

the SOUBEIRAN

AND **KOGU** MAGAZINE



KAMBALA

BI-ANNUAL MAGAZINE
SUMMER 2019



“Curiosity is a fundamental precursor to invention.”

Humanity | Courage | Curiosity | Respect

*Inspired learning.
Empowering young women of integrity.*



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CURIOSITY AT KAMBALA

Shane Hogan, Principal

Formal education in Australia has enormous potential to produce the phenomenon known as curiosity. Calling on the power of the microscope or breaking open the text of a Shakespearean play and accessing the thoughts and feelings of another culture or teaching a new language are just a few of the tools educators can use to stimulate a curious mind.

Throughout my career, the most profound encounter I've had with the experience of curiosity was via my participation in the Project Zero Classroom course at Harvard University in 2018. The one-week course focuses on teaching methodology geared at inspiring teachers to realise the potential of students, with a focus on students' intelligence, understanding, thinking, creativity and cross-disciplinary and cross-cultural thinking. Not an easy task!

At Project Zero, I learned to hip hop dance, read and role-play poetry and answer complex questions using string, glitter and colour. To experience these lessons as a student made me curious about the learning experience of Kambala students and what they are thinking and feeling in the classes I teach. I am confident in saying that thanks to my experience at Harvard University, I am a better and more vigilant teacher. As educators, it is our duty to continue our own learning in order to create a more enlightening school experience that prepares students for the world that they will live, work and develop – to make them curious.

Releasing the Angel

One day a man came upon Michelangelo as he was chipping away with his chisel at a huge shapeless block of marble. He was surrounded by dust and fragments of marble – it was not a pretty sight. The man asked Michelangelo what he was doing, and he replied, "I'm releasing the angel imprisoned in this marble."

A key aspect of education is to help free each student and to give each individual the care, skills and tools for life and to truly own and understand their gifts, qualities and talents. This can only be chiselled and defined by exceptional teachers; people with vision, love and the gift to educate.



Researchers from the University of California (2014) conducted a series of experiments to discover what exactly goes on in the brain when our curiosity is aroused. Below are two of the most important findings.

1. Curiosity prepares the brain for learning.

While it might be no big surprise that we are more likely to remember what we have learned when a subject matter intrigues, it was found that, once a subjects' curiosity had been piqued by the right question, they were better at learning and remembering. If a teacher is able to arouse students' curiosity about something they are naturally motivated to learn, they will be better prepared to learn things that they would normally consider boring or difficult.

2. Curiosity makes subsequent learning more rewarding.

Aside from preparing the brain for learning, curiosity also makes learning a more rewarding experience for students. The research showed that when the participants' curiosity had been sparked, there was not only increased activity in the hippocampus, which is the region of the brain involved in the creation of memories, but also in the brain circuit that is related to reward and pleasure. Not only will arousing students' curiosity help them remember lessons but it can also make the learning experience more pleasurable. Of course, most teachers already instinctively know the importance of fostering inquisitive minds, but to have science back it up is undeniably satisfying.

Our School values of Humanity, Courage, Curiosity and Respect, underpin the very essence of what the School has stood for over the past 132 years and what it stands for now and into the future. Our founding mothers would have been very curious people indeed to have had the vision to build our wonderful school.

FACES OF KAMBALA

Freya Handscomb and Josephine Martin

Ms Freya Handscomb, Head of STEAM and Innovation

I grew up in the small rural City of Hereford in the UK. I attended Hereford Cathedral School, where I have memories of running across the Cathedral grounds to ensure I wasn't late to Mr Jackson's History class (he was a scary man!).

I went to the university in Cardiff to study Psychology after which, I began working as an Assistant Psychologist in a Mental Health Unit and volunteering with Youth Offenders who were in rehabilitation. During this time, I found I enjoyed working with young people and decided to go back to university to do my PGCE (Post Graduate Certificate of Education) followed by my Masters in Education and Science. I settled in Bristol and worked at an inner-city school where I learned about the art of teaching, with all its rewards and challenges.

In late 2013 I was lucky enough to be interviewed for a role in Australia at The Scots College where I spent four happy years before moving to Cranbrook School as Assistant Head of Science. At the start of 2019, I moved to Kambala as Head of STEAM and Innovation.

The mission of the STEAM program is to develop girls' skills in areas such as critical thinking, problem-solving, design thinking and teamwork, in the context of Science, Technology, Engineering, Arts and Maths. These skills are critical for girls as they head into the future workforce .



1. Freya Handscomb, Head of STEAM and Innovation.



2. Josephine Martin, English Teacher.

Mrs Josephine Martin, English Teacher

I learned the value of curiosity when reading English Literature at Cambridge University. As a young undergraduate somewhat intimidated by the elite setting, my search for knowledge often became a search for the 'correct' response that I hoped would win the approval of the stern-faced professors. However, I was lucky enough to be encouraged to embrace curiosity as the reliable way-finder in the journey of learning. Academic success came when I allowed curiosity to open up the space for genuine excitement, courageous risk taking and the magic of authentic discovery.

In my role as an English Teacher at Kambala, my best lessons are those in which the spark of curiosity has been triggered by students making connections between a literary text and their personal experience, or when they can be brought from a place of desire for high marks to a place of curiosity about how they might best cultivate their learning strengths and tend to their growth areas. Excitingly, this year I have had the opportunity to apply curiosity-driven learning to the teaching process in my role as a Kambala Institute of Teaching Excellence (KITE) Peer Coach. Working with passionate teachers to probe the latest research, implement new strategies and evaluate their effect in the classroom has been one of the most powerful ways of bringing the joy of curiosity alive in my work with my colleagues and the students upon whom we want to bestow this vital learning gift.

MILESTONES IN A MUSICAL JOURNEY

Emily Su (Year 11), Music Prefect 2019/2020

This year I had the privilege of performing as a soloist with orchestras on three separate occasions. The opportunity to perform as a soloist with an orchestra is rare – especially as a student – and encouraged my growth as a musician and collaborator.

My first major performance this year was with the Penrith Symphony Orchestra on 25 May at the JS Performing Arts Centre. I was invited to feature as the soloist of the evening playing the *Sibelius Violin Concerto*. I was initially daunted by the prospect of performing 40 minutes of continuous virtuosic music but I was excited to finally be performing my favourite concerto in its entirety with a full symphony orchestra. Such an experience is the dream of every young instrumentalist and was a milestone in my musical development. Having progressed on violin for 14 years, I felt as though I had finally reached a point where I might approach this work with technical and musical maturity.

I was especially honoured and delighted to perform with the Australian Chamber Orchestra Academy (ACO) at City Recital Hall. The ACO is a leading chamber ensemble worldwide and they run an annual Academy for gifted string students around Australia. Having attended Academy for four consecutive years, this year I was honoured to perform Vivaldi's Violin Concerto, *La Tempesta di Mare* as soloist in their final concert mid-July. In rehearsal, I was immersed in the beauty of collaborating with such high-calibre musicians to develop a beautiful performance. In particular, leading the immense energy of the orchestra with Aiko Goto (Academy Director) was an experience that I treasure as the epitome of my love for music and performing.

In November, I was invited to perform as soloist with the Ku-ring-gai Philharmonic Orchestra in their Opera Gala Night at the Chatswood Concourse alongside Opera Australia soloists. I performed Sarasate's *Carmen Fantasy* and Massenet's *Thaïs Méditation*. The fiery and virtuosic *Carmen* presented technical challenges and an opportunity for me to emote a complex character through music.

In September, I was invited to perform with the Australian Piano Quartet in my first truly professional gig. It was an incredibly exciting albeit stressful experience learning 30 minutes of music in ten days; working with such talented professionals was again an honour.



1. In rehearsal with the ACO Academy at the ACO Studio, Circular Quay.
2. Performing as soloist in the ACO Academy Concert at City Recital Hall, Angel Place.
3. Performing as soloist with the Penrith Symphony Orchestra at the Joan Sutherland Performing Arts Centre, Penrith.
4. In rehearsal with the ACO Academy in City Recital Hall, Angel Place.

I have had a year full of amazing musical opportunities and during demanding times I have been blessed with such support from the Music Department. I remember Mr Grandison and many music teachers coming to support me in Penrith and Mr Corkill humbly guiding me in composing my cadenza. My musical development during my time at Kambala will remain with me through the successes and setbacks of my career as a constant reminder of such support. I look forward to sharing my experiences with younger students as I take on the role of Music Prefect for 2019/2020.

ENCOURAGING CURIOUS READERS

Erin Patel, Head of Library Services

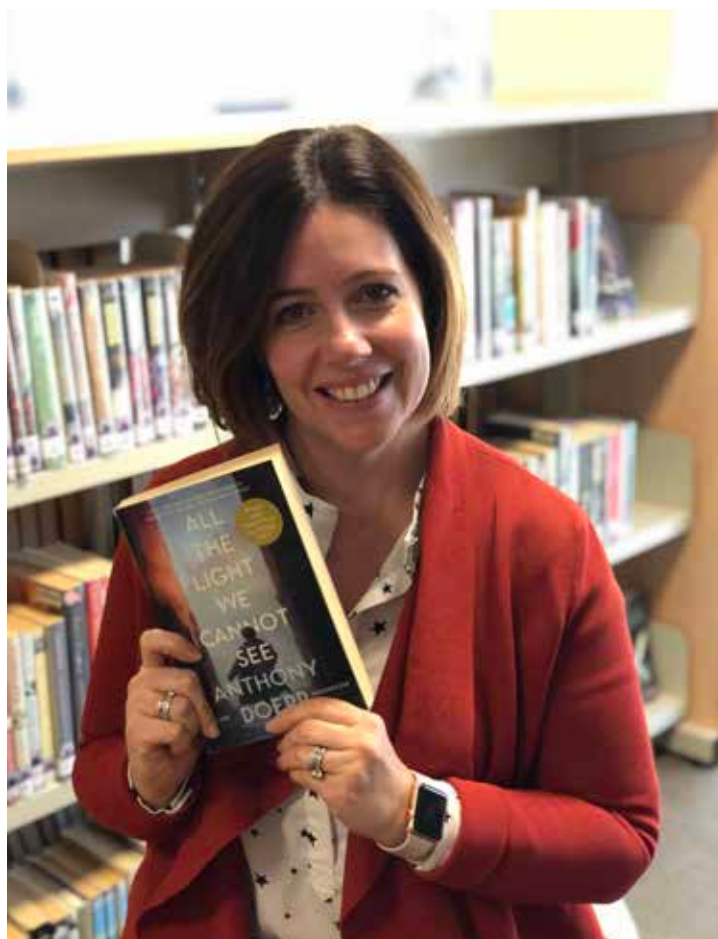
Why do we read? We read to escape our daily lives, to find a character that we can relate to, or to learn about someone whose perspective or experience is completely different from our own. We read to become better at something or to pursue a topic of interest. We read to become better readers and to acquire vocabulary or improve our writing. We read to contribute to our society.

Despite the overwhelmingly obvious benefits of reading, our modern lifestyle does not always support reading for pleasure. Technology, work, school, friends and family – all very important things – create barriers to reading.

According to a study by Scholastic (2019), frequent readers (that is a reader who will usually be reading one or more books at a time, all the time) have parents that are also frequent readers, find reading fun and have frequent in-school opportunities to read.

The ideal scenario would be a supportive partnership between school and home that encourages positive reading habits. Strategies for home that may encourage the development of a reading habit at home include:

- ◆ **Model reading in your home:** We spend time on the things that we value, so if you would like your daughter to read, start with visiting your local library or bookshop.
- ◆ **Create routines that support slowing down to read:** This can be a challenge for many. Perhaps reading before bed or having a technology-free period after a certain time each night.
- ◆ **Buddy read with your daughter:** We suggest that you both read a book together or read one of the books you know that she likes so that you can discuss it. Young adult fiction provides the stimulus for conversation about big issues that interest teenagers. Even better, sign up for Bonding Over Books, a Senior School initiative for Year 7 and above. Email us at hod_library@kambala.nsw.edu.au for further details.



Erin Patel, Head of Library Services shares one of her favourite books for Book Week 2019: *All the Light We Cannot See* by Anthony Doerr.

- ◆ **Have books in your house:** Organisation consultant, Marie Kondo, is right about many things, but not when it comes to books. A recent study in Australia showed that there is a correlation between the number of books in a child's home and their level of literacy (Sikora, 2019).
- ◆ **Get in touch with us:** Phone or email one of the Kambala Teacher-Librarians for further ideas or book choices for your daughter. We are always happy to support reading in our students' homes.

Kambala also values reading as a way to support the academic and pastoral needs of our students. Therefore, students from Years 7 to 10 will have timetabled DEAR lessons in 2020. This provides frequent reading opportunities within School which we know are connected with academic gains. It also provides the girls with the time and space to export and connect with ideas, perspectives and experiences that books can provide.

CURIOSITY IN SPORT

Kath Sambell OLY, Director of Sport

Curiosity and opportunity provided the platform for the development of our first Winter Youth Olympian, Lulu Miskin (Year 12) who will compete in Lausanne in January. Her curiosity was piqued when she observed a student dressed to train on the Perisher Trails for Cross Country skiing. She asked, “What is he doing?” Once she heard it was Cross Country skiing and it was suggested she should give it a try her natural curiosity overcame her fear of trying something new.

This led to the most remarkable rise of a student to represent Australia in sport. Lulu began competing in Cross Country at Inter-schools and later moved to the combined event of Biathlon, a combination of cross country skiing and target shooting. Cross Country skiing is considered to be the most taxing aerobic event but in Biathlon the athlete has to race hard, then lower their heart rate and compose themselves to shoot targets. Lulu's experience highlights the aims of Kambala's Sports Strategic Plan to give our girls the opportunity to SHINE as individuals and be recognised and celebrate their achievements.

Lulu is one example of Kambala's stellar year in sport, with three girls ascending to National level in their chosen sports. Charlotte McGill (Year 12) continues to excel in Athletics representing Australia at the Oceania Athletics Championships. Mela Delmenico (Year 11) won an outstanding seven medals at the School Sport Australia Swimming Championships and is an Australian Champion individually in the 400m freestyle.

Kambala can celebrate having three elite athletes as role models and this in turn creates the belief in our younger girls that maybe they too can compete at the top level. Both Charlotte and Mela participate in other sports for Kambala. Mela represented Kambala at the NSW All Schools Triathlon Championships, she represented the School in high jump at the IGSSA Athletics Carnival and played Netball with Charlotte in the Senior A team.

Sport at Kambala continues to flourish and record numbers of girls participated in Athletics and Cross Country this year. It was gratifying to see as many as 48 girls participating in the Friday night Invitational Athletics Carnivals, each girl striving to achieve her own personal best.



1. Charlotte McGill (Year 12) in competition for Kambala.
2. Lulu Miskin (Year 12) has thrived since starting Biathlon.
3. Mela Delmenico (Year 11) had an outstanding performance at the School Sport Australia Swimming Championships.

There was a positive response from the girls who were interested in improving their results from the SHINE fitness testing. The fitness testing unearthed girls with talents and strengths in areas they didn't realise they had and will give solid data on areas to improve. For example, measuring speed and agility has proved a most useful tool as a number of our team sports are speed and agility based. The results will provide vital feedback for structuring programs and identifying talent.

Kambala's sporting teams have continued to compete at the top level with our Basketball, Football, Netball, Touch, Tennis and Water Polo teams competing and excelling in the top divisions. The call for the introduction of two terms of winter sport in Senior School has seen Basketball join Hockey, Football and Netball with a second term of sport and this has been positively received. Our Senior School girls now make a considered decision to specialise in a sport rather than the old 'tasting plate approach' to sport where only one term of each sport was offered. This has resulted in Kambala attracting and retaining elite level coaches who will develop programs as part of the Sports Strategic Plan. Head coaches are being engaged to mentor coaches and 'Coach the Coaches'. This program has been developed in the two biggest participant sports, Netball and Touch, and will continue to be expanded across the sports.

It is an exciting time for sport with the Sports Strategic Plan outlining a clear vision of where we want to be over the next five years. The four key pillars of Coaching, Communication, Coordination and Celebration are being developed so we as a school are recognised for our success and sportsmanship while inspiring every girl to thrive.



CURIOSITY, FAITH AND EMPATHY

Fiona Isaacs, School Chaplain

There are some questions where it is very good to know the answer: such as where my car keys are or what time I need to be at the airport. Or even more speculative answers – like what would my mum like for her birthday or why do I find a particular piece of music intriguing – can be helpful to investigate and elucidate. Answers are helpful but sometimes we have to learn to live with ambiguity.

Faith stands in a precarious balance between understanding and the unknown. As a school in the Anglican Tradition, building on the work of great reformers like Martin Luther, we hold that we can have an understanding of who God is and that it is a discovery for every individual to make for themselves. This is a discovery for every individual to make for themselves. Faith by definition (unlike its sometime negative stereotype) is not blind trust, nor is it speculative in nature. It is however, as defined in the book of Hebrews, 'confidence of things unseen' and thus there is an inherent element of mystery in the exploration of the transcendent. It requires the searcher to sit with questions, to be comfortable with ambiguity and to consider that some knowledge may be too lofty for them to attain.

Curious questions are at the heart of faith development, regardless of the eventual end of the journey for the individual. The ability to look

beyond and be curious about the design of the world, the origins of good and evil, the possibility of the supernatural and the nature of love raise different questions for each person. Bringing these together in a conversation is what makes the Religious Education classroom, whether in Massie House or Year 12, an exciting place for everyone.

It is in this way that the Religious Education programs build empathy through curiosity. As girls are asked to not only consider and articulate what they believe to be true, but to understand what others do as well. An exercise that often involves imaginatively entering into the worldview of another, the process of spiritual development is one that inherently builds humanity and consideration for others.

But more than that, the nature of Religious Education also uses curiosity to build humility. It is by learning to be comfortable with ambiguity and having the courage to know that there are some things we are unable to understand, that we are able to reflect on our own limits as human beings. The curiosity to ask big questions about ourselves, the nature of morality, the existence of life and the nature of God, all help to align ourselves in a right place in the universe. Neither too big: knowing that we are part of a much wider universe; nor too small: as we hold that every human life is sacred.

CURIOUS MINDS AND SCIENTIFIC FACTS

Susanne Williams, Junior Science Teacher

Curiosity is the desire to learn or know about anything, and science is systematic knowledge of the physical or material world gained through observation and experimentation. As a result of their natural curiosity, all children come into the world as little scientists. Without realising, they are observing, predicting, testing and drawing conclusions about everything new they come across.

Junior Science at Kambala is all about nurturing that curiosity, by teaching a systematic way of learning about the world. In most lessons the students will need to make a prediction justified with reasons, test the prediction, and try to explain the results. The demonstration of real curiosity comes when students try to improve their investigation and come up with ideas on what they would like to investigate and explore further, based on what they found out in the lesson.

An example of a topic that highlights how science lessons sparked the students' curiosity was a Year 4 topic called Bees Knees where the students learned about the interdependence between bees and flowers.

At the commencement of the topic the students were shown a photograph of the fruit and vegetable section of the supermarket with an empty display where once, there were apples. There was a sign above the display that had a photo of a bee with a cross through it. Students were then asked to explain what they could see in the photo. Most students came to the conclusion that no bees meant no apples. Students in small groups then had a chance to design an investigation that could test their hypothesis of how bees and flowers are related.

The students learned about how flowers reproduce by dissecting a Lily and used microscopes to observe the parts of the flower. They discovered that bees play an important role in the pollination of flowers and that bees need flowers for food, the creation of their homes and to assist in the raising of baby bees. These investigations led the students to realise a world without bees would negatively impact all living things. They discovered that parts of China have lost all of their bees to pesticide overuse, meaning humans have to physically pollinate each plant.



1. Year 4 students Chelsea Wong, Emina Sisic, Zara Farren, Stella Veale and Margot Hindmarsh make a bee hotel to provide a home for bees.

2. Year 4 students proudly rescued a bee from the pond at The Royal Botanic Gardens and placed it amongst the flowers.

The students wondered how they could play a role in the protection of bees. They researched ways of encouraging bees to their gardens and found out how to keep them healthy. They designed a bee friendly garden for their own homes. They also used a coding site called Scratch to create an educational program teaching people about how bees and flowers rely on each other and the importance of bees.

To conclude the topic, we visited The Calyx at the Royal Botanic Gardens to make bee hotels and to observe bees in the gardens. When someone spotted a bee drowning in the pond, the girls demonstrated their newfound passion for protecting bees. Every girl went racing to find a stick long enough to rescue the bee and move it to the loveliest patch of flowers. The jubilation each student experienced upon the successful rescue and release was testament to the power of science and curiosity of students.

MEN IN MASSIE 2019

Ellie Styles, Junior School Administrator

Men in Massie is an annual tradition here at Kambala when dads, and other male significant others, visit the girls. This year our 'Men in Massie' braved the wet and wild Sydney weather and joined our Massie girls in a wonderful breakfast as part of the School's Fathers' Day celebrations.

The girls made thoughtful gifts for their fathers and carers and some of the Transition students shared with us what they thought of dad.

"I love my Dad. He likes playing silly games with me and he says funny words to make me laugh. He kisses and hugs me. I love spending time with him." Tara Apostolas (Transition)

"I love reading books and doing puzzles with my Dad. He works really hard. I like going to the park with my Dad, he makes me laugh. I love him because he is really kind and helpful." Aurelia Qian (Transition)

"My Dad wears very cool clothes to work. He wears a suit and tie and holds a bag. I tell jokes with my Dad as he is a big joker!" Aria Liu (Transition)



1. Year 2 student Amber Denovan gives Dad, Tom Denovan, a cuddle.

2. Year 1 student Gabriella Botros and Dad, Mario Botros.

3. Year 3 student Alyssa Gardiner, with Dad, Nick Gardiner, and younger cousin Chloe Gardiner (Year 1).

4. Frankie Quick (Year 3) with Dad, Thomas Quick, and sister Billie Quick (Year 2).



CURIOSITY DRIVES CREATIVITY

Andrew Story, Junior School Art Teacher

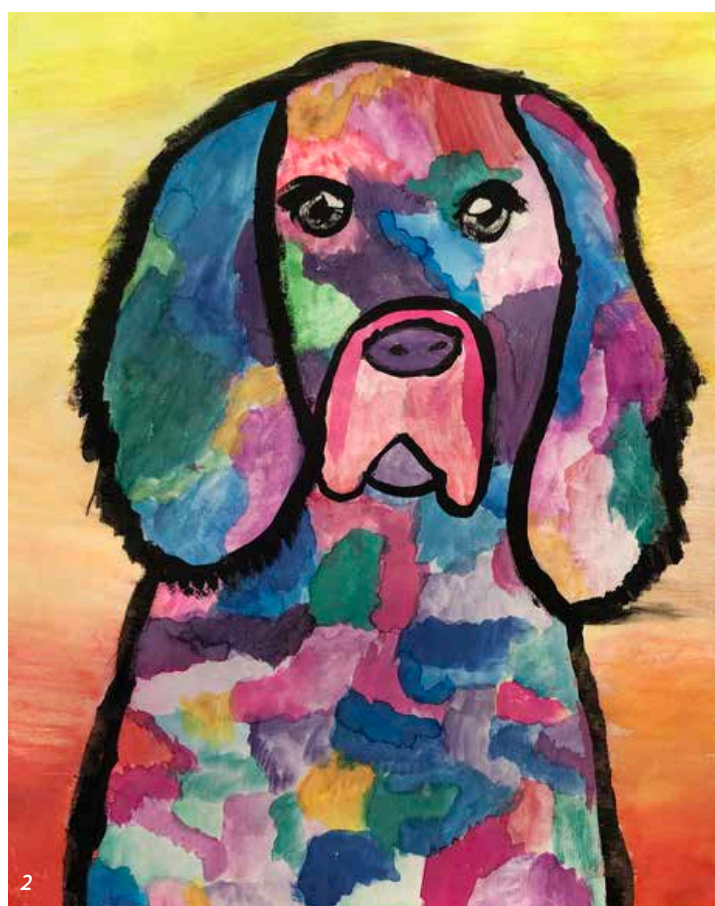
It is impossible to be a teacher, an artist, an interesting person at parties even, without a desire to know more, to inquire into subjects and to dig deeper into one's own discipline. An essential quality of the most successful and influential people in today's world is their need to discover more, to test boundaries and push forward with ideas that ten years previously would be laughed-off as impossible. Curiosity is a fundamental precursor to invention.

Curiosity in Visual Arts is beneficial to developing as an artist, but it is also a by-product of normal activity in the studio and the conversations that accompany our making. I've been asked by many Kambala girls "Where does (insert colour here) come from?". Students are amazed to discover that blue dyes were made from crushed precious stones (lapis lazuli) and purples became the colour of royalty simply because of its rarity. Rare because two grams of pure purple dye required harvesting 12,000 individual shellfish found in a specific location in the Mediterranean. Curiosity drove that ancient Greek to see what colour a shellfish could make, and it similarly prompts our students to test new materials and methods in the art room.

Children have a spontaneous desire to move, experiment and explore. An education in the Visual Arts aligns with these needs, as experimentation, exploration and often movement, are intrinsic facets of art.

Creating and teaching art requires a sense of humour and an understanding of organised chaos; often the best way to create something original is to spread out supplies and get a little messy. Mess and mistakes are celebrated: this is often in opposition to other subjects. Mistakes can form a jumping-off point, a change of direction. Creativity can be released by being forced to problem-solve and work errors into artworks. Curiosity is integral; something as simple as placing salt onto watercolour paint to see the reaction can provoke the desire to mix other elements together.

Other classes may emphasise a more conventional approach to learning, there aren't two ways to spell 'tree' in English classes. The rules present here can affect the learning that happens in a Visual Art lesson, where a desire to be correct can be stifling to creativity.



1. Year 1 student Freya Pavey's Kandinsky-style landscape.

2. Year 5 student Felicity Chen's expressionist dog portrait.

Alternatively, the emphasis on curiosity and experimentation in the Arts can translate into a willingness to take risks and make mistakes in regular classroom learning.

Artmaking allows a child the security and solitude in which to explore the universe in a creative way. Interacting with drawing, paint, light, found objects and other materials is a form of self-expression. Giving children time to make their own meaningful connections and decisions while exploring and experimenting, leads to many possibilities that can be developed further by educators over a longer period.

JUNIOR LESSONS IN HISTORY

Ky-Lee Murphy, Year 6 Teacher / Stage 3 Coordinator

How can we learn from the past to inform our future? Understanding historical events and their impact enables students to consider their present and future place in the world. They learn how to be critical thinkers through the use of thinking routines, created by the Project Zero team at Harvard University. Teachers are cognisant of the need to build curiosity and engagement through effective questioning and provocations that make the students wonder.

In Year 3, the journey begins with examining the three pillars of the Dreamtime Chart: Human World, Physical World and Sacred World. When shown the Indigenous Language Map of Australia, the students engaged in a *see-think-wonder* thinking routine to observe closely and build interpretations. They soon concluded that Australia has always been multicultural. To fathom the length of time that Aboriginal people have lived in Australia, the students constructed a timeline with a scale of 1cm: 200 years. They were amazed that our Indigenous people are represented by five metres, whereas the time since colonisation is only one centimetre.

In Year 4, the students visited the place of 'first contact', where they considered different perspectives by putting themselves in the shoes of an Aboriginal person and a member of the First Fleet. This encounter led to the concept of invasion versus colonisation. Immersing in a tug-of-war thinking routine required the students to consider the complexities of the costs and benefits of colonisation. The discussion transformed into universal conceptual thinking: *is change always a good thing?*

Year 5 students further investigated the impact of colonisation and the gold rush. The students watched *Babakueria*, a fictitious role-reversal whereby Aboriginal people invaded and colonised a land inhabited by the British.



Year 4 girls learning from Tim Ella of Kadoo Tours at La Perouse.

This subversion of normality allows the students to consider different viewpoints. Using the step inside thinking routine, the students wondered: 'what does s/he think? What does s/he know or believe? What does s/he care about?' Another questioning technique which builds curiosity is considering 'what if?'. The students were asked to further consider 'what if Aboriginal people were given allocated land alongside settlers? What if the colonisers learned about Aboriginal Connection to Country and ways to treat the environment?'

Building on their learning about political systems and human rights, Year 6 students were perplexed by the actions of past governments towards Aboriginal people. After examining the Stolen Generations, the students created a victim impact statement. Such immersion in another's shoes is a powerful way to capture the heart and develop empathetic understanding. The students asked: 'I wonder why the White Australia Policy was one of the first laws in our federal parliament? I wonder how our government could be so cruel? I wonder why this horrible practice didn't stop sooner? I wonder if/how Aboriginal people can ever truly heal?'

Project Zero is transforming our teaching of History by making thinking visible and explicitly breaking down thought processes into steps with thinking routines, enabling the students to see how their understanding evolves. Critical thinking equips the students to be agents of change in the future.

SCIENCE WEEK 2019

Nikki McDonald, Head of Science

The Science Week celebrations in August were a highlight of 2019, with students participating in a number of lunchtime and classroom activities around the theme of sustainability.

Much curiosity and bravery was demonstrated by Year 8 students and staff alike, with the challenging task of creating and tasting dishes made from insects for the inaugural Bug Lunch. With the demand for meat increasing around the world, paired with unsustainable agricultural practices, there is a growing need to find alternative sources of protein. Edible insects are produced with much lower impacts on the environment compared to red meat (think of the space, water and food needed for these different animals). Insects are widely eaten in many parts of the world but there are emotional and psychological barriers to them being accepted as food here in Australia.

One of the recipes cooked was Very Easy Bug Brownies. The recipe is below; I challenge you to be brave enough to satisfy your curiosity and give it a go!

Ingredients

400g light brown sugar
165g cocoa powder
125g plain flour
80g choc chips
20g dried meal worms
200g butter
2 eggs
1 teaspoon vanilla extract

Method

1. Use a food processor to grind the meal worms into a coarse flour.
2. Line or grease a 20cm x 18cm brownie tin. Preheat oven to 180°C.
3. Melt the butter and chocolate in a large saucepan. Stir in the sugar, vanilla and eggs and mix thoroughly.
4. Remove from the heat and stir in the remaining ingredients.
5. Pour into the tin and bake for 20 mins until just set. Allow to cool in the tin, slice and enjoy!



1. Science Week Bug Lunch.

2. Year 8 students Saskia Nacard and Alice Malcolm at the Science Week Bug Lunch.

A significant amount of money was raised for the Children's Medical Research Institute from our Jeans for Genes mufti day. This sparked much curiosity and discussion in class as to what this organisation researches and the role of community support and fundraising for scientific research.

Other Science Week activities included a liquid nitrogen display which ended with a bang and hundreds of ping pong balls being blown sky high. We were also lucky to have a guest speaker visit, Ms Claire Brandenburger, a PhD candidate from the Big Ecology Lab at the University of New South Wales. She shared her passion and curiosity by talking about her exciting work studying the evolution of plants. Her team has made the exciting discovery that a weed introduced from South Africa actually seems to have evolved into a separate species here in Australia. This raises an interesting ethical question: *do we now have an obligation to protect this plant as a native Australian species or should we continue treating it as an invasive weed?*

A MORE ACCESSIBLE KAMBALA

Gerard Puren, Head of Mathematics

The Year 9 cohort was faced with an interesting challenge in its most recent mathematics assessment which took the form of an investigation. They were tasked with exploring the idea of accessibility within the confines of the Kambala Senior School campus, with a focus on wheelchair access to select buildings on the School grounds.

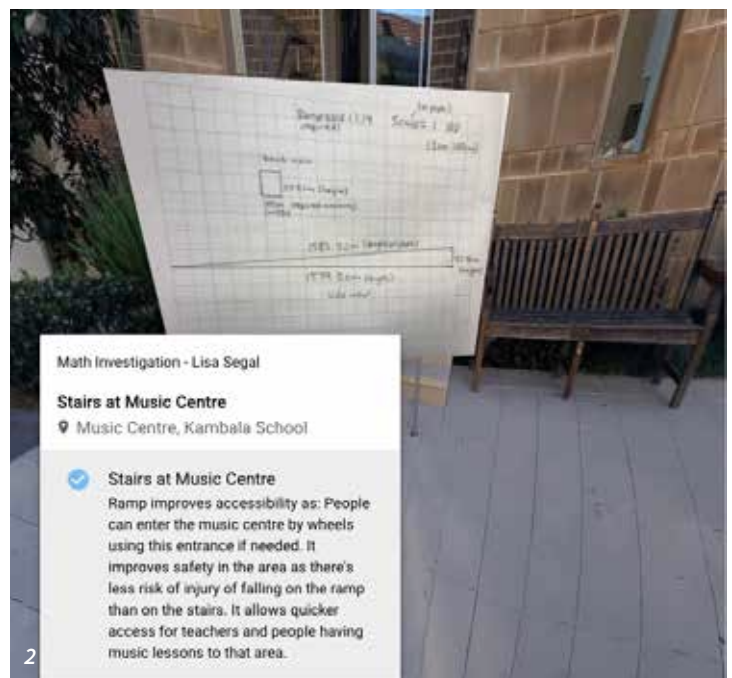
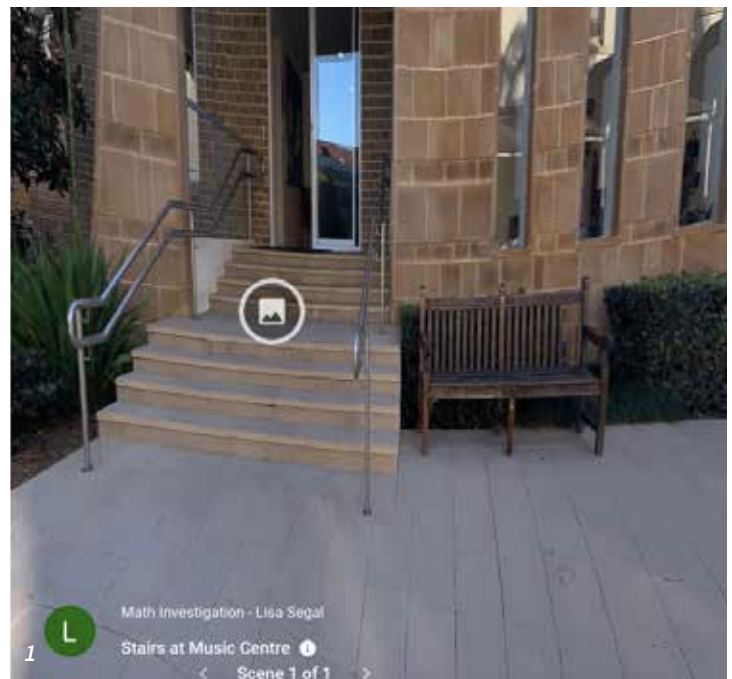
The curiosity of the students was piqued through a range of research and discussion articles, leading each student to begin their report by describing the path that they take from the front gate to a classroom in which they spend a lot of their week. As part of this description, the girls included any issues and potential difficulties that a person in a wheelchair would face in this everyday routine.

The obvious barriers of stairwells were identified for any access to classrooms that were not on the ground level in the Minter-Hawthorne block. However, many students also had the view that the driveway from the front gates to the reception area had potential to cause problems due to its unevenness, a speed hump halfway down the driveway and its steepness.

Armed with a better understanding of access requirements for people with a disability, the students were then faced with a specific task of making a Kambala building wheelchair accessible. This required them to research and understand the guidelines and requirements for access ramps – the steepness allowed, width and other general matters.

This investigation integrated with the study of Trigonometry within the Year 9 program. The minimum and maximum steepness of a ramp is noted as a ratio of ramp height to its length, with access ramps having ratios between 1:14 and 1:20. For example, the ratio with maximum steepness of 1:14 is interpreted in Trigonometry as the tangent ratio (\tan) within a right-angled triangle – opposite over adjacent for those who recall the SohCahToa mnemonic. In the case of a ramp with steepness 1:14, it would require 2.45 metres of level ground to ascend a stair measuring 175mm in height.

The self-directed research was then put into action with the students designing an Australian Standards-compliant ramp to access a school building. The designs were mathematically rigorous, supported with



1. A ramp to access the Music Centre was chosen as the location by Lisa Segal (Year 9).

2. Lisa's Google Tour included notes and plans of the ramp.

a range of calculations included in student reports that determined the inclination angle of the ramp, its length and height, and volume of construction material required.

The finished design was then incorporated into Google Tour, a tool allowing the students to include a 180° or 360° photographic view of the area and embed their ramp design and any notes within the tour. A variety of designs were submitted which illustrated the creativity of our students within the bounds of the compliance guidelines.

VADT SHOWCASE 2019

*Drew Bickford, Head of Visual Arts,
Design and Technology*

The 2019 Visual Arts, Design and Technology Showcase proved that Kambala's standard of creative talent is exceptional and that our girls truly shine in their unique expressive abilities. Opened by Mr Shane Hogan and special guest Old Girl Lucy Stranger '11, the Showcase highlighted the rich and varied talents of Kambala's HSC and IB girls.

Through painting, photo media, drawing and film, this year's Visual Arts cohort developed thought-provoking works; some playful and enchanting, evoking nostalgic memories of childhood, while others were brooding cautionary tales about our confronting modern world.

Similarly, the Design and Technology students found concepts in topical issues or themes that have touched them personally. Furniture, fashion and designer medical solutions were amongst the host of creative works that Kambala's young designers presented this year.

The International Baccalaureate Visual Arts course also brought impressive artmaking to our Showcase, with diverse personal and cultural commentaries developed in the two-year, multidisciplinary course.

In this Showcase, each of our girls produced incredibly layered and beautiful artworks and design projects, realising their concepts via many stages of experimentation and refinement. This year's exhibition represented the culmination of many hours of hard work and I congratulate all students for their sustained effort.

1. Drew Bickford presents Year 12 students on stage in Alexander Hall, Kambala.
2. Drew Bickford thanks Old Girl, Lucy Stranger '11.
3. Year 12 student Anna Loxton proudly showcases her work to her family members.
4. Year 12 student Ella Joye.





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1. Year 12 student Ella Marr.
2. Year 12 student Tina Zhang's body of work.
3. Year 12 student Joy Liu.
4. Year 12 student Caterina Miranda.

FINCH DESIGN STUDIO PARTNERSHIP

Drew Bickford, Head of Visual Arts, Design and Technology

In 2019, Kambala's Year 10 Design and Technology students enjoyed a real-world learning experience with the award-winning FINCH Design Studio in Paddington. FINCH is best known for its expertise in hi-tech multidisciplinary design practices such as virtual reality, advertising, design, film, music and video-gaming.

As an incentive to motivate technology-based learning in young women, the Paddington FINCH studio runs CREATABLE: a diverse program of enrichment experiences for girls' schools. Tangible careers in robotics, coding and innovative technology development are encouraged and modelled through unique off-site workshops that give our girls the opportunity to work in a commercial design studio. Kambala has participated for two years in the CREATABLE program and will continue to do so in 2020.

Feedback from students has been extremely positive and we look forward to introducing even younger girls to the CREATABLE experience next year, with the Year 9 Design and Technology girls visiting FINCH studios in Semester 2.



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1. Lights up! Year 10 students showcasing their light creations at FINCH.
2. Year 10 student Francesca Booth at FINCH.

PROJECT ZERO: CURIOSITY WILDING THE TAME

Amanda Meller, English Teacher

From the opening to its close, the premise underpinning Project Zero (PZ) was consistently foregrounded. Building upon an evocative metaphor offered by David Perkins (a founding member of the PZ team) based upon the concept of wilding the tame and taming the wild came the question: how do we ensure our teaching and learning practices revolve around instilling curiosity in our students?

We were asked to examine: What does learning look like? What does it sound like? And how do we recognise it? The basic challenge here was to question our practice as educators and ask ourselves whether we agree with the contention that if you give a student your understanding, they will receive it as knowledge.

How, instead, do we allow students to come to their own understanding? In order to address this question, we engaged in many learning experiences designed to model how to allow us as educators to come to our own understanding. Those that most powerfully resonated were various thinking routines, micro labs and protocols, all of which were designed to facilitate authentic cultures of thinking and each of which I have since been introducing to both my colleagues and students. Furthermore, we are in the process of incorporating them into both curriculum mapping and individual lesson plans. As a result of my participation in PZ I am convinced that allowing students to come to their own understanding is key to the instillation of a love of lifelong learning.

Another evocative metaphor based upon a trip to the beach was proposed, comparing walking along the beach and collecting pebbles and shells to our participation in PZ. It was illustrated how from a trip to the beach we take certain things with us, but we can never take the whole beach. In our group sessions each member collected snippets and insights taken from the sessions we each attended and created a wall (a montage of sorts) which formed the focus of much of our discussion and reflection (see photo). In the final session, we were invited to dismantle the wall, and from its fragments create a poem that reflected something about our time as PZ participants. This was an emotional experience, and one which prompted the formation of friendships amongst fellow educators which I hope will endure into the future.



1. Bringing down the wall – a process of reflecting upon our participation in PZ. From left: Facilitators Adrienne and Ilana, Kambala delegate Amanda Meller and Team Leader Paul Tritter.

2. Kambala Harvard Project Zero 2019 cohort at the Harvard Natural History Museum.

I'm sure I speak for my fellow delegates in expressing my gratitude for this opportunity to be involved in an educational initiative, the underlying philosophy of which is based upon the belief that teachers should never stop learning to be better teachers. A huge thank you to our benefactors who have invested so generously in our development from which I feel sure every Kambala girl will benefit.



**KAMBALA
OLD GIRLS**

COMMUNICATE
CONNECT | CELEBRATE

KOGU CONTACT DETAILS

Address 794 New South Head Road
Rose Bay NSW 2029
Telephone 02 9388 6888
Email kogu@kambala.nsw.edu.au
Web kogu.kambala.nsw.edu.au

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Join our LinkedIn Group
linkedin.com/groups/5118542

Curious items in the Kambala Archives - Senior School Girl, 1987. Handcrafted by Pamela Ludowici, these ceramic figures were created as a limited edition for the 100th Anniversary of Kambala.



KOGU President
Jane Poole '79

PRESIDENT'S REPORT

Jane Poole '79, KOGU President

The Kambala Old Girl community continues to thrive with friendships being nurtured and rekindled through the season of reunions and support being shown to each other in so many ways. I love that the theme for this edition of *The Soubeiran* is curiosity.

It has provided a point of reflection for me as I approach my 40 year anniversary of leaving School, as to how curiosity kindled through school laid a foundation of lifelong learning, a love of travel and an interest in life and society beyond my immediate experiences; a gift that a great education provides. I'm delighted that this sense of gratitude to Kambala for creating curious people resonates with Old Girls across many generations. We are profiling a group from 2014 who had their curiosity piqued while on the Ancient Worlds tour to Turkey with Mr Prior.

Curious items abound in the Kambala Archives and we are thrilled that Laura Carmichael, Kambala Archivist, has been able to find some intriguing items from our past. We really value having an active Archivist and KOG is excited to be funding the digitisation of School magazines, the history of the School and an amazing scrapbook owned by Miss Hawthorne. These items will then be able to be searchable online for anyone to access.

The Kambala Internship Program, now in its third year, has been embraced by both the very generous business owners within the Kambala community offering internships and our younger Old Girls taking advantage of the opportunities on offer. We have 10 businesses offering internships in 2020, a very practical way for the young women in our community to test out their curiosity in potential careers. And for those a little further down their career paths, the KOG Mentoring

KOGU FUNCTION DATES 2020

Term 1

Tuesday 25 February KOGU AGM - 6.30pm
Followed by a Committee Meeting
Thursday 26 March Year 13 Festival of Music Event - 6.00pm
Friday 3 April KOG Generations Morning Tea

Term 2

Wednesday 13 May KOGU Committee Meeting - 6.30pm
TBC Kambala London Reunion
Monday 1 June Archibald Prize 2020 Morning Tour - 9.30am
Art Gallery of New South Wales
Wednesday 3 June Archibald Prize 2020 Evening Tour - 6.00pm
Art Gallery of New South Wales

Term 3

Wednesday 29 July KOGU Committee Meeting - 6.30pm
Thursday 30 July 2020/2021 KOG Mentoring Program
Launch - 6.30pm
Thursday 10 September Tennis Day and Hawthorne Cup

Term 4

Wednesday 21 October KOGU Vintage Lunch
Wednesday 28 October KOGU Committee Meeting - 6.30pm

Program for 2019-2020 kicked off in July with 11 mentoring pairs from a broad range of fields including teaching, marketing, tech start-ups and medicine. We love seeing the two-way learning and personal growth that comes from each of these partnerships.

I hope you are following our new Instagram account @kambalaoldgirls to see what is happening now but also have a glimpse to the past in our #flashbackfridays photos from the Archives.

On behalf of the Committee I wish you a very happy Christmas period and we hope to see you during 2020 at one of the Kambala events.



GET CONNECTED AND STAY CONNECTED

How to update your contact details:

Website: www.kogu.kambala.nsw.edu.au/
Go to 'Your Account' and register or login using your name.

Phone: 02 9388 6888.

Email: kogu@kambala.nsw.edu.au with your name, cohort year, maiden name (if applicable) and postal address details.

LinkedIn: Add Kambala to the education section of your LinkedIn Profile.



A SPECIAL GIFT FOR THE CLASS OF 2019

KOGU presented each Year 12 graduate with a beautiful Kambala necklace at the Valedictory Dinner to welcome them to the Kambala Old Girls' Union.

Congratulations to Elissa Lieu who was nominated by her peers as 2019 Valedictorian, and our very best wishes to the Class of 2019 as you venture out into the world.

As an Old Girl, you are part of and supported by an amazing community of women. We encourage you to take advantage of the opportunities available to you, to stay connected and remember once a Kambala girl always a Kambala girl!.



1. 2018/2019 Head Boarder Monique Laurie and Head Prefect Darcy Goddard wearing their Kambala necklaces.
2. The Kambala necklace.

ANNUAL GENERAL MEETING NOTICE 2020

Notice is given pursuant to the constitution of the association of the Kambala Old Girls' Union Incorporated that the 123rd Annual General Meeting will be held on Tuesday, 25 February, 2020 at 6.30pm in the Tivoli Drawing Room.

Nominations are sought for the following positions on the Committee of the Association for 2020: President, Vice President (2), Secretary, Treasurer and Committee Members (10). Nominations must be in writing and delivered to the Secretary of the Association or the Chairperson of AGM at any time prior to commencement of voting for election of the Committee at AGM.

Nominations are also sought for Kambala School Council Nominees (2) and these nominations must be in writing and must be delivered to the secretary of the Association at least 14 days before the date of AGM. Any serving Kambala School Council Nominee who wishes to renominate as a Kambala School Council Nominee must deliver written notice of such

intention to the Secretary of the Association at least 28 days before AGM. Nominations for Kambala School Council Nominees are to be sent to Sarah Swan, KOGU Secretary, 794 New South Head Rd Rose Bay NSW 2029.

Items of business will include: Committee reports on the activities of the Association, election of the 2020 Committee Positions for the Association, election of the 2020 Kambala School Council Nominees, annual financial and other financial reports and statements for year ended 31 December 2019, and any other business.

All enquiries should be made to the Secretary Kambala Old Girls' Union Inc. (KOGU Inc.)

Sarah Swan
KOGU Inc.
794 New South Head Rd
Rose Bay NSW 2029
kogu@kambala.nsw.edu.au

CURIOUS ABOUT THE ANCIENT WORLD

Some say a sense of curiosity is the soft skill of the future.

Kambala's broad educational experience provides countless opportunities for students to explore the world around them and to cultivate and exercise their sense of curiosity.

A wonderful example of this is Kambala's past tours to Asia Minor. We asked Ancient History Teacher Dan Prior to reflect on how 18 tours to Turkey developed and harnessed curiosity in his ancient history students. We also spoke to Old Girls Christiana Alexakis '15, Mia French '15 and Christine Andriotakis '15 about their experience in Turkey in 2014.

Dan Prior, Ancient History Teacher

It was a genuine step into 'another world', a world of wonder and excitement. A world which not only stimulated curiosity into the ancient cultures but prompted girls to look deeper and ask more searching questions. It was an adventure story in every way. Each girl not only shared the exhilaration of each site and each moment but, because of their naturally curious nature and a desire to learn, they in fact learned so much about the ancient classical world, and themselves.

The learning stimulated curiosity and fundamentally focused the girls at school. This certainly created a blueprint for their future in many different ways; some began Ancient History at University; some took up Ancient themes in art etc and some even used the Ancient World stimulus for architecture. It was a true hands on learning experience for all. Even though we had 18 tours, each one was a unique and special experience.

In so many ways the girls demonstrated each of the major characteristics of a 'Kambala girl'.

It was about friendship, courage, sharing, understanding, living together, working together and above all an innate curiosity which drove them to learn and want to change the world.

The Turkey tours were the most significant 'out-of-classroom' experience I have ever been involved with and I have not known an experience like this with the same level of personal growth and academic development combined so intrinsically. It was so rewarding to observe not only the curiosity and wonderment of the girls but of the teachers as well. One particular staff member stopped at a fresh archaeological dig for some time asking the most interesting questions. The curiosity of the teacher to learn and know was a highlight of my experience.



1. Off to Turkey in 2014. Back row left to right: Christiana Alexakis '15, Mia French '15, Claire Pollak '15, Grace McCormick '15, Nikki Marzbani '15, Jo Malcolm '15, Araminta Abercromby '15, Annie Stephens '15 and Lilian Gerlach.

Front row: Christine Andriotakis '15, Dan Prior, Emma Trotter '15, Kate (Narev/Roden) Green '91 and Eli Narev.

2. One of Dan Prior's favourite shots from Kambala's tours to Turkey.

3. The amazing food in Turkey



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1. Trojan horse replica on the site of ancient Troy.
2. Dan Prior at the ancient city of Hierapolis in 2014.
3. Kambala students in 2014 at Anzac Cove, Gallipoli.

Mia French '15

The annual ancient history trip to Turkey was something that I always looked forward to as a history student. Watching girls embark on the trip year after year was so exciting to me. When it was eventually our turn to travel to Turkey, I was amazed at just how unique the country is; full of ancient sites, amazing food and wonder. Mr Prior's constant commentary throughout the trip always meant that we learned something new each day, fuelling our curiosity. Travelling across the west coast of Turkey, from Istanbul all the way to Pamukkale showcased each of the country's different cities, each unique in their own ways. To me, the Turkey tour shows just how dedicated Kambala teachers, especially Mr Prior, are to encouraging their students to remain curious and think critically. It is something I carry on today.

Christine Andriotakis '15

Travelling to Turkey in September 2014 was an unforgettable experience that enabled us to engage with both Turkey's ancient history and modern culture. Although I thoroughly enjoyed exploring Istanbul's cultural sites like the Blue Mosque and Hagia Sophia, the highlight of the trip was exploring the ancient city of Ephesus. Upon entering the ancient city, I remember feeling a sense of awe and excitement as I was faced with perfectly intact city streets, residential houses, temples and public toilets. The most famous attraction of Ephesus is the perfectly preserved double story façade of the Library of Celsus. As I stood under the colossal marble columns and looked out onto the city, I struggled to understand and imagine how the Romans could have constructed such grand and sophisticated buildings without any modern comforts.

Christiana Alexakis '15

In 2014, I was lucky enough to visit Turkey with Mr Prior for an Ancient History tour. I was interested in history before going, but seeing the ancient sites and cities in real life definitely sparked my curiosity to know more. We visited some incredible places like the ruins of Troy, the ancient city of Pergamon, Gallipoli and Hagia Sophia. Whenever anyone had a question, our resident tour guide Mr Prior was always keen to chat about the history, and there were definitely a few debates about the origins of Troy. All in all, going to Turkey was an unforgettable experience which made us even more interested in ancient history and the amazing sites we saw.

CURIOUS ITEMS IN THE KAMBALA ARCHIVES

Laura Carmichael, Archivist

Learning, exploration, investigation are all words that define curiosity, one of the core values of Kambala, as well as, the daily work of an Archivist. Kambala's history begins in 1887 and the treasure trove that is found on the shelves of the Archive is remarkable. There are the things that you expect to see in an Archive such as historical photographs, retention records describing student life, and lots of school uniforms! However, there are also unexpected objects that truly paint the picture of the era in which the Kambala students and staff lived.

The nature of Archives is to hold the personal and social memory of an institution and/or individual. The Kambala Archive tells us many stories about the changing role of education for women from 1887 to the present and about the individual stories and achievements of those that studied and worked here. The Kambala Archive truly provides proof of our heritage and cultural identity. Archives are curious places for those looking to learn more about their personal and collective history. I hope you enjoy this selection of unique items from our School history.

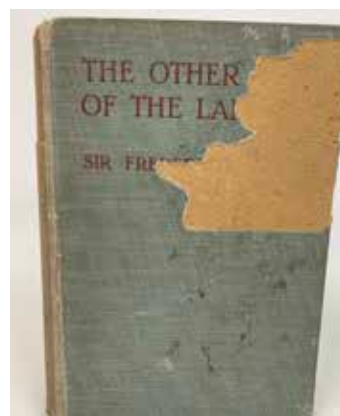
Pocket knife - inscribed Souvenir of Coronation 1937

This pocket knife was possibly owned by Miss Fifi Hawthorne. This souvenir was for the coronation of George VI as King of the United Kingdom and Commonwealth. The Coronation took place on 12 May 1937 after his brother Edward VIII abdicated in 1936. Many coronation souvenirs had gone into production for Edward VIII and they were quickly turned into memorabilia for George VI.



The Other Side Of The Lantern An Account of a Commonplace Tour Round the World, by Sir Frederick Treves, Bart. G. C.V. O., C. B., LL.D, reprinted 1907, Cassell and Company, Limited, London

This book was presented to Bessie Moffat in 1908. Inside the book is written Kambala Prize for Examination Class 1, 1908. Little is known about the presentation of prizes to successful pupils from 1887 to 1914. We do have reference in the Archive to many students being awarded books for exceptional work. The subjects taught during this time frame included: English Literature, French, History, some Mathematics, as well as Music and Embroidery.



Out-Board - Used by House Mistresses, 1950

This out-board was used at the Boarding School. The mistresses' names are on rods which indicate whether they are present or absent from the School. The rods swivel into the required position. The out-board was found by Belinda Papworth's mother who was a former Boarder at Kambala.



Doll Dressed in Massie House Winter Uniform, circa 1950

This doll is dressed in a Massie House winter uniform and comes with an additional uniform and hat. In 1950, Massie House opened at Kambala. At the beginning of the year, Massie House had 139 students which was comprised of two lower kindergarten and two higher kindergarten classes, as well as, a 1st class. The building was a three-story house on Vaucluse Bay with a tennis court and playground.



Charm Ring-Shirley School Memorabilia, circa 1930

The 'charm ring' has coloured charms of various materials depicting many animals such as an elephant, kangaroo, camel, rabbit, an owl and horse to name a few. It also has what appears to be a tomato, a red chilli pepper and a die.

These rings were often swapped by Shirley School students during exam time. The Shirley School was located in Edgecliff and was a non-denominational school which closed in 1937. Upon the closing, 43 students from the school transferred to Kambala. The Archive houses many artefacts for the Shirley School.





**Record of Kambala School
Song — Piano Solo, circa 1935
Recorded and Manufactured by
Columbia Graphophone (AUST)
LTD, Sydney NSW**

The School song was recorded by Miss M. Wesley and is one of three records that was recorded. This record was gifted to the Archives by Pamela (Bennett) Cater, class of 1939. The School song was written by Miss Jean Lawson in 1933 to fit a tune from the Hymns: Ancient and Modern.



**Silver Ink Tray and Cut Glass, Silver topped Ink Wells, circa 1910
Belonging to Miss L J Gurney — given to her by Mrs Athol
(Phyllis McDougall) Stewart**

An inkwell is a small jar often made of glass or silver that held ink. The writer would dip a brush or quill into the jar to retrieve the ink. Most inkwells had lids to prevent both contamination and evaporation, as well as, accidental spilling the ink. Historically, inkwells trace back to Ancient Egypt where scribes would write for their employer, who was usually a pharaoh. Inkwells became more popular as the general population began to read and write. In the early 20th century, inkwells became more and more outdated, as the reservoir fountain pen was invented. This pen only needed to be filled periodically.

This glass inkwell belonged to Miss Louisa Gurney. Her initials are engraved in the centre of the silver tray. Miss Gurney was the Founder and Principal of Kambala from 1887-1914. One can imagine Miss Gurney marking student papers and reports using this beautiful inkwell.



Senior School Girl, 1987

These ceramic figures were created as a limited edition for the 100th Anniversary of Kambala. They are handcrafted by Pamela Ludowici and had a run of 100. Each figure was handcrafted especially for the buyer with choice of hair and eye colour. The Senior School girls are depicted in their uniform complete with yellow hair accessory and the yellow Kambala Rose. These sculptures are part of the Collection called 'School Memoires' which was a ceramic impression of Sydney school children and a reminder of the School spirit.

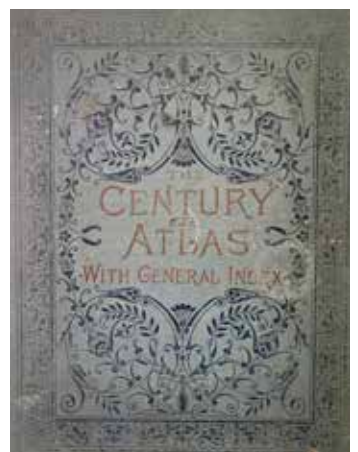


Kitty Sydney Jones

♦ **Wooden Pencil Box containing a Mapping Pen, 1910-1911**

♦ ***The Century Atlas of the World, Bartholomew, 1907***

There are two unique items in the Archive that belonged to a former student named Kitty Sydney Jones later to become Mrs L Kent. These artefacts offer us a small window into the life of a student at Kambala in the 1900s. Miss Jones would have been at Kambala under Miss Gurney and Mlle. Soubeiran. This Pencil Box is an engraved wooden box which is inscribed with both Kitty's name, initials, the date of 1910 and Kambala. It also appears to have her friends' names like Margot, Toby and Jim, as well as, little cats and a boating scene. The Century Atlas of the World, Bartholomew from 1907 is inscribed 'Kitty Jones 1910' and there are signatures of her friends on the inside back cover and from Mademoiselle, one of her teachers.



CLASS OF 2009

10 YEAR REUNION

Sarah Swan, '09

The class of 2009 started their evening with enthusiastic giggles and warm embraces. Meandering through Massie House heard exclamations of “that’s my old classroom”, and Giulia Wiederman’s heartfelt excitement of visiting her mother’s classroom was shared by all.

The Kambala corridors were once again filled with the sounds of our voices, catching up on our academic and professional accomplishments that all the girls have worked so hard to achieve. The drive, determination and resilience instilled in all of us during our time at Kambala became clear as the evening went on. Girls have taken many different professional paths to become doctors, teachers, lawyers, property developers, account managers, tech inspired gurus, accountants and scientists. Despite our different professional paths, the strong friendships that were formed at school were celebrated throughout the night.

Our year group has certainly been affected by the travel bug, with many of the girls sharing stories of their experiences in Singapore, London, Bathurst, New York and beyond.



Over 40 girls from the class of 2009 returned to Kambala for their 10 Year Reunion

The tour concluded with watching the sunset over Sydney’s brilliant Harbour from the Soubeiran Room, bringing back many fond memories of spending time together in our final year at Kambala.

We continued to discuss our continuing professional and personal aspirations over champagne and nibbles in the Harbour View Room, enjoying the nostalgic PowerPoint presentation of old photographs of our year group prepared by Anna Beaver.

Many thanks to Brooke Kathriner and Anna Beaver for a successful night – we can’t wait for the next one.

CLASS OF 1979

40 YEAR REUNION

Roslyn Adams '79

On Saturday 12 October, 47 of us from the Class of '79 gathered together for a fabulous luncheon. We turned the Harbour View Room into a penguin rookery with lots of joyful noise as we recognised each other, hugged, looked in admiration and enjoyed a wonderful afternoon of reminiscing and friendship. Thank you to all who attended and for making it such a remarkable event.

Jane Poole, KOGU President and fellow classmate, provided a warm welcome and Julie Wass delivered a memorable and entertaining speech which gave us plenty to reflect on and to look forward to in the future.



The class of 1979 celebrated their 40 Year Reunion at Kambala in October.

Sincere thanks to Brooke Kathriner and the KOG team for orchestrating such an excellent event.

We remembered those who we have lost and those unable to join us on the day due to living overseas, travelling and family events. We thank those who travelled to join us from across the country and beyond.

A range of memorabilia brought forth an abundance of laughter and a flood of memories, including the stylish yellow and grey one-piece swimming costume, the signed Year 12 uniform, old photos and the '79 Yearbook! Stay tuned for our next reunion in five years!



KAMBALA NEW YORK REUNION

Principal Shane Hogan and his wife Catherine joined Kambala Old Girls at a Kambala community gathering in New York City in June 2019 at the home of Josephine Linden '69.

Introductions and hors d'oeuvres were followed by wine and Josephine's home baked cookies. One by one guests shared their favourite memories of Kambala.

Co-host Sarah Grunstein '75 commented, "I found the thread of continuing history remarkable. It was such a snapshot in time to be together with all these women from different decades, careers, life-paths, and with such a common thread of history — exchanging stories in Josephine's beautiful sitting room. The mosaic of histories could be quite a book".

The evening concluded with a beautiful rendition of the School song accompanied by Sarah Grunstein '75.

Leela Shanker '95 also shared, "I could not have imagined such a moment — in New York, standing around a grand piano singing *Esto Sol Testis* in the glowing company of inspiring women who had all tread the same school grounds over generations. Glorious to have this new memory."

With the New York reunion such a resounding success, we are planning on putting together a Kambala London Reunion in 2020. Stay tuned for more details.

1. Members of the Kambala community gathered in New York City in June 2019.

2. Josephine (Brazil) Linden '69 and Tricia Rose '64 at the New York reunion.

3. Singing the Kambala School song in NYC.



THE ANNUAL VINTAGE LUNCHEON

Jane Poole '79, KOGU President

On a beautiful spring day on 24 October, with the Harbour sparkling in front us, over 70 Vintage Old Girls from cohorts 1945 to 1968 joined together for the Vintage Luncheon. Judging from all the chat and laughter everyone truly enjoyed catching up with their own cohort as well as those from other years. The strength and warmth of the Kambala community was on show.

Pre-luncheon drinks were held in the Tivoli Drawing Room with everyone spilling out onto the lovely new sandstone flags of the Tivoli veranda and overlooking the Heritage Pavers, with many of the attendees spotting their own or their friend's pavers.

After drinks, everyone moved down the Tivoli Lawn to Hampshire House, a superb venue looking over the Harbour, for lunch. Alix Verge '77 was MC again this year and did a fabulous job warmly welcoming everyone to the event and keeping everyone on track. She made a special welcome to the Class of 1954 who were celebrating their 65th Reunion this year and also warmly welcomed the Class of 1968 who were attending the Vintage Luncheon for the first time.

Professor Alanna (Conlon) Nobbs '61 gave a very thoughtful and inclusive grace. Suzanne (Bunce) Williams '67 made an inspiring toast to the School. Suzanne paid tribute to the educational vision, courage and dedication of the pioneering early principals of Kambala. From Miss Louise Gurney who founded the School and her co-principal Mlle Soubeiran, the Misses Roseby who purchased the current school property and Miss Hawthorne, appointed at only 33 years old who introduced strong academic rigour. Suzanne credited the vision, courage, resilience and devotion of these women to what the School is today and to the values many of us live our lives by.

KOGU was delighted to show for the first time a short video showcasing Kambala Old Girls, highlighting the deep connection Kambala students and Old Girls have to the School's values. The video moved many people in attendance with Old Girls commenting how they could relate to the feelings of connection and family spoken by the Old Girls starring in the video, one of whom was Diana (Akon) Zadelis '59 who was at the event. The video will be shown at other upcoming events and on KOG social media.

Shane Hogan, Principal, also welcomed the Old Girls back to the School and spoke to the development of the whole Kambala girl through academic, sport and cultural pursuits. The Old Girls were then treated to a beautiful musical performance by Year 9 student



1. Some of the Class of 1967 from left to right: Carolyn (Tocchini) Zietsch, Melissa (Love) Greenwood, Di Talty, Suzanne (Bunce) Williams and Sue (Vlaming) Smith.
2. The Class of 1968 at the Vintage Lunch for the first time. Back row: Maria Barbouttis, Janine (Dunn) Cirri, Robin (Watson) Bayss, Susan (Rothe) Fisher and Dimi Samios. Front row: Etty Matalon, Principal Shane Hogan and Susie (Green) Wason.
3. Professor Alanna (Conlon) Nobbs '61 and Jenny (Ward) Marshall '61.
4. Back row: Marjorie (Storey) Bruxner '65, Elaine (Nicolson) Budd '65, KOGU President Jane Poole '79, Sally (Crago) Humphrey '65 and Suellen (Henry) Bassetti '64. Front row: Sandy (Lloyd) Pearce '65, Prue (Watson) Siemsglueß '65, Julie (Wilkinson) Stratton '64, Sue Leabeater '64 and Mimi (Levitan) Segal '64.
5. The Class of 1954 were also celebrating their 65 Year Reunion. From left to right: Dee (Rolfe) Roberts, Elizabeth (Hughes) Tremain, Annette (Primrose) Small, Muffie (Sawyer) Rowland Smith and Wendy (Jackett) Brook.

Hannah McGlinchey who sang *Think of Me*, accompanied by Mr Peter Sagar. Hannah certainly is a true talent and delighted all at the lunch.

As is custom, the lunch finished with the singing of the School Song, sung with gusto, with reconnections made and friendships deepened.

We are already looking forward to next year's event, to be held on Wednesday 21 October, 2020.

NOTICES

BIRTHS

Annabelle (Lewin)

Farrington '07 welcomed daughter Isabelle Dorothy Grace Farrington born 1 June, 2019. A baby sister for Henry James Ross Farrington. Congratulations also to Grandmother, Margot Bain '76 and Great Grandmother Janette (King) Bain '54.

Laura (Wiederman) Hawley '06

and Benjamin Hawley welcomed baby boy Henry George Hawley born on Father's Day 1 September 2019. Also, congratulations to Great Grandmother Judy (King) Hawley '47.

Charlotte (Strapp) Paton '09

and David Paton welcomed baby girl Evie Matilda Paton on 14 June 2019.

Isabella (Dickson) Spragg '07

and her husband Jono Spragg welcomed baby boy Ted Marzie Spragg born 31 May, 2019.

MARRIAGES

Yasmin Scrivener '09

who married Alec White on 5 October 2019 at Alec's family property Belltrees, Scone NSW. Three of Yasmin's bridesmaids were also Kambala Old Girls - Sophie Brunninghausen '09, Alison Gray '01 and Georgia Perrie '09.

Nichole Tsiros '08

who married George Koumoukelis on 11 May 2019 at the Foundation Hall, the Museum of Contemporary Art, Sydney. Two of Nichole's bridesmaids were also Kambala Old Girls - Antonia (Simos) Vardas '08 was Maid of Honour and Luisa Gidaro '08.

DEATHS

Joan Gordon Bennett '34 passed away on 14 May 2019 aged 101.

Growing up in a home in Rose Bay overlooking Sydney Harbour, Joan could look up the Harbour and

watch the construction of Sydney Harbour Bridge. Her holidays were spent at Bowral where Joan learned to ride and care for horses, a passion that lasted all her life. Joan was a Gurney girl and was Head Prefect in 1934. She was proud of Kambala and the fact that it was the only school she ever attended. After her schooling she worked as a physical education teacher and during WWII she enlisted in the Army Medical Women's Service to train as a nurse on the job. Joan never married but travelled extensively and continued practising nursing as well as other pursuits. She spent her retirement in Parkes NSW where she indulged her love of horses and the bush. A proud Old Girl of Kambala, Joan kept a picture of Tivoli on her wall and had a Kambala rose growing on her veranda post.

Janet 'Jan' Matilda (Watson)

Cruickshank '54 sadly passed away on 20 May 2019 aged 82. She attended Kambala from 1942 to 1950 and boarded at Frensham from 1951 to 1953. Jan then returned to her Vacluse family home, trained and worked as a secretary in Sydney CBD before marrying farmer and grazier Gordon A Cruickshank on 19 March 1959 at The Scots College Chapel. Jan immediately took to country living; they led an enjoyable successful life on their Moree rural property before retiring to Port Macquarie in 1995. Jan was the much loved daughter of George and Dorothy Watson, younger sister of Margaret, the beloved wife of Gordon (dec 2003), and dearly loved mother of Kambala Old Girl Sally '78 and Graham (The Scots College '81) and grandmother to Marnie and Hugh.



1. Yasmin Scrivener '09 and Alec White on their wedding day.
2. Baby Ted Spragg, son of Isabella (Dickson) Spragg '07.
3. Baby Evie Matilda Paton, daughter of Charlotte (Strapp) Paton '09.
4. Baby Henry George Hawley, son of Laura (Wiederman) Hawley '06.
5. Annabelle (Lewin) Farrington '07 with daughter Isabelle Dorothy Grace Farrington.
6. George Koumoukelis and Nichole Tsiros '08 on their wedding day.

NOTICES

Margaret Josephine (Pilgrim) Falkiner '53 (known as Josie) passed away on 7 January 2019 aged 82. Josie was Dux of Kambala School in 1953 and won the Divinity Prize, eight years running. She graduated MBBS from The University of Sydney in 1959.

Josie married Brereton (Brett) Skerrett Falkiner of Foxlow Station, Bungendore NSW on 17 December 1959; they were married for 59 years. The wedding ceremony took place at St Michael's Anglican Church, Vaucluse. The ceremony was performed by Reverend George Pike, Rector of the Parish of Bungendore.

After an 'around the world' honeymoon, Brett and Josie moved into the Foxlow Homestead in March 1960. Josie and Brett had four children: James, Edward, Caroline and Tempe. Josie was passionate about the importance of education and with her encouragement, they all graduated from The University of Sydney.

Three of Josie's granddaughters are also Kambala girls – current student Rebecca Falkiner (Year 12) and Old Girls Maddy Falkiner '16 and Charlotte Falkiner '20.

When the children left home, Josie took on the role of Foxlow Station bookkeeper. She was a brilliant bookkeeper and a great problem-solver. For several years, she was also the NSW Farmers representative on the Queanbeyan Hospital Board. A dedicated and conscientious Board member, she was, however, unsuccessful in her resolution to oppose the purchase of a new deep fat fryer for the

hospital kitchen, because many of the staff lived on potato chips.

Kim-Maree (Gill) FitzRoy '97 of 'Avondale' Delungra NSW sadly passed away on 27 April 2019 aged 39. Kim was the daughter of Robert and Kerry Gill of 'Alexander Downs' Merriwa. Beloved wife of Guy FitzRoy, loving mother to Maggie (Margaret, 7 years) and Ruby (5 years).

Growing up in Merriwa NSW, Kim started boarding at Kambala in 1992, her smile and vitality ensured many adventures for all the girls with her in Tivoli.

Finishing Year 12 in 1997, Kim went on to study Journalism, travel and then joined her family business in the Hunter Valley. After marrying Guy FitzRoy and moving to Delungra NSW, she and Guy developed their farming enterprise with Kim establishing her own grain trading business whilst caring for their young family.

Kim always lived her life with gusto, gratitude and kindness. Kim treasured her time at Kambala and was always a rainbow of colour in Tivoli. Her boarding sisters were especially dear to her. Many Old Girls attended her service and have been a great comfort to her family.

Sophia Alexandra Hicks '91 of Spearwood, WA lost her hard-fought battle with cancer on 16 October 2019 aged 45. Sophia was the Daughter of Richard and Angela Hicks of 'Truro', Cootamundra, NSW and sister to Philippa '93, Anna '97 and Lucy '00. Sophia was the beloved partner of Stephen Ross and devoted mother

of Angela, (10 years), Zarli (9 years) and Marissa (7 years).

Sophie began her schooling in Tivoli in 1986 and was a popular and loved Boarder, who will be best remembered for her kind heartedness as well as her generous and giving nature. Whilst at Kambala, Sophia participated in music and particularly enjoyed the Arts program. In her HSC year, her beautiful textile quilt was recognised as one of the top major works in NSW.

After leaving school, Sophie commenced studying Occupational Health and Safety through The University of Sydney and then returned home to Cootamundra where she had a successful career at the Commonwealth Bank. Upon meeting her partner Stephen, they decided to move to Perth WA, where they established a successful fencing business.

Sophia was instrumental in the development and success of both the business and her young family, who will miss her greatly.

Sophia continued with her creative endeavors and was a particularly avid gardener. Sophie enjoyed life as a Boarder and cherished the many lifelong friendships she made during this time. Sophia lived her life with purpose, love and joy.

Nerida (Taylor) Rutt '47 passed away on 2 November 2019 aged 89. Wife to Anthony (dec), mother to Anne, Michael and Ian, mother in-law to Ian, Jodie and Tracey and nanna to Hayley, Rachel and Liam.

Nerida was immensely proud of being a Kambala Girl. Always telling stories of school life and friends to the family, and eagerly awaited correspondence throughout the year.



Josie Falkiner pictured in 1985 with John Kerin (the then Hawke Labor Government Minister for Agriculture) and Chinese leader in the middle Hu Yaobang. Hu was in Australia and that day was visiting Josie and husband Brett's home Foxlow (a sheep station near Canberra) to see sheep shearing and the production of wool in April 1985.



*“Our founding mothers would
have been very curious people
indeed to have had the vision to
build our wonderful school.”*





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