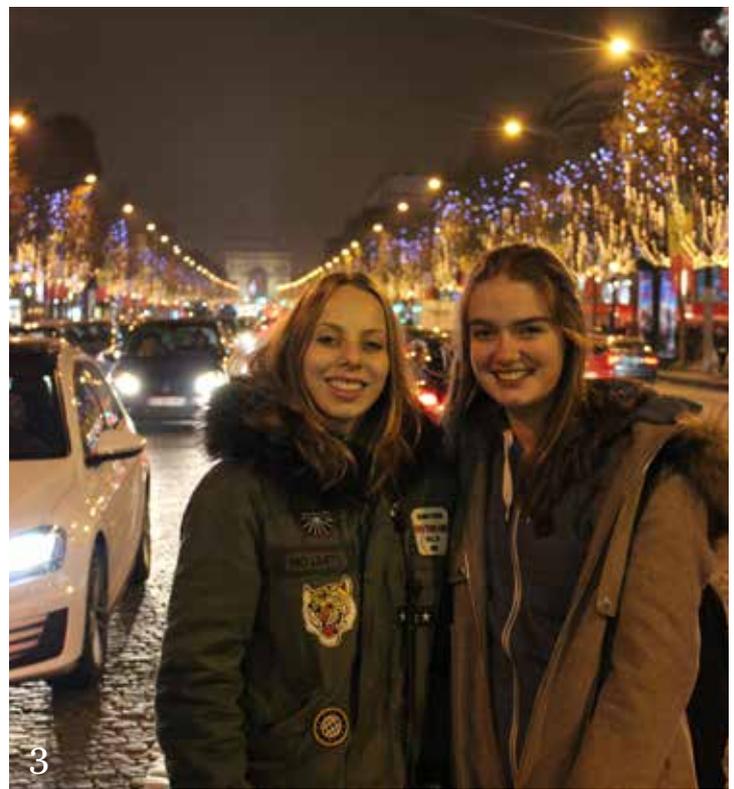


Yoyo Choy - Year 12 Japanese

From December 2016 to January 2017, I was given the opportunity to go on exchange to our sister school, Ohka Gakuen, in Nagoya, Japan. I was hosted by a lovely family for a month, experiencing both Christmas and traditional New Year in Japan. During this time, my host family took me to many tourist destinations and introduced me to traditional Japanese dishes and New Year customs.

I was able to experience daily Japanese lifestyle and broaden my knowledge of the language and its culture. I learned a lot by attending classes and found that Japanese schools are very different from Australian schools. Contrasts included compulsory school attendance on Saturdays; news is delivered to students direct to the classroom using broadcast television rather than attending Assembly in a hall; students must wear indoor slippers on school grounds; and, students clean the school grounds and classrooms after school due to the absence of hired cleaning staff.

This opportunity allowed me to expand my view of another country and to make new international friendships. The sisterly friendships I developed on exchange still remain strong and I treasure the experiences and memories from my trip deeply.



Amelia Lewis - Year 12 French

During the last summer holidays, I was able to spend five weeks living with a French family, and attend school with a French student at her school located just outside of Paris. The exchange was far less daunting as my host sister had come to Australia and stayed with me six months earlier. I knew I would arrive to a friendly face and with some idea of what to expect.

My host sister's school life was very different to mine - it took us over an hour by the RER train and métro to arrive at school. This compared with a 15-minute walk to school in Sydney. The classes were much larger and there seemed to be no extra-curricular activities, unlike at Kambala and other schools in Australia.

For the Christmas break, I was fortunate to travel with my host family to Hungary and Italy, which was an unforgettable experience for me, especially as this was my first time in Europe. Their extended family were very generous and inclusive.

Overall, I found that my French speaking skills and comprehension improved greatly during my exchange. By the end of my stay I was a lot more confident in my skills. I also made many overseas friends and shared so many experiences with people I will continue to stay in contact with in the future.

the gift of education

Kambala is more than just a school for girls - it's a community. Academic strength, creative expression and social engagement are fundamental to our philosophy. But we aspire to even more than this. We are raising accomplished young women who are equipped to step into an ever-changing world with an ability to not only contribute in a meaningful way, but to lead with purpose.

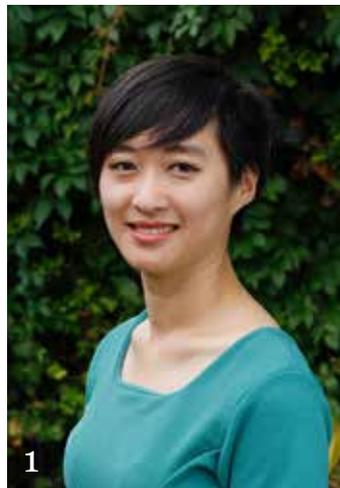
This vision is bold and requires us to consider the 'whole' girl as we provide for today and plan for tomorrow. Our vision for the next chapter in Kambala's history is to enhance and improve school programs and facilities plus support our exceptional students and teaching staff.

However, as an independent school, we could never achieve this alone. We are grateful for the generosity of our parents, Old Girls, staff, students and friends of Kambala who support our vision for now and the future.

Old Girl, Yee (Teh) Teh-Felton '04, recalls fondly how in 2002 she and her mother saw an advert for a Kambala scholarship in the *Sydney Morning Herald*. As one of three children growing up in a busy household with her parents and grandparents, becoming the inaugural Drama scholarship recipient at Kambala was life-changing:

"When I received the inaugural Drama scholarship to come to Kambala, I had no idea what I was about to embark on. I come from a hard-working middle-class family where our values of hard work and self-empowerment were paramount. The Scholarship opened doors and opportunities I could never have achieved with only my family's values. Kambala taught me the importance of actions over words and friendships over enemies. My experiences at Kambala gave me the confidence to be who I truly am today."

Yee's scholarship was funded by several anonymous donors and she herself has donated to the Kambala Scholarship fund, understanding the lifelong impact of such a gift.



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1. Yee (Teh) Teh-Felton '04

2. Damian Steele with daughter, Gisele, on the Tivoli Lawn.

Kambala welcomes fundraising ideas and initiatives from the community. Here, Kambala parent, Damian Steele explains how he plans to contribute and make a difference:

"As a new parent to Kambala I wish to extend an invitation for parents to participate in an ongoing fundraising initiative. Should a parent engage my services to market and sell their property I will donate my commission back to the school. Each year I am proposing 100% of the commission for the first sale, 50% for the second and 25% for the third. One of the benefits to the vendor is they will get the full tax deduction from their donation. Given that both my daughters will be at Kambala for many years, this offer is both a fitting and important gesture on behalf of our family."

For further information, Damian Steele can be contacted through the Kambala Development Office.

"For me personally, supporting a means-tested scholarship or bursary is incredibly rewarding. My own scholarship and time spent at Kambala has been infinite in its rewards. My education will guide and stay with me for life and I hope to offer this gift to other young women," she said.

For more information on how to support Kambala scholarships and bursaries, please visit www.kambala.nsw.edu.au/community/foundation

boarding life in 2017

Cherie Brodie

Kambala has been a boarding school since its early days. While there have been many changes to boarding over the years, many aspects remain the same.

Today, we accommodate boarders in two residences - Tivoli and Fernbank. Boarders from Years 7 to 10 call Tivoli home, formerly the gracious home of the original Tivoli estate. Our Senior boarders in Year 11 and 12 take residence in Fernbank. Of course, there have been many structural changes to boarding accommodation over the years, but one thing has remained the same, boarders from both residences and throughout the ages have always enjoyed stunning views over Sydney's iconic harbour.

This view has left a lasting impression on Kambala boarders of all ages. Over the years, many Old Girls comment about the privilege of boarding in such a beautiful environment, synonymous with a Kambala education.

Communicating with home is another aspect that has changed considerably over the years. Today's boarders are fortunate to have the technology and opportunity to communicate with their families daily, often face-to-face, thanks to the advent of the internet and various social media applications. Year 10 boarder, Clare Carter said that she phones her parents every day and keeps in contact with friends from her home town using Facebook and Snapchat whilst according to Old Girl, Ellie (Oades) Styles '89, boarders in the 1980s had to compete for time on just two big, red phones in the Boarding House. She fondly recalls that one of the phones dispatched 20 cent coins if shaken effectively.

Today's boarding students enjoy chef-prepared meals and a living environment that is more akin to the family home. Students have ample leisure time and can even prepare meals themselves. "It's like a sleepover every night!" Fiona Ferguson, Year 10, said.

There are many benefits to boarding. Cultivating independence is just one. Today's boarders begin to experience greater autonomy and liberty and can visit Rose Bay, go jogging alongside the Harbour and travel into Bondi Junction for shopping expeditions during their free time. Our Friday night and Sunday afternoon recreation programme takes in walking the Harbour Bridge, roller blading, the Waratahs and interactive games, social and



1. Boarders enjoying celebrating National Boarding Week 2017
2. Ellie (centre) with her two older sisters after the 4-legged race at the Athletics Carnival. From L-R: Amanda (Oades) Fisher '85, Ellie (Oades) Styles '89 and Steph (Oades) Cattanaach '87.

quiz nights with surrounding girls' and boys' schools. Visiting 'Perfection', a chocolate shop in Rose Bay remains a long-held tradition. "We kept the business alive, we were always down there buying chocolates," Ellie said of her boarding days in the 1980s.

Since the early 2000s we have also seen an increase in the cultural diversity of our students. The School's generous scholarship program has provided many opportunities for girls to board at Kambala, affording them an educational experience that would otherwise not have been available to them. Our boarders come from regional NSW, Australia and overseas. The opportunity to study and live amongst girls from different cultural backgrounds offers profound benefits for these young women.

the wonder of mathematics

Sarah Box

Some of the most common questions encountered in the Mathematics classroom are: ‘why do I have to study this?’ and ‘when will I ever use mathematics outside of school?’. My response is simple: ‘Mathematics is everywhere, therefore it must be relevant to all of us’.

At Kambala, our aim is to provide students the opportunity to experience the wonder of Mathematics.

In March, the Mathematics Department celebrated Pi Day, an internationally celebrated day that highlights the importance of Mathematics and its patterns in our world. Pi is the ratio between a circle’s circumference and its diameter, and can be seen and discovered in all circular objects.

To celebrate, students in Years 7 and 8 participated in a research task where they set about discovering the ratio of Pi by measuring the circumference and diameter of different circular objects and investigating the relationship between the two numbers found. Several students created songs, poems and stories to help them remember the many digits of Pi (the current world record is approximately 70,000 digits of Pi).

I spoke at Assembly about the history of Pi, and all the people who dedicated their lives to uncovering this naturally occurring pattern. The diversity of their backgrounds was most interesting for me, ranging from mathematicians, engineers, physicists and even lawyers. This clearly demonstrates that Mathematics is important across many sectors and can be applied in many ways.

Later in March, 14 Year 10 students participated in the Problems, Patterns, Pictures and Puzzles Workshop at St Scholastica’s. The girls completed puzzles and challenges in competition with other schools, as well as amongst each other. Their passion for the subject was evident in their enthusiasm and engagement throughout the day, resulting in a second place overall.

May saw eight students from Year 7 to 10 represent the School at the Da Vinci Decathlon held at Knox Grammar School. Teams participated in ten different academic rounds including Mathematics, Engineering, Code Breaking, Science, Cartography



1



2



3

1. Year 10 students Josephine Greenall-Ota (L) and Anika Sahi (R) at Puzzle Day.

2. Year 8 students sharing their shapes during a research task

3. Year 10 students Julia Wong (L) and Elissa Lieu (R) with their prizes from Puzzle Day.

and Philosophy. This academic event enables students to apply their knowledge from various areas and work together in teams to solve problems and demonstrate creativity.

Throughout Term 2, some Year 9 students worked on videos for the Choose Maths Awards: ‘Maths, Camera, Action’. The award encourages students to look beyond the classroom and get creative to produce a film that highlights the Mathematics behind a problem, presents a real-world application, or demonstrates the importance of Mathematics. The girls chose a wide range of topics, epitomising the wonder of Mathematics.

Mathematics can be found in many different domains, and plays a vital role in the invention and discovery of many modern phenomena. The Mathematics staff at Kambala, through their passion, enthusiasm and love of the subject, are always looking to encourage students to experience the wonder of Mathematics.

giving students a voice

Amy Coleman

This year saw the inception of a Student Communications Committee, of which Year 12 Communications Prefects, Kristen Lazarus and Caitlin Yan are leaders.

Working alongside the Kambala Marketing and Communications team, the Committee, made up of Year 8 to 11 students has been building a strategy for an increased 'student voice' in communication at Kambala.

As a team, the students will use their digital content production skills to share the stories of our students, staff and community to help communicate Kambala's values to the wider community.

Content produced by this team can be found in the fortnightly School e-newsletter and on the official Kambala Facebook Page.

The team looks forward to sharing more of the Kambala story with students, parents and friends of Kambala in the future!



1. Caitlin Yan



2. Kristen Lazarus

wellbeing week: find your spark

Tamara Lang

Wellbeing Week is the celebration of 'wellbeing' in our lives at Kambala. The school supports wellbeing throughout the year, however this particular week truly promotes the power of positivity amongst our girls.

Wellbeing is not singularly about being happy. It encapsulates positive relationships and emotion, engagement, meaning and purpose, health, achievement and much more. This year's theme was 'Find Your Spark' and launched with 'Making Meaning on Monday', where girls handed out inspirational messages to their fellow students.

'Tolerant Tuesday' began with a Wellbeing Assembly with a guest speaker from Reach Out; a fun lip-syncing video produced by staff; and, a thank you video to non-teaching staff, made by students. The day's highlight was a petting zoo and a hotly-contested staff versus student netball game which saw the students victorious!

'Wednesday of Wonder' was a bright and retro mufti day with a student versus staff tug of war and a retro disco.

'Thumbs up Thursday' involved a dance square in the Senior School with staff and students dancing through as they walked towards the canteen. In Massie House, girls created poignant pictures representing gratitude and thanks.

On 'Friendship Friday' girls competed in a special inter-house competition on the oval where, using their bodies, they spelt out the word SPARK on the oval. It was a wonderful end to a special week at Kambala.

I would like to thank the Wellbeing team for their dedication to making Wellbeing Week such a success.



Junior girls are welcomed to Massie by a sea of bubbles on Wednesday of Wonder.

the place of art in our future

Drew Bickford

The study and practice of Art is an important focus of the education program at Kambala, supporting our mission to embrace the whole girl. It is much bigger than the growth and potential of individual students. According to the World Economic Forum, 'creativity' will be amongst the top ten skills required to thrive in the future.

By 2020, experts are predicting that a 'Fourth Industrial Revolution' will result in huge advances in robotics, artificial intelligence and biotechnology. Undoubtedly, these advancements will transform the way we live and have a major impact on the career landscape. Some jobs will disappear, others will flourish and new ones will be created. The future workforce will look very different to its current form. Today's young people will need to be prepared to embrace the significant changes ahead.

In the World Economic Forum's The Future of Jobs report, creativity was ranked number 3 of the top 10 skills required by 2020, behind complex problem solving and critical thinking. This is a game changer for the education sector. The Arts now have an even more critical part to play in the education of children.

At Kambala, we have been prepared for this 'revolution' for a long time. The Arts play a vital role in the education of our girls and have done for many years. To further support our mission to nurture girls' creativity and demonstrate the role art plays in everything that we do, the Visual Arts Department launched an Artist in Residence program late in 2016.

In Term 4 of last year, we welcomed acclaimed Australian artist, Joan Ross to the School for a six-month residency. Her bold and experimental work investigates the legacy of colonialism in Australia and its impact on Indigenous Australians. She employs a range of mediums to produce her artwork, including drawing, painting, installation, photography, sculpture and video.

During her placement at the School she shared her experiences and expertise with Kambala students, staff and the broader community. It was an important opportunity for our students to be inspired by a practicing artist. Joan was also able to draw inspiration from the beautiful surroundings our School community enjoys.

"I love water and the view out of the window allows me to dream, which is the best place for me to make work from," she said. "The freedom in this residency to make whatever I need to, without restriction, is very important," she added.



1. Kambala's Artist in Residence, Joan Ross has been inspiring Visual Arts students with her bold artworks.

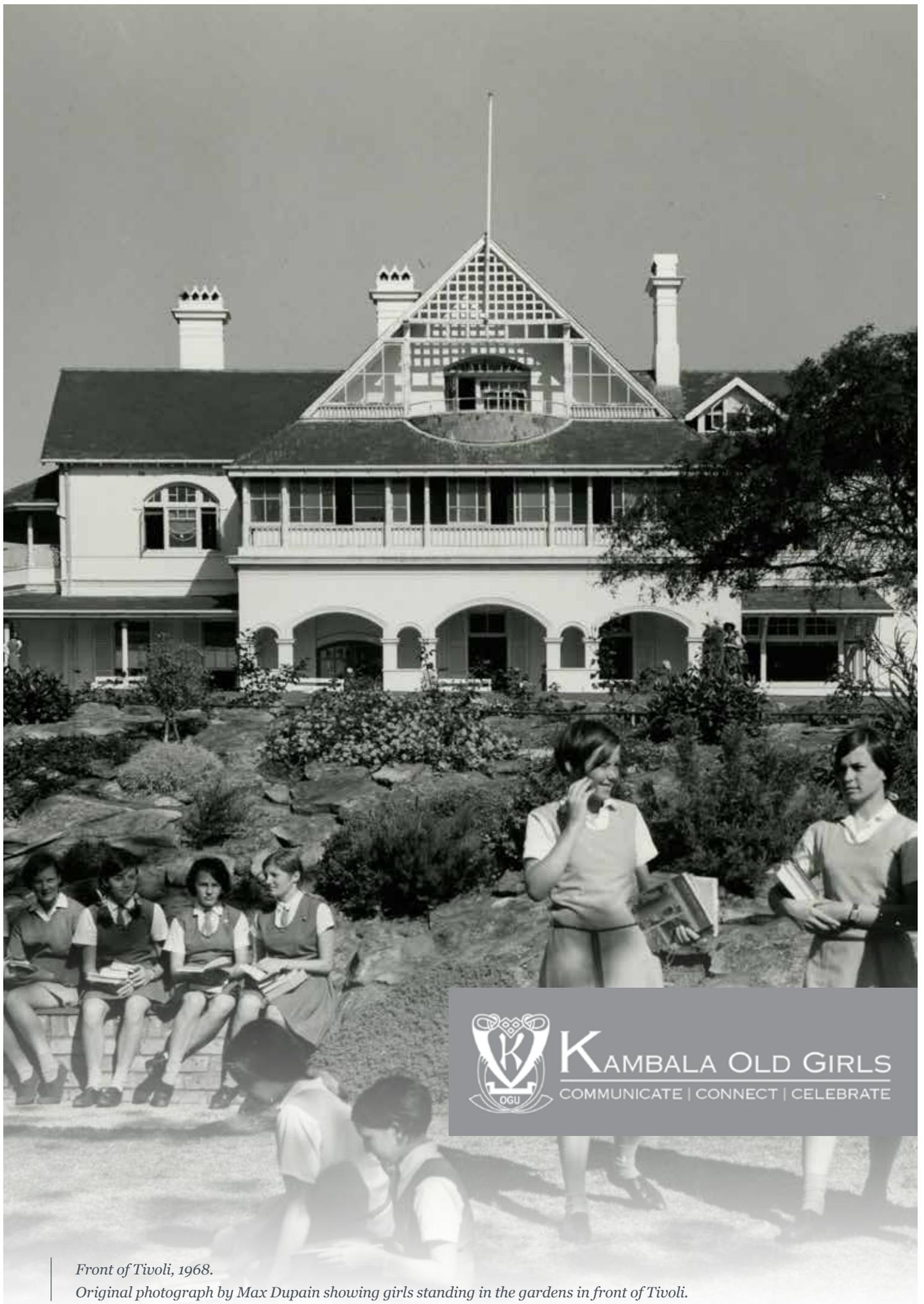
2. An example of Joan Ross' work, BBQ This Sunday, BYO (2011).

visual arts teacher in profile

Kambala's own Drew Bickford is an accomplished artist in his own right. Having studied Fine Arts at the Western Sydney University, Drew has since gained a strong reputation for his ink drawings inspired by crime, deformity and horror. He is currently represented by Flinders Street Gallery in Sydney and has participated in exhibitions throughout the country.



Visual Arts Teacher and artist, Drew Bickford.



KAMBALA OLD GIRLS
COMMUNICATE | CONNECT | CELEBRATE

Front of Tivoli, 1968.

Original photograph by Max Dupain showing girls standing in the gardens in front of Tivoli.



KOGU President
Melinda Hudson

president's report

Melinda (Thew) Hudson '80

The theme for the Winter edition of *The Soubeiran* is 'The Whole Girl'. 2016 was a wonderful year for KOGU, the highlight being KOGU's 120 year celebration. This year we continue to grow as a high functioning Old Girls' organisation, servicing the 'whole' Kambala Old Girl and her needs.

In 2017 we will *communicate, connect and celebrate* through the launch of some exciting new initiatives:

- ◆ The introduction of the KOG Pilot Mentoring Program designed to offer guidance to Old Girls who are in the early stages of their career.
- ◆ The expansion, in conjunction with the School, of an Internship/ Fellowship program to help support the professional development of Old Girls.
- ◆ The creation of cohort specific Facebook pages and the appointment of cohort ambassadors to help disseminate targeted communications regarding reunions, KOG news and happenings.

2017 KOGU committee members

President

Melinda (Thew) Hudson '80

Vice Presidents

Julie (Kelly) Reid '77

Jane Poole '79

Treasurer

Debbie (Trevor) Taylor '87

Secretary

Cassandra Smiles '94

Public Officer

Antonia Murphy '80

Committee Members

Anthea (James) Balzer '08

Luisa Gidaro '08

Sarah Grunstein '75

Cherie Lucas '86

Carina Martin '97

Jacqueline Minell '07

Judy Playfair '71

Tracy Yaffa '79

Council

Representatives

Patria (Harris) Mann '80

Emily Smith '96

- ◆ The segmentation of KOGs. For example, 18 to 30 years. This will allow our organisation to provide opportunities, initiatives and communication relevant to the 'whole' KOG's needs at whatever age or stage she might be at.

As always, to ensure we reach our goals for 2017, we seek your feedback and continued support. There are many ways that you can help:

- ◆ register your interest to become a Mentor or Mentee
- ◆ offer a Fellowship/Internship opportunity to a Kambala Old Girl
- ◆ become a KOGU cohort ambassador for your year group
- ◆ join the KOGU Committee or a Sub Committee, or volunteer to assist in any way you can.



KOGU contact details

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Rose Bay NSW 2029

Telephone 02 9388 6888

Email kogu@kambala.nsw.edu.au

Web kogu.kambala.nsw.edu.au



Like us on Facebook

facebook.com/KambalaOldGirlsUnion



Join our LinkedIn Group

linkedin.com/groups/5118542



judy playfair's record broken after 49 years

A swimming record that had been held for 49 years was broken this year by Year 9 student, Charlotte Hughes.

Charlotte broke the 15 Years 50m Breaststroke record at this year's Senior School Swimming Carnival with a time of 35.57sec. The record was previously held by Australian swimmer and Old Girl, Judy Playfair '71. Judy enjoyed an accomplished swimming career that, at its pinnacle, saw her compete at the 1968 Mexico City Olympic Games, the same year she set the Kambala 50m Breaststroke record. She was just 15 years old at the time. Representing Australia, she won a silver medal for the 4x100m medley relay.

Beating Judy's record of 35.90sec by a third of a second, Charlotte looks set to achieve her ambition and follow in Judy's footsteps. To celebrate this momentous event, Judy Playfair was invited back to the School to attend a special presentation alongside Charlotte at a School Assembly in May. A luncheon followed to honour our Old Girl swimming champions and supporters and to celebrate this long standing record being broken.

Coincidentally, both Charlotte and Judy are proud Wentworth girls. In 1971, Judy was made Prefect, elected as both School Deputy Head and Captain of Wentworth.



1. Swimming great Judy Playfair '71 with Year 9 student, Charlotte Hughes, the new 15 Years 50m Breaststroke record holder.

2. Members of The Playfair family at the Swimming Champions luncheon in May. Back row: Old Girl Louise Playfair '80, John Playfair and Diana Playfair. Front row: Morna Playfair and Judy Playfair '71

year 13 music festival

Brooke Kathriner

Fifty girls from the Class of 2016 rejoined the School community at the Festival of Music on Sunday 26 February at the Sydney Opera House, as guests of Kambala Old Girls and the School.

Kambala Old Girls hosted refreshments in the Concert Hall Northern Foyer Lounge, providing a perfect opportunity for the Year 13 girls to catch up with each other and some of their former teachers.



Sohana Melwani, Hannah Bablis, Elissa Comino, Ariella Bucci, Annabelle Jackson, Bronte Mendham and Rebecca Epstein.

The performances of music throughout the evening were incredible and the Class of 2016 proved themselves to be wonderful and supportive audience members, cheering enthusiastically for their former Houses.

Congratulations to 2017 winners Hawthorne!

inspirational old girl series

Kambala Old Girls' Union, in conjunction with the School, has developed a beautiful series of images of inspirational Kambala Old Girls.

Not only are these women outstanding in their chosen fields, but their humanity, passion and their courage are truly inspiring.

The Inspirational Old Girl Series was officially launched at KOGU's 120 Year Anniversary Celebration held at Kambala last year. The series was hung in the Alexander Hall for a celebratory Assembly and the Hall was open throughout the afternoon for Old Girls, family and friends to view at their leisure and learn more about these amazing women.

As an ongoing source of inspiration to current students, the images will remain on display in the Alexander Hall in acknowledgement of the profound achievements of many women who come from different walks of life. It is expected that the series will expand over time as Kambala graduates continue to make an outstanding contribution to the world.

To discover more about these Inspirational Old Girls visit our website: <http://kogu.kambala.nsw.edu.au/#inspirationaloldgirls>.



Alanna (Conlon) Nobbs '61



Diana (Hodgkinson) Page '39



Gabrielle (Briger) Thompson '76



Jennifer (Lewis) Learmont '55



Jessie (Aspinall) Freeman



Jillian Segal AM '73



Josephine (Brazil) Linden '69



Judy Playfair '71



June (Finlayson) Montague '52



Lyndall Crisp '65



Margaret (Nebenzahl) Gutman '46



Margaret Zhang '10





Marie Breckenridge '32



Penny Cook '74



Grace Emily (Gordon) Munro

Grace Emily (Gordon) Munro OBE

(1879 - 1964)

Grace was born on 25 March 1879 at Gragin, Warialda; a town in the north-west region of NSW. She attended Kambala before 1897, with many of her relatives attending the School throughout the years and continuing to do so to this day.

She was said to be a very skilled horsewoman and a strong shooter.

On 14 July 1898 she married Hugh Robert Munro and the couple had four children. The tragic death of her youngest child encouraged Grace to work to improve the conditions of medical services for women and children in regional areas. She trained as a sister of St John of Jerusalem (St John Ambulance Association) and then ran first-aid classes in the country. In addition, she travelled to Papua and the Trobriand Islands with Sir Hubert Murray between 1911 and 1914. During the First World War, Grace was the honorary organising secretary of the Australian Army Medical Corps and worked for the Australian Red Cross Society. She was qualified in first-aid, home nursing, and hygiene with the St John Ambulance Association and continued to give first-aid classes following the war. Her success was so profound she became the first woman to serve on a hospital board in rural NSW.

Following the war, Grace organised a three-day conference during the Sydney Royal Easter Show in 1922, at which the Country Women's Association of New South Wales was established and she was elected the President. The aims of the organisation were to improve the living conditions and health care facilities for women and children in rural areas. In one year, she helped establish 68 branches of the Association throughout NSW and Queensland. Additionally, she established the first Country Women's Association rest room in Bingara in 1924 and helped found the first regional baby health centre in Moree. She continued to campaign actively for maternity wards and pushed for gender equality in government. She stepped down from her role as President in 1926, leaving behind an Association with over 4,000 members in 100 branches across NSW and Queensland. She was awarded the Order of the British Empire in 1935 and died in Sydney on 23 July 1964.



Sally Herman '74



Sarah Fagan '98



Sarah Grunstein '75



Sheila (Stark) Copp '28



Valery (Humphrey) Dayas '37



Vida Breckenridge '27

1976 reunion

Di (Rose) Pembroke and Victoria (McDonald) Brunninghausen

Old Girls of the Class of 1976 gathered on Saturday 8 October 2016 at The Beauchamp Hotel in Darlinghurst for their 40 year reunion.

It was a very happy evening with loads of chatter and laughter until well after 'lockout', reminiscing about days gone past. It was great to see so many of our country girls attend. We extend a huge thank you to our Head Girl, Meg Merriman, for organising the event and to Sue Ritchie and Claude Bereny for the warm welcome we received at The Beauchamp Hotel.

1986 reunion

Stacey Small '86

On 22 October 2016, an impressive 49 Old Girls from the Class of 1986 gathered to celebrate their 30 Year Reunion upstairs at the old stumping grounds of the Royal Oak in Double Bay.

Organised by Stacey Small, the evening was a great success. Over drinks and finger food, we all had a chance to move around and speak to everyone. It was lovely to see Mish Fletcher who travelled all the way from New York to be there on the night. A number of other girls who are based overseas were sadly unable to attend and sent their apologies.



Samantha (Baker) Marwedel, Cherie Lucas, Julie Blanks, Jacqueline Clark, Fiona (Martin) Hamilton and Susannah (Lydiard) Tuck enjoy the Reunion.

2017 reunions

- 2012** 5 Year Reunion
Organiser: Tania Saleh
Date: 23 September 2017
- 2007** 10 Year Reunion
Organiser: Jacqui Minell
Date: 8 December 2017
Venue: Mrs Sippy, Double Bay
Time: 7.00pm
- 2002** 15 Year Reunion
Organisers: Sophie Tindle and Holly (Gray) O'Neill
Date: TBC
- 1997** 20 Year Reunion
Organisers: Kate (Williams) Sellors and Krista Shearer
Date: 21 October 2017
Venue: Meet at Tivoli Drawing Room at Kambala for a glass of champagne and a tour of the School followed by drinks and canapés at Regatta Restaurant, Rose Bay.
Time: 5.30pm
- 1992** 25 Year Reunion
Organiser: Melissa (Mattiske) Bowman
Date: 26 August 2017
Venue: The Oak, Double Bay
Time: 5.00pm
- 1987** 30 Year Reunion
Organiser: Tina Clark
Date: 12 August 2017
Venue: The Centennial Hotel, Woollahra
Time: 6.30pm
- 1982** 35 Year Reunion
Organiser: Belinda Cassidy (belgaicas@icloud.com)
Date: TBC. Belinda Cassidy has offered to gauge interest in a reunion towards the end of 2017 and will be contacting 1982 leavers in due course. If you are interested in a reunion or would like to help Belinda organise the reunion please contact her on the above email.
- 1977** 40 Year Reunion
Organisers: Tanya (MacBride) Barbour (rob@majorconstructions.com.au) and Natalie (Waters) Ofner (nofner@optusnet.com.au)
Date: 16 September 2017
Venue: Vaucluse House Tearooms for Buffet Lunch Grazing
Time: 12.30-3.00pm
Cost: \$65 per person excluding drinks.
- 1972** 45 Year Reunion
Organiser: TBC
Date: TBC
- 1967** 50 Year Reunion
Organisers: Sue (Vlaming) Smith and Kerry (Watson) Shearer
Date: 23 September 2017
Venue: Kambala
- 1962** 55 Year Reunion
Organiser: Carolyn (Coombes) Williams (plonkydonk@hotmail.com)
Date: Friday 13 October 2017
Venue: Vaucluse House Tearooms
Time: 10.00am
- 1957** 60 Year Reunion
Organiser: Gail (Waddy) Hewison
The Class of 1957 will be celebrating their 60 Year Reunion in 2018.

For any reunion enquiries please email kogu@kambala.nsw.edu.au



KOG pilot mentoring program set to launch

Melinda Hudson '80

This year, KOGU will officially launch a pilot mentoring program to draw upon the wealth of knowledge and experience among Kambala's Old Girl community.

The program, *Connecting Through Life Experiences*, will engage our community of Old Girls to offer a unique opportunity for younger Kambala graduates to be inspired by, and learn from, the life experience of Old Girls. It also provides a chance for our Old Girls to give back to the community and to contribute to the development of aspiring young women.

The pilot program will run from July 2017 to June 2018. Open to Kambala Old Girls aged over 21, the program has initially matched 12 mentors with younger graduates based on their career aspirations; needs in terms of 'soft skill' development; and the mentor's area of expertise.

It is expected that both mentors and mentees will acquire new insights beyond their own education and experience.

We have been delighted with offers of support from our community, and are hoping to expand the program beyond the successful completion of its pilot.

We look forward to providing an update in the next issue of *The Soubairan*. In the meantime, if you wish to become involved please email mentoringKOGU@kambala.nsw.edu.au.



Save the date Vintage Lunch

for Kambala Old Girls from 1966 or prior
to be held on
Wednesday 25 October 2017
at Kambala

794 New South Head Road Rose Bay
11.00am to 3.00pm

Invitations will be distributed closer to date

For more information please
email kogu@kambala.nsw.edu.au
or phone +61 2 9388 6888

"The greatest good you can do for another is not just share your riches but to reveal to him his own."

Benjamin Disraeli

kogu meetings and events 2017

Term 3

Wednesday 26 July
Thursday 31 August

KOGU Committee Meeting - 6.30pm
KOG Generations Morning Tea - 10.00am

Monday 14 August

Archibald Prize 2017 Morning Tour - 9.00am, Art Gallery of NSW

Wednesday 23 August

Archibald Prize 2017 Evening Tour - 6.00pm, Art Gallery of NSW

Term 4

Wednesday 11 October
Wednesday 25 October

KOGU Committee Meeting - 6.30pm
KOGU Vintage Lunch - 11.00am

Wednesday 22 November

KOGU Committee Meeting - 6.30pm

my experience as a linden fellow

Annie Handmer '11

When Josephine (Brazil) Linden '69 spoke at Kambala's Speech Day at the Sydney Town Hall in 2015, she noted that the School song includes the line "our paths may scatter o'er the world's wide spaces."

In an impressive international career, Josephine has pushed geographical, intellectual and professional boundaries to rise through the ranks at Goldman Sachs, become a mother and grandmother, and establish her own wealth management firm.

Linden Global Strategies, located on 5th Avenue in New York City, manages portfolios and provides advisory services to an international clientele.

For the past 18 months Josephine has been offering Fellowships for Kambala Old Girls who are curious about the world of finance and the life of a New York professional.

I completed the Linden Fellowship in December last year. After earning a Bachelor of Arts (Hons) in Philosophy, I am now working in corporate finance at a global investment bank.

My experience at Linden Global Strategies led me on a corporate career pathway and inspired me to gain a deeper understanding of investing from a markets perspective. The Fellowship experience exceeded all expectations. Not only did I learn a vast amount about stocks, hedge funds, and the markets in general, I was also privileged to sit at the table alongside clients, fund managers, Josephine and her phenomenal team from day one.

One of the best things about the experience was how flexible it was. Josephine encouraged me to spend occasional afternoons in art galleries face-to-face with famous paintings (they are so much bigger in person than they looked in the Kambala art textbooks!), to walk through Central Park in 'fall', and to experience some of the very best of opera and musical theatre performed live. In the office, I had the time and the freedom to go deeper and understand financial concepts from multiple angles and on different levels. It was also an historically significant time to be in the United States.



Annie Handmer '11 and Josephine (Brazil) Linden '69.

In the latter months of 2016 the eyes of the world were on New York and Washington DC as the US election cycle reached a conclusion. I hadn't realised before I arrived, but Linden Global Strategies was actually located directly opposite Trump Tower. The meeting room looked out on the hotel where Hillary Clinton was staying. I will never forget sitting with Josephine and discussing the latest political events over a cup of tea and a packet of musk sticks. Nor will I forget the morning we watched the Clinton family walk to the motorcade and deliver Hillary Clinton's concession speech.

The school prayer includes the line, "teach us ... to give and not to count the cost." The spirit of generosity within our diverse community is one of the most wonderful benefits of being a Kambala graduate. Having seen how hard Josephine and her team work, I have been astounded by her willingness to devote so much of her time, energy, and attention to my professional development, and that of the previous and future recipients of the Fellowship.



fellowships the key to enhancing career prospects

In celebration of the Kambala community's efforts to support the professional development of Old Girls, a morning tea was held in March, with special guest Josephine (Brazil) Linden '69.

Ms Linden was visiting from New York City and took the opportunity to meet with fellow Old Girls to talk about the ongoing fellowship opportunity she offers to Kambala graduates at her firm, Linden Global Strategies.

Ms Linden believes the main barriers to female leadership in 2017 revolve around promoting women in the workforce. While the majority of men are confident to strive for CEO positions, some women do not have confidence in themselves, despite having the same skill sets. As a result, it's important for younger generations of women to have confidence in their ability to be leaders of the future.

Opportunities like the Linden Fellowship expose Kambala graduates to an increasingly complex and competitive global workforce. The whole girl is not just an academic, she is a person of good character with a passion for community, who can demonstrate leadership.

As a community, it's important that we help our graduates in building future networks. However, to stand out is more challenging than ever, so the support of Old Girls who offer their help and guidance is vital, whether with counselling, career advice or internships.

At the morning tea, Carolyn Harris '10 was announced as the next recipient of the Linden Fellowship and will commence at Linden Global Strategies in New York in Semester 2 later this year. Currently in her final year of a Bachelor of Laws at the University of Sydney, Carolyn will use the experience to support her interest in finance law. In 2015 she was awarded First Class Honours in Economics at the University of Sydney.

The inaugural recipient of the Linden Fellowship, Lucinda Bradshaw '07, described her three-month internship at Linden Global Strategies as having laid the best possible foundation for her career.



1. Carolyn Harris '10, past Linden Fellow Annie Handmer '11, Josephine Linden '69 and inaugural Linden Fellow Lucinda Bradshaw '07 at the Kambala Fellowships Morning Tea.

2. Old Girl and President of the Kambala Council Sally Herman '74, Lucinda Bradshaw '07 and Old Girl Jillian Segal AM '73 attended the morning tea.

A fellowship of this kind is just one example of the many ways our community can support graduates beyond their years at Kambala.

We welcome support from former Kambala students and the broader community to expand our fellowship program in 2017. If you are in a position to offer an internship or fellowship opportunity to a Kambala Old Girl, please contact kogu@kambala.nsw.edu.au.

why i wrote a book

Patricia (Dudley) Brown '61

I was well into my 60s when documenting my life experiences became a powerful reason to write a book. Never before had it been an ambition or a creative urge, but events and subsequent discoveries had presented a template that could be a helpful guide for others who experienced profound loss. With suicide so prevalent, I felt compelled to share what I had learned about grief.

The loss of my eldest child, Justin, to suicide at the age of 24 took me to unimaginable depths of suffering and despair. Even though the family had managed the challenge of our second child, Christina, being profoundly disabled, nothing prepared us for the devastation of Justin's death.

Twenty years ago there was little help available for the bereaved. My family just continued on as best we could, unaware that our world was eroding. There was a huge cost. With our grief suppressed and unresolved, the family was broken and finally shattered. Health problems began to emerge. Eight years after Justin died, I was still struggling to reconstruct myself. Everything I had taken for granted and relied upon was long gone, but I was determined somehow to fully engage with life again.

Grief is complicated, there is no particular way through it, and every person's experience is different. Solutions for me were not found in conventional thinking, cultural attitudes or society's expectations. The books I read provided heart-wrenching stories, they offered laments, words of prayer and hope. It was comforting to know I was not alone, but there was a gap. No specifics were offered, no actions, no tangible steps to move beyond.

I realised I had to find my own truth, and understanding myself was the first step. I studied philosophy, personal development, life coaching, and emotional therapies. In combination with my own experiences and research, I interviewed other bereaved parents. And so the book began to take shape. I documented my journey and the steps I took to renew myself and, in so doing, honoured Justin's life. The book is his legacy.



Patricia (Dudley) Brown '61

There were gifts along the way. I've learned how fragile life is, that there is no promise of tomorrow, no guarantees. I've learned not to take anything for granted. I've learned the importance of self-love, forgiveness and gratitude. And I've learned to accept what I cannot change. I now work with those bereaved, with the focus on resuming a loving and meaningful life.

Grief can be triggered in many ways, not only by the death of a loved one. From reader's feedback it seems the book has relevance for those who've suffered abuse, miscarriage, divorce, trauma, retrenchment and many other aspects of loss.

I came to respect Justin's journey, and my own, as part of the overall story. Indeed, with a deep sense of peace and purpose, I have come to know myself and accept myself, gifts without equal.

I wrote the book to explain grief, to raise awareness of the consequences of leaving it unattended, to debunk the myths that surround it and, primarily, to help others avoid needless suffering.

It is called RECOVERY: Learning to love and live after loss.

For more information on grief management visit www.recoveryfromloss.com. For crisis or suicide prevention support, please call Lifeline on 13 11 14 or visit www.lifeline.org.au/gethelp.



year 12 kogu morning tea

The annual Year 12 KOGU morning tea is a wonderful way to help cement the links between current students and Old Girls, establishing a continuity of connection to Kambala.

Guest speaker Angela Begg '15 returned to the School to offer her insights to the current Year 12 girls, providing them with some practical study tips and valuable advice.

Angela left Kambala in 2015 and is studying a dual degree in Photovoltaic and Solar Energy Engineering and Science at the University of New South Wales. Although she is only in her second year at university, Angela has already become very immersed in life at UNSW. In addition to being an active member of the Renewable Energy society, Angela has been selected by the university to participate in an engineering course with Arizona State University in the USA. She was also awarded a scholarship for the entrepreneurial program 'Innovation Dojo' where, competing against a mixture of graduate, post graduate and undergraduate students, Angela, along with another Kambala Old Girl on her team (Queenie Liu '13), placed second.



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1. KOGU Committee Member Tracy Yaffa '79 and Old Girl Angela Begg '15
2. Students at the Year 12 KOGU Morning Tea.

We thank Angela for the gift of her time and for sharing her story.

KOGU Committee Member and current Year 12 parent Tracy Yaffa also spoke to the Year 12 girls about the importance of staying connected with the KOG community beyond Year 12.

notices

births

Sophia (Cassimatis) Conomos '03 and her husband Peter welcomed their first child, James Peter, on 19 July 2016.

Emily (Dale) Agar '06 and her husband Christopher welcomed their first child into the world on 27 October 2016 - a son, Harry James.

Nadusa (Thongchua) Sinelnikov '00 and her husband Alex welcomed baby boy, Ben Alexander, on 22 November 2016 in Thailand.

Peita-Maree (Kazacos) Pyne '99 and her husband Clayton welcomed daughter, Ava May, to their family on 4 August 2016.

Emilie (Franklin) Wotton '07 and her husband Benjamin Wotton welcomed a healthy son, Arthur in March 2017.

1. Sophia (Cassimatis) Conomos '03 and baby James Peter
2. Nadusa (Thongchua) Sinelnikov '00, her husband Alex and baby Ben Alexander
3. Emily (Dale) Agar '06 and baby Harry James
4. Baby Ava May, daughter of Peita-Maree (Kazacos) Pyne '99
5. Emilie (Franklin) Wotton '07 and baby Arthur



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notices

marriages

Georgie Sawyer '07 married Cameron Crawford on September 10 2016 at Vacluse House. Old Girl Louise (Bunninghausen) Redmond '07 served as one of her bridesmaids.

Dr Melissa Sharpe '03 married Chris Izod in a ceremony at Whale Beach in NSW on 30 September 2016. Melissa is the daughter of Prof Louise Sharpe, and the eldest granddaughter of Dr Michael Sharpe AO and Old Girl Mrs Patricia (Harding) Sharpe '60. Melissa is working at Princeton Neuroscience Institute in the USA and in 2016 was awarded the CJ Martin Overseas Biomedical Fellowship from the Australian National Health and Medical Research Council (NHMRC) which will continue to fund her research at Princeton University until she returns to Sydney in 2019.



1. *Georgie Sawyer '07 and Cameron Crawford on their wedding day.*

2. *Melissa Sharpe '03 and Chris Izod were married at Whale Beach in September last year.*

deaths

Fleur Stranner '64 sadly passed away on 19 June 2016. We remember Fleur for her good company, ready humour and laughter and for her kindness and generosity. She was always someone who acted mindfully and was accepting of others. Fleur was always elegant of speech, dress and manner. She was a loyal friend and is greatly missed by her friends **Sue Leabeater '64, Christine (Trollope) Bambach '64 and Penny (Burnham) Roddom '64.**

Joyce (Higginbottom) Best '47 passed away in August last year. She was a loving mother to Sarah and Peter. Despite moving back to England in the 1950s she remained in close contact with many Kambala classmates, including **Charlotte (Engel) Shelton '47, Helen (Harrison) Brennan '47, Judith (Armstrong) Lane (dec) and Head Prefect, Merrilee (Addison) Boydell '47.**

Joan (Galbraith) McCallum '46 of Lake Munmorah in NSW sadly passed away on 29 September 2016. She was a loving mother of John, Andrew and Elizabeth McCallum and sister to Old Girl **Dawn (Galbraith) Boxsell '48.**

Rhona (Bates) Walker '45 passed away peacefully on 30 October 2016. She was a beloved wife of William Bruce Walker (dec); dearly loved mother of Melinda and Annabelle; cherished grandmother of Josephine, Rosemary, David, Georgina and Amy; and, loving great grandmother to Madeleine, Billy and Clara.

Jennifer Louise (Stewart) Ball-Ham '61 passed away on 10 November 2016 after many years of ill health, bravely endured. She was the sister of Old Girls **Pam Stewart '59 and Nicola (Stewart) Wyllie '64.** Jenny was the loyal wife of Michael Ball (dec'd '92) and David Ham, proud mother of Alexandra, Chloe, Nicholas and Timothy and grandmother to Zara and Byron. She is greatly missed by family and many school friends with whom she was constantly in touch.

Margaret (Stewart) Peters '56 passed away on 17 November 2016. Margaret was a boarder from Bodalla on the south coast and first cousin of **Pam Stewart '59, Jennifer (Stewart) Ball-Ham '61 (dec) and Nicola (Stewart) Wyllie '64** together with Penny and Jill Stewart. Soon after leaving school she travelled around Europe in a Kombi van with other adventurous Old Girls including **Rewa (Barrett) Gemmell '56.** Her married life with Ken and children Stewart and Melissa was

spent in Sydney. She recently retired to Port Macquarie where she was enthusiastically involved with her family and the community.

Betty (Ledgerwood) Braithwaite '46 passed away on 25 January 2017 at the age of 88. She will be remembered as wife to Ken Braithwaite; loved mother and mother-in-law of Paul and Jane, Jane and Peter McGrath and Keith and Heather; loving mama of Penny, Dylan, Keira and Nathan; cherished great grandmother to Hugo and Angus.



*“The whole girl is not just an academic,
she is a person of good character with
a passion for community, who can
demonstrate leadership.”*





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