

the SOUBEIRAN

AND **KOGU** MAGAZINE



KAMBALA

BI-ANNUAL MAGAZINE
WINTER 2020



“Kambala is a strong and vibrant community that will come through these difficult times renewed ...”

Humanity | Courage | Curiosity | Respect

*Inspired learning.
Empowering young women of integrity.*



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RENEW. REJUVENATE.

Shane Hogan, Principal



This is a very special edition of *The Soubeiran*. The world is united as one in its battle to contain COVID-19; a pandemic that has now also become an economic crisis. Kambala, like all schools, has faced the challenges of ensuring the health and safety of its families, employees and, most importantly, its students – while maintaining quality education. With this edition of *The Soubeiran* current families will find a special supplement: *Inspired Remote Learning*. This describes in detail how the School managed the early stages of this emergency and how various individuals responded. I hope students will keep this edition in a safe place because it could be a wonderful timepiece in years to come as people recall the time they were asked not to come to school!

Our focus for 2020 was for 'Renewal and Rejuvenation' as the School planned major renovations to rejuvenate and renew its campus – in particular our teaching spaces in the Senior School and the sports oval. Other events have taken over our time and energies since January and we have certainly witnessed renewal and rejuvenation. However, it has been in the pedagogy of lesson delivery to our students, who were not physically present on campus.

In the space of a few weeks, teachers have had to familiarise themselves with new software and develop the skills required to teach high-quality classes over the internet. Students across the suburbs of Sydney, regional NSW and as far away as Singapore, Hong Kong and mainland China, have been interacting with teachers and peers via a platform many of us hadn't even heard of a few months ago – Zoom. For teaching staff, this meant having to renew their delivery pace; timing; questioning techniques; setting, collecting and marking of work. Not to mention needing the intuition to figure out whether their audience was engaged and listening just by looking at many small faces on screen!

While there have been negatives of this pandemic, there have been positive changes in the way we lead our lives. Some of these changes have provided families with the opportunity to develop new dynamics and activities, whilst living in close quarters. Family walks, exercise, cooking, board games, storytelling and simply being in one another's company for long periods of time, may only have been experienced previously during family holidays (minus the travel, restaurants and shopping). Perhaps then, it has also been a time of family renewal and rejuvenation!

These are very interesting times in which we live and, I feel, we will all be the wiser from them. It will be fascinating to see how our younger girls will remember this moment in history in the years to come. Perhaps it's not too late to get them to keep a diary, write a story or bury a time capsule in the garden?

As you can imagine, I have received some interesting correspondence over the past few months (not always complimentary!). Many written at a time of great stress and anxiety, especially for parents juggling work, supervising, teaching and parenting all at the same time. However, the number of messages of goodwill and encouragement for Kambala have been uplifting for all staff who have worked tirelessly throughout. They are a reflection of a strong and vibrant community that will come through these difficult times renewed and ready for the next challenge.

FACES OF KAMBALA

Amy Charters and Anthony Girling

Ms Amy Charters, Head of Visual Arts, Design and Technology

I started at Kambala in Term 1, 2020. I had spent four and a half years at Pittwater House on the northern beaches and, prior to that, I taught in the United Kingdom for 10 years.

My main responsibility is ensuring the effective running of the Visual Arts, Design and Technology (VADT) areas. Liaising with teachers and support staff within the Department to ensure high-quality learning and teaching is taking place. Alongside this, I teach Visual Arts in the Senior School to girls from Years 7 to 12.

Visual Arts and Design subjects are centred around creative innovation, so renewal and reinvention are at the core of our curriculum. Experimentation and pushing the boundaries of what has gone before is an essential part of our students' skill set which we actively target, develop and grow. There is a strong history within Visual Arts relating to this with Picasso famously stating: "Bad artists copy; good artists steal" – very rarely is an idea totally original, the seed of that will have come from somewhere.

My role is to lead the VADT team in modelling and facilitating this creativity and innovation, to build students' passion and skill base to enable them to explore new ideas and try different approaches to learning and creating.



1. Amy Charters.



2. Anthony Girling.

Mr Anthony Girling, Facilities Manager

What does a Facilities Manager do? In the team I lead, I manage four staff who are tradespeople and more than 20 sub-contractors. Together we are responsible for cleaning, campus security, landscaping, maintenance and the overall upkeep of the School's property including its buildings, Playfair Pool, the Boarding Houses and carpark.

I have been at Kambala for over three years. I started my career in 1990 as an aircraft engineer with Qantas. Following that, I worked in Facilities Management for the Federal Government, then three shopping centres and, now, I find myself as the Facilities Manager at Kambala.

Part of my role focuses on safety, which is paramount in a school environment where I have responsibilities to ensure students, staff and visitors are in a hazard-free environment.

Renewal and rejuvenation is central to my role at Kambala as my team and I conduct repairs and maintenance on buildings, classrooms, amenities and equipment around the campus. An example of this is the recent restoration we undertook of Tivoli House, our heritage building in the heart of our grounds, with new roofing, repainting the exterior and the replacement of windows.

INSPIRED REMOTE LEARNING EXPERIENCES

*Kirsty Beattie, Lucinda Alder, Xanthe Christopher
and Emelia Kloster, Year 12 students*

During Week 9 of Term 1, Kambala's Year 11 and Year 12 students remained at school whilst Prep to Year 10 students transitioned to remote learning. In this article, Head Prefect, Kirsty Beattie and fellow Year 12 students Lucinda Alder, Xanthe Christopher and Emelia Kloster, share their insights into this unique learning experience.

What was it like being at School during this time?

KB: The current COVID-19 pandemic is something that we (nor anyone) had envisioned for 2020. Whilst we may have pictured the beginning of 2020 differently, we are grateful for the School's ongoing support, guidance and assistance during this challenging time. It is an uncertain future and in facing something so out of our control, we have found support in our peers and been motivated by our teachers, who are working tirelessly to minimise disruption. We have never experienced the likes of online learning or school with the absence of Prep to Year 10 students. However, Years 11 and 12 students, who are reaching the end of their schooling career, are continuing their studies on the School grounds, working hard, keeping each other motivated and staying positive.

Did you feel your daily routine was normal, all things considered?

EK: As a cohort we believe that – assisted by the School's unwavering support – we have been able to successfully maintain a sense of continuation and routine. During the school day, we are fortunate to have classes running as normal, under the guidance of our teachers. Although, many of our extra curricular activities have been cancelled or adjusted through this period, according to government regulations, many of us have still found ways to relax and stay stress-free through exercise, music, socialising and keeping up with the latest news!

What has remained the same?

XC: Whilst we are faced with lots of new challenges, Kambala has done a wonderful job of ensuring that we are receiving a fantastic education, as per usual. Teachers are providing us with their unwavering commitment and support. In turn, girls are maintaining an exceptional level of focus and determination to work to the best of their ability, especially going into such an important examination period.

What has been different?

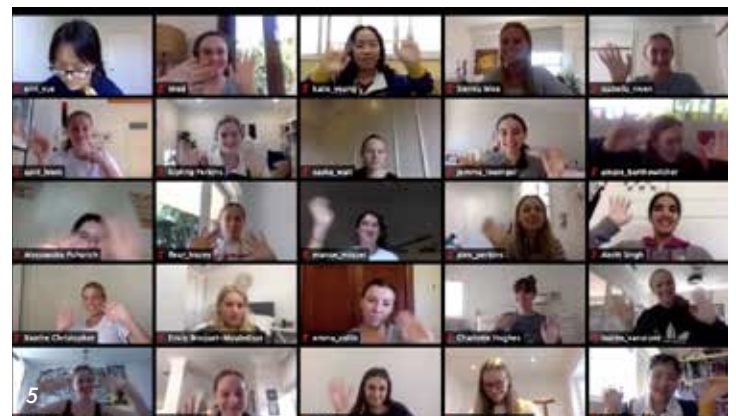
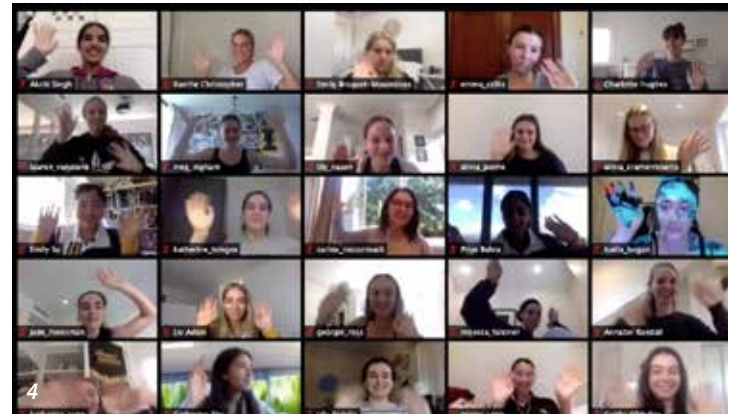
LA: Initially the younger years transitioned to remote learning, while Year 11 and 12 students remained at School. Then, both year groups moved to remote learning in order to practise social distancing for the better health of the broader community. Whilst remote learning was completely new (not only to students, but also our teachers) it quickly became evident that it was effective in enabling us to continue with our learning throughout this challenging period. It is different not having your peers within arm's reach, in class or at recess and lunch, and not being able to see our teachers face-to-face. However, thanks to Zoom, we can all ask our teachers questions and even spend virtual time with our friends at recess and lunch!

What support have you received from the School to help you deal with this situation i.e. studying in School with other students offsite?

KB: Kambala has been particularly helpful in accommodating students who are learning remotely through engaging in ongoing communication. We are fortunate enough to be able to utilise Zoom, a video conferencing platform which has aided face-to-face remote learning. Video conference calls make it seem as though the students are in the classroom. This has helped a number of students keep up with their study during this difficult time. Students who are not able to attend examinations are also granted the opportunity to participate in the exam online through programs such as Education Perfect. The resources and opportunities that our teachers have provided us with have been extremely helpful.

Any advice for other Year 12 students studying HSC and IB in this current climate?

KB: Whilst the current situation can at times be distracting or confusing, we can also make it a time to focus on our studies, work more independently and critically and get ahead on work. Some advice would be to stay connected with those who make a meaningful and positive impact on your life – parents, family, friends, teachers or coaches. Stay focused on the task at hand – whether this is completing homework, studying for a test or being proud of the small things you accomplish – without thinking too much into the uncertainty of timing of events in the future. Your teachers are also an amazing



resource full of expansive knowledge and are always more than happy to help. Remember to ask your subject-specific teachers, Year Group Coordinator or counsellors if you are feeling overwhelmed or need help with your learning throughout this challenging period.

1. From L to R: Year 12 students, Roseby Prefect, Xanthe Christoper; Gurney Prefect, Emelia Kloster; Advocacy Prefect, Lucy Alder and Head Prefect, Kirsty Beattie.
 2. Year 12 Roseby Prefect, Alexia Osler studying from home during isolation.
 3-5. Kambala's Year 12 students used Zoom video calls to assist with face-to-face remote learning.

COURAGE AND KINDNESS OVERCOME DEVASTATION AND HARDSHIP

Sarah Roche, Kambala parent; Polly Roche (Year 7)

Sarah Roche and her family are new to the Kambala community – daughter Polly started at Kambala as a Boarder in January. The Roche family are a fourth-generation farming family who live on a beef and sheep farm near Adelong in southern NSW. Polly has two brothers Sidney (10) and Billy (6), her Dad, John, is a full-time farmer, and her Mum, Sarah, is the Head of Operations for Essential Energy, one of Australia's largest electricity distribution networks.

Like so many, the Roche's witnessed firsthand the devastation of bushfire and its impact on their farm and small community. Sarah and Polly reflect on the experience and the extraordinary strength of the human spirit.

Describe your relationship with where you live?

SR: The Roches have lived in this area for four generations, John's Irish ancestors came to Australia in 1842 aboard the 'Templar'. John was born and raised in the area and went to the local Adelong Catholic School then to boarding school in Sydney. With an agricultural degree, John returned home to help manage the family property, Rochedale. I am originally a Melbourne girl and was working for Rabobank (an agribusiness bank) in Sydney and moved to Adelong 15 years ago.

Did you have concerns in late 2019 as to how the current drought and then bushfires could impact your family or your home?

SR: We were very concerned with the summer season ahead and the potential bushfire risk – with so much dry grass and the hot conditions proving to be the perfect conditions for what was a catastrophic situation across so much of NSW. In my role at Essential Energy, I had already been part of a large bushfire response with the north coast fires, where significant electrical assets were burnt. This experience raised concerns for what could be coming to the southern part of NSW.

How did the fires unfold for your family and community?

SR: We were driving back from Melbourne on 28 December when we had a phone call to say a lightning strike had started a fire in a private pine plantation and all of our farms were potentially under threat. We arrived home to a huge smoke screen. Luckily, able to get in, John left quickly to join the other Rural Fire Service volunteers. The children and I prepared the house as best we could with SMS evacuation warnings coming through on the phone. The children packed a pillow slip of their favourite things before we put all the sprinklers on and



1. The Roche's farming area after the Dunns Road fire had been through.
2. Regeneration just four months later.

headed into town for the night. By Monday 30 December, the fire broke containment lines and travelled 100 kilometres within a few hours taking in its path farms, livestock and property. It was total devastation for the communities in the Snowy Valley.

The fire kept going for two weeks. Resources were limited with fires burning across southern NSW. Communication was basic, we had to revert to two-way radios as all telecommunications towers were burnt along with hundreds of power poles meaning all power was lost for weeks.

Farming families across the whole area had lost so much of their livelihoods. Half of our property was burnt; all livestock were saved and everyone was safe – for that we were grateful. We sold 80 percent of our sheep as we were concerned the fire threat may return again and we needed to eliminate further risk and allow the land to rest and regenerate. Less than a month after receiving an inch of rain we saw the first signs of the regeneration of the land. It has been so inspiring to watch and see the country respond.



What were your feelings during this time?

SR: It was surreal to have been sitting at the MCG watching the Boxing Day Test as a family one day and then 24 hours later be back home facing the biggest fire threat in 100 years. It was such a grounding experience and it became very real that all that mattered was our family's safety. It was an emotional time for us all and to see our land and surrounding community totally burnt. Our farmers were so amazing, totally exhausted and devastated, they just kept fighting, there was no choice to give up. Like a lot of children, Polly, Sid and Billy needed to leave the area for three weeks. They stayed with friends and family, as we didn't want them being exposed to the stress of the surrounding fire threat and associated uncertainty.

How, as a family and community, did you work together to help each other?

SR: In tough times rural communities bind together and do whatever it takes to help and look after each other. There were so many acts of courage, generosity, kindness and humble displays of the human spirit. It certainly was the silver lining of the experience. We had friends and family who travelled to help us, we had neighbours who had lost their whole farm the day before arrive to help us defend our farm the next day. Home cooked meals were delivered from families who we didn't even know; we even had Olympic swimmers run a swim clinic for our country kids. This was followed up by huge donations of feed, supplies, water and fuel through a number of local charities and government assistance.

Four months on we can see the country with a foot of green feed and we have fully restocked. We still have fences to repair and that will take time. Everyone is very busy rebuilding their farms. Ironically, we were all so scared to live here during the bushfires and now with COVID-19 we are all so grateful to be safe and isolating here. When we do have an opportunity to connect, conversations at the moment are often around a bonfire in the paddock and filled with reflections of the bushfire experience. It is healthy to talk, share, laugh and cry; everyone has a story and for every story of devastation and hardship there is one of courage and kindness.

What have you learned from this experience?

SR: At the end of the day all that matters are your family, friends, community, their safety and wellbeing. When you are faced with potentially losing everything, nothing else matters more than those you love. As a brand new family to Kambala, we felt very supported by the Kambala community with calls and emails of support from Mr Hogan and Mrs Brodie and the leadership team. We knew we had made a good choice for Polly's education and she would be well looked after following a different kind of summer holiday.

PR: I have learned that things can go from okay to bad very quickly. I also learned how well small communities support each other through the good and tough times. Some people in the Adelong community gave their homes to the fire to eat and sleep in.

What were your feelings at the time?

PR: I had many mixed emotions. When the fires first started, we were coming home from Melbourne. Dad said that we might not make it home; it was very sad to hear Dad say that. There were many more emotions including worry, disappointment, happiness and even some excitement when the fire had stopped and we could go home again.

1. Our community is working together to rebuild itself.
2. Polly Roche (Year 7) with brothers Billy and Sidney, Dad John and Mum Sarah.
3. The Roche family trucking out 80 percent of their ewes, post fire.

RENEWAL AND REJUVENATION OF KAMBALA SPORTS OVAL

*Michael Heenan, Principal, CEO and design lead at
AJ+C Architects and Urban Designers*



In the coming years Kambala's sports oval will be transformed into a state-of-the-art sporting and wellness precinct. A once in a generation project for the School, lead architect Michael Heenan spoke to *The Soubeiran* about how the project will not only deliver leading sporting facilities but it will significantly renew and rejuvenate the campus, providing an enhanced relationship between buildings and exciting new places to teach and learn.

When you were first approached by Kambala what was the project?

AJ+C was initially approached by Kambala to enter a design competition for a smaller project. This project required us to comment on some initial plans and to think a bit about any other ideas we might have. We were one of four architects in the competition. Our response was to look closely at the Kambala *Strategic Plan 2019-2023* and to think more broadly about the opportunity to deliver on the School's strategic vision. As a result, the Kambala Sport, Wellbeing and Senior Learning Precinct project was born, which is larger than the original project. Luckily the School Council also saw an opportunity, and AJ+C was chosen as the architect for this exciting project.

What did you perceive as the main challenges of this project – good and bad?

When we were first asked to be part of the competition, we were taken on a tour of the campus. On this tour we made some observations of the challenges to be overcome. One major challenge is simply the notion of constructing anything new on a campus which is already so physically constrained, both in terms of a current lack of outdoor space and in terms of a restricted height of buildings to not block neighbour's harbour views. There was no obvious place for a new building and no easy opportunity to build on top of existing buildings. Our solution was to design the new precinct underneath the slightly raised field, which presented a range of new challenges to be overcome. The challenges were: to not touch the New South Head Road embankment or its retaining wall; another to construct a significant building on a tight site, whilst keeping the School running; and to capitalise on all of the wonderful opportunities of the campus including the heritage quality, the

harbour views and, the strong sense of connectivity. This really is a once in a generation chance to make a significant contribution to the fabric of the School, and one we're thrilled to be a part of.

How did the concept for the Kambala sports oval project evolve?

I was chairing an architectural jury in London judging the best education buildings at the World Architecture Festival and could not get Kambala out of my mind. Instead of spending two days at the London Design Festival, I sat down and drew a number of large plans for the comprehensive redesign of the entire Kambala campus. Having thought about the campus intensely after the interview at the School and on the flight to London, the ideas flowed quickly and succinctly.

The concept then evolved quite naturally. The initial concept of raising the sports field to a height equal to Massie House's parapet and building underneath it ended up providing opportunities to improve many other areas of the campus. For example, we recognised the opportunity that if you raise the field, you would be able to see the harbour from the tennis courts, where it is currently blocked by Massie House. We recognised that if you raise the field, you can also make it wider to accommodate hosting sporting events on campus for the first time. We also recognised that if we build a significant building under the field, we have the opportunity to selectively remove some of the poorer buildings from the campus and create a range of new courtyards. In the end, the project became not just a building project but a re-greening of the campus.

Can you share some facts about the final design?

The design will deliver two indoor basketball courts, approximately 17 new learning spaces, a SHINE centre for students and a KITE centre for staff. It will also deliver a new sunny courtyard, a new forecourt inside the New South Head Road gates and a new courtyard to replace the Arts building.



Draft renders of the Kambala sports oval.



What is your most favourite feature of this particular design?

My favourite feature is that this building project allows us to significantly increase the amount of green open space on this very constrained campus. New squares, plazas, lawns and new shade canopy trees will form around historic Tivoli and create new relationships between buildings and new places to teach and learn.

I also like the fact that we have designed a flexible structure that can easily accommodate the changing needs of the School over time. We can't predict what changes in pedagogy or technology will mean for the design of teaching spaces in 10 to 20 years' time, but we have allowed the flexibility of this building to easily adapt to changes when they arise.

Where is modern architecture and design heading in terms of renewal and rejuvenation?

As the world begins to grapple with climate change, the concepts of renewal and rejuvenation are highly relevant to architectural practice.

Contemporary architecture is becoming increasingly sustainable, and this is reflected in all our work. Good architecture will continue to seek to have a positive impact on its context, to renew and rejuvenate its setting, and to regenerate the local ecosystems.

What will be the benefits to the broader Kambala community, once the new oval is in place?

The benefit will be the provision of new state-of-the-art sporting facilities and brand new teaching spaces for the Kambala community to use, but best of all is that the design has a very light touch. Once the project is completed, and the field is reinstated on the roof, it will be hard to tell that anything had taken place at all. So, the benefits will be absolutely transformational for the Kambala community and the impacts on the immediate neighbours will be very minor.

KAMBALA MYSTERY STEP CHALLENGE

Kath Sambell OLY, Director of Sport

During the COVID-19 pandemic, Kambala's Sport Department's main challenge was how to keep students engaged in sport and activity, despite the move to remote learning.

We knew whatever we did would have to have a back-to-basics ethos as the girls would have limited equipment and space. First came the skipping ropes. Before they left school, each student collected a skipping rope from the School to take home with them, in preparation for online fitness routines (and skipping challenges) provided by staff.

Programs to keep fit and continue sporting skills were uploaded to the School's internal communication platform, Sundial. Both Junior and Senior girls could access content in relation to a broad range of sports. And although a level of national and global uncertainty prevailed, it was important for us to demonstrate to the girls that resilience and a sense of humour can help in tough times. Netball Coordinator, Brigitte Athas, hosted a Netball skills session with Kambala's Sports Administrator, Franc Pazmino, which made for entertaining viewing. The general consensus was that Mr Pazmino should really stick to soccer!

The Sports Department also launched a Mystery Step Challenge. The idea was to encourage the community to stay active (and maybe even get a little competitive!). We kicked-off with a trial for the Senior School girls, which saw 29 staff members and 50 girls participate. The Junior School girls began the challenge on Monday 30 March, with Aria Calabro named the final winner of the Junior School Mystery Step Challenge. The girls had to log the number of steps they completed each day on a shared Excel document. The twist was that the competition wasn't about how many steps participants did. Rather, the winner was the girl who had the closest number of steps compared to the weekly Mystery Stepper. To help encourage and keep the girls on track, we would post some of the Mystery Stepper's daily results so they could see how many steps had been taken on days one, two and three, for example, but days four and five remained a mystery until everyone had logged their final steps!

We were delighted that in its second week, Gabriella Gamerov (Year 8) was crowned Mystery Stepper champion when she clocked-up 52,954 steps, versus my own 51,994 steps! No surprise, as Gabriella had recently competed in her first NSW All School Triathlon where she



1. Year 8 student Gabriella Gamerov triumphed as the Senior Mystery Stepper in the second week of the Mystery Step Challenge.

2. Aria Calabro (Year 3), winner of the Junior School Mystery Step Challenge.

finished sixth in NSWCIS and 16th in NSW. Gabriella also won the 14 years division in the Cross Country at the Senior Carnival and was named in the 2020 Kambala Cross Country team.

There has been much uncertainty during the COVID-19 outbreak but one thing has stood true: the fact that being active is intrinsic to wellbeing. It's not difficult to move – but it can be a challenge to stay motivated when having to self-isolate. We hope that during this period the Sports Department and Mystery Step Challenge helped our girls stay active and happy.

LISTENING TO THE COMMUNITY

Dr Tamara Lang, Head of Strategy

In late 2019, an independent organisation was commissioned to help provide deeper insight and research-based information relating to School staff, student and parent expectations and satisfaction, a broad cultural audit. Kambala's community of staff, students and parents were asked to share their experiences and opinions of the School. This followed a similar audit conducted in 2017.

The 2017 audit assisted in driving the continual improvement of the quality of education provided by the School. This data formed the basis of our *Strategic Plan 2019-2023*.

Kambala is committed to listening. It is by listening to, and collaborating with, our community that we are able to measure and acknowledge success and failure. It is critical that the School's strategic plan continues to meet the needs and aspirations of our community. Our most recent audit provides an opportunity to track progress, measure success and – where required – reassess. The 2019 cultural audit gave the opportunity for the School to continue the renewal and rejuvenation of its strategic approach in areas that resonate with our community.

Many of the 1,242 respondents identified growth and improvement in key areas including Boarding, affinity and loyalty, perceptions of management and leadership, sport, communications and community engagement.

Parents and students asked us to focus more on quality of teaching, feedback, differentiated teaching and learning programs, student wellbeing, improving the Senior School learning environment and improved sporting experiences and facilities. Parents also told us what they most value about the School:

- ♦ academic standards and curriculum
- ♦ community
- ♦ friendship
- ♦ caring and supportive environment
- ♦ their daughter's happiness when attending.



Key insights offered by staff acknowledged:

- ♦ vastly improved delivery of staff services
- ♦ affinity with the School
- ♦ ICT services
- ♦ staff welfare
- ♦ professional learning.

Areas still requiring priority attention (even with improvements seen since 2017) included teaching facilities in the Senior School, communication, leadership, staff welfare and professional learning.

With the development and promotion of our new Sport Strategy, appointment of our Directors of KITE and SHINE and further work across most initiatives in the *Strategic Plan 2019-2023*, we continue to work on improving the experience of our staff, students and parents.

Whilst in light of COVID-19, some of the initiatives within our strategic plans have shifted and several timelines delayed; interestingly, the pandemic has certainly necessitated an acceleration of key initiatives under the pillar of Academic Excellence. The current situation has led to the fast introduction of creative approaches to curriculum, teaching and learning, considerations and implementation of new frameworks for feedback and enhanced teacher practices and knowledge.

Our pillars and associated initiatives continue to be extremely important in guiding the future of Kambala, and the feedback provided by staff, students and parents in the 2019 audit continues to affirm this. Academic Excellence, Care, Community and Sense of Place remain at the forefront of what we continue to do, underpinned by our values of Humanity, Courage, Curiosity and Respect. We will continue to listen and ensure the feedback shapes the School's operational and strategic work so that Kambala remains the outstanding school it is today.

VISIONS FOR THE FUTURE

Kimberly Pericles, Junior School Teacher/Librarian

“Society needs heroes to rejuvenate, re-energise and renew itself with visions of the possible. That’s what heroes do.” Roberta Bondar, Canada’s first female astronaut, Zonta International Honorary member.

Our Year 6 Kambala heroes headed off to Canberra in late February 2020 to investigate and explore human rights in a democracy. The trip was planned to look at aspects of Australian society, our institutions, our values and our heritage through visits to Old and New Parliament Houses, the Australian War Memorial, the CSIRO, the Electoral Commission, Government House and Questacon.

For the girls heading off on their first camp of the year, their focus was on the social ramifications of the trip: of broadening their friendship base, of deepening friendship ties, and of getting-by, away from their families. But for the teachers who escort the girls there is another aspect that – whilst not voiced or underpinned in document-speak, or outcomes or syllabus dot points – emerges from the hectic pace, the tiredness and the responsibility of the excursion: the renewal and re-energising manner in which our girls begin to see and appreciate the possibilities that are open to them as citizens of Australia.

For the teachers who accompany the girls, it is not a case of becoming complacent and mechanical in visiting Canberra for two or three years in a row – but one of being able to view these bastions of our heritage and culture with fresh eyes – the eyes of an upcoming generation.



To witness the girls, with their impressive classroom knowledge of facts and reasons, grapple with new ideas and explanations and come up with more nuanced and subtle interpretations of why things happened, what it was like at the time of Federation or how someone serves their country in different ways often makes this experienced teacher catch her breath and declare, “Well I never thought of it that way!” It is this very aspect of learning with engagement that bubbles on our Canberra experience; the girls are out of their comfort zone, they engage with a variety of educators and experts and they begin to see how small events from history, from politics, from science and from humanitarian work come together to produce the Australia that they are learning about, and will lead into the future.

As teachers, we are privileged to watch and listen to our girls as they learn and reflect on what they are experiencing – their questions posed to the educators at the various venues show an awakening and early comprehension of how systems work, and how previously disparate pieces of information come together to begin to build greater depth and understandings. To see eyes light up as they recognise and connect to something they have learned in the classroom, their probing to exact more detail, or more depth to what they currently know or appreciate is rejuvenating. It reminds us that possibilities, and what is possible, need to be invigorated and renewed, and who is better placed to do this than our own girls, our Year 6 Kambala heroes.

1. Forging friendships during a garden stroll at Government House in Canberra.

2. Year 6 students assembled at the entrance to Parliament House.



INTERNATIONAL WOMEN'S DAY BREAKFAST

Kirsty Beattie, Head Prefect

On 12 March, Kambala hosted a 2020 International Women's Day (IWD) Breakfast. Jessica Rowe, Australian journalist, author and television presenter interviewed the assembled panel of inspiring sportswomen which included Grace Hamilton, Captain of the Wallaroos; Charlotte McGill, Australian athletics representative and 2019 Kambala graduate and Judy Playfair, Olympic swimmer and Kambala Old Girl.

On behalf of everyone who attended, I know we all felt extremely grateful to have had the experience of listening to the valuable insights from these inspiring women. All four women have demonstrated everything that the 2020 IWD stands for – an equal world is an enabled world. A major part of Kambala's development focus over the coming years is not only raising the profile of women in sport, but also to enhance the facilities available for sport and academia by constructing dynamic teaching and learning spaces.

"We shape our buildings and afterwards our buildings shape us," mused Winston Churchill in 1943 while considering the repair of the bomb-ravaged House of Commons. Recently, I read a BBC article which reinforced the solid research into the effect of architecture and built spaces on the psyche.

On our arrival back to school after the summer holiday break, we were very excited by the renewal and rejuvenation that has occurred in the Alexander and Minter areas of the School, revealing a renovation of classrooms into new and dynamic learning spaces. The recently developed classrooms have created a space that allows students and teachers to adapt to the learning style of a specific lesson, as well as expand the use of technology within the classroom through the use of smartboards, screens and space. These rejuvenated spaces will allow us to better interact with the learning environment and certainly experience a dynamic classroom.

Due to the COVID-19 pandemic, Kambala students and teachers have experienced our rejuvenated learning spaces at Kambala shift into remote learning in the space of our homes. Whilst at times this transition has been challenging, it has certainly been made easier with the guidance of our dedicated and supportive teachers who worked tirelessly to create engaging and rich online lessons.



While learning remotely, I have also been challenged to reshape my perspective regarding this current uncertain climate. At times, we can all experience the frustration of change, yet I have found that during these moments, reminding myself of those things that I am grateful for – family, health and friends – has been integral in ensuring I approach each day with a renewed mindset. As we know, we are at our best when we experience balance within the day; some social interaction with family or friends; exercise or playing with a pet; drinking lots of water and making some time to do the little things you enjoy will all go a long way in helping us maintain a positive and productive mindset.

1. Grace Hamilton, Jessica Rowe, Charlotte McGill and Judy Playfair were the guests of honour at Kambala's 2020 International Women's Day Breakfast in February.

2. Head of Senior School, Katherine Mar with Annabelle Zehner (Year 10), Olivia Ho (Year 4), Eloise Boyson (Year 10) and Head of Junior School, Stuart Coppin making the #EachforEqual sign of 2020 IWD.

KOGU GRANT APPLICATIONS OPEN

Following the introduction of the KOGU Grant in 2019, several Senior School students were awarded grants which enabled them to participate in additional programs offered through the School.

The framework for the grant, honours the KOGU vision of providing access to opportunities at Kambala which may not be accessible to all students, due to financial limitations. In 2020, KOGU looks forward to supporting more Kambala students in accessing these opportunities through participation in a range of sports, extra curricular activities, music and subject specific tours, for which the costs are on top of school fees.

The KOGU Grant can be applied for by any student in Years 9 to 12, reflecting the age and time when students begin to pursue individual strengths and interests. As part of the application process, students will be required to submit an outline of the program/request, why they need assistance and the benefit they envisage from their participation. Once the grant is awarded, that student will receive funds towards their application.

Students in Years 9 to 12, who would like to apply for the KOGU Grant in 2020, should contact the Principal's Office via Cath Scott at cath_scott@kambala.nsw.edu.au for an application form, which should be returned by the end of Term 3. The successful applicant will be notified by the Principal's Office.



REMOTE STEM-ING

Emily Shen, Year 12 STEM Prefect

During April and May 2020, when all students were remote learning, Kambala's STEM teachers and student leadership hosted a forum called Remote STEM-ing on Sundial to allow the whole school to post various STEM activities from home. There were over 100 submissions. It was truly amazing to see so many girls participate and to witness their enthusiasm and ideas in their activities.

In addition, several challenges were developed for all year groups to participate in. The first challenge was a competition for the Massie House and Junior School girls, to build a gumdrop bridge. Senior School students, on the other hand, were challenged to build a bottle rocket!

As STEM Prefect, it was exciting to review the entries submitted and quite tough to decide on who to crown champion! I was especially impressed by the younger girls' efforts with some amazing gumdrop bridges having been constructed using materials from home.

Special acknowledgments were awarded to Arabella Cochineas (Year 3) and Sabine Reja (Year 5) for their incredible bridge-building skills. In the Senior School, Nawal O'Neil (Year 10) won the bottle rocket challenge. A special thank you to Transition student, Molly Wang, who wowed the judges with the planning and execution of her rocket balloon.



1. Year 3 student, Arabella Cochineas impressed the judges with her sweet construction skills.
2. Looking good enough to eat: Sabine Reja's (Year 5) gumdrop bridge.

COMMUNITY WORK IN CAMBODIA

Georgie Beer, Bonnie Green and Jemma Tan (Year 11 students)

Kambala's values of Humanity, Courage, Curiosity and Respect were at the fore on 7 December 2019 when two groups of 10 Kambala students set off on a two-week, student-led World Challenge expedition to Cambodia.

After spending time in Phnom Penh we travelled to Samroang for a community project at Greenway School. Samroang is a small village two hours north of Siem Riep. The school has up to 200 students who attend at different times of the day. The monsoon season in Cambodia brings very heavy rainfall which had caused flooding at the front of the school. Our task was to create a pathway to prevent the students falling and getting muddy. We started our project by setting out the pathway and covering it with gravel. We then started to mix the cement. This proved very challenging as we had no machines to make it. We combined nine buckets of sand and 25 kilograms of cement powder and mixed them together. After it was well combined, we slowly added in water, using hoes to stir it together – this was probably the hardest part. We then picked up the tubs and poured the cement onto the gravel path. We would work on making the path for about three hours in the morning and then head back to our home base for lunch, which was made by some local girls, and then we would go back to the school for another three hours in the scorching Cambodian heat.

After finishing for the day at the school, we would enjoy some fun activities such as playing soccer with the local children. This was definitely a highlight of the trip. As a part of our expedition, our goal was to raise funds for the Greenway School. In total, we raised roughly \$2,000, and the staff at the school were incredibly grateful. We also got to know and talk about the lives of the children living in Samroang, and learned about their hardships. We even got to visit some of the homes of the school children. The project was such a rewarding experience and was a definite highlight of the trip. Being able to interact with the children and helping them, it was clear to see the positive impact the footpath and our fundraising money would have on the school.

After our two amazing weeks in Cambodia, we sadly had to say goodbye. We said goodbye to our World Challenge leader, George, who helped us through thick and thin, and made our way home.



On behalf of our team we thank everyone for the support that they gave us over the course of this amazing journey. Reflectively, we highly recommend this trip to anyone who is considering testing their limits and exploring the unknown of a diverse country.

1. 2019 World Challenge students in Cambodia.

2. Year 10 students explored the temples of Angkor Wat.

ACCEPTING THE CHALLENGE OF A NEW TEACHING ENVIRONMENT

Samantha Gooch, Director of KITE

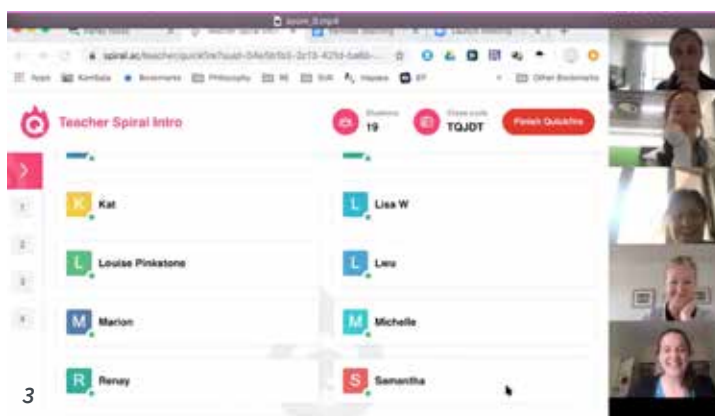
Our students are encouraged to view learning as a lifelong skill, and at Kambala, we hope to build mindsets and dispositions in our students that will allow them to continue as effective learners long after they graduate. When we are presented with new situations and challenges, we are reminded of what is needed to learn new things and thrive in a different or unfamiliar environment. The move to remote teaching saw teachers model this lifelong learning, approaching this time with a growth mindset and an eagerness to learn new ways to deliver teaching and learning.

As teachers, we place great value on opportunities to collaborate with one another – to design and plan learning with our peers and to reflect on our own practice with the empathetic guidance and support of those in the classroom next door. Oddly, in a world where we have had to be apart, the need for Kambala teachers to come together in these ways was felt by all.

In the transition to remote teaching, Kambala teachers needed to reconceptualise ways to transmit knowledge and introduce skills, build deep understanding of concepts, facilitate group work amongst students, provide feedback, design assessments and monitor student engagement and wellbeing. Maintaining excellence through these teaching necessities could not be faced alone and Kambala teachers knew that collaboration and sharing would be the keys to success.

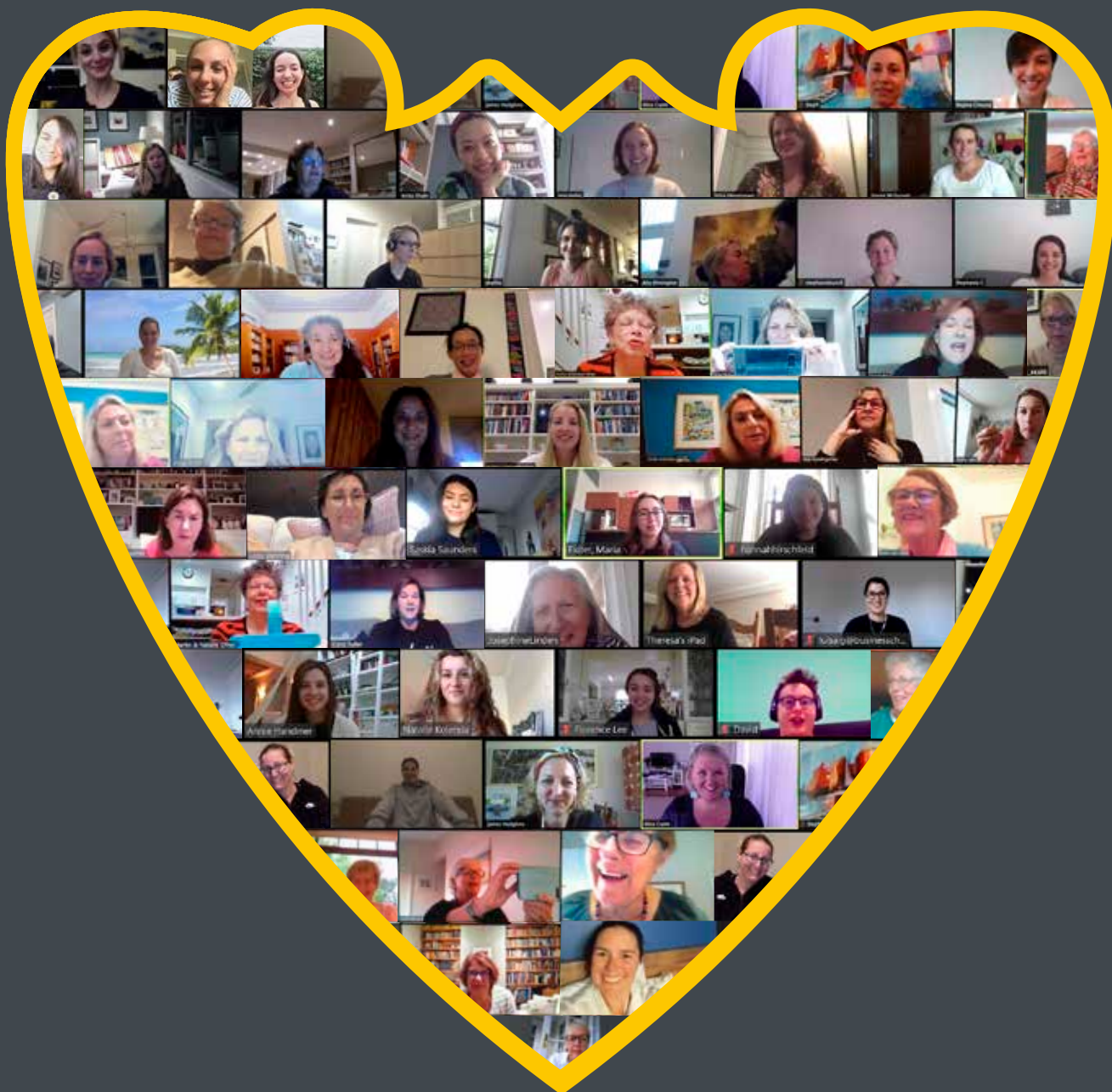
Faculties and year groups began their work immediately, and as colleagues we found ways to communicate with one another to ensure that best practice was developed and disseminated amongst teaching staff. Our School hall became a Remote Teaching Professional Learning Hub, a 'socially-distanced' space allowing teachers to drop by for upskilling, troubleshooting and experimentation with technology. Faculties and year groups Zoomed with one another to plan, problem-solve and create, while discussing solutions and responses to parent and student survey data. Teachers embraced the opportunity to connect, evaluate and plan during the final week of Term 1. This time was repurposed as professional learning and included daily focus points of 'Reflect', 'Learn', 'Share' and 'Plan'.

Educators know that good teaching comes from their own good learning. The experience of distance education has highlighted how



much teaching knowledge and passion we can draw upon here, within our own School gates. What has been most inspiring is the way Kambala teachers, Prep through to Year 12, have rallied together to share their ideas and strategies for remote teaching, and the way a new space has been navigated through strong collegial support. It is hoped these very approaches have shown our students that learning never ceases, and importantly, it has reminded us all of the immensely social nature of learning itself. Teaching excellence at Kambala proudly remains, through the connection and collaboration sought and found by all of its teachers, together as one united team of learners.

1. Kambala leaders gather to plan in the weeks preceding remote teaching.
2. Staff meetings were a time of sharing and collaboration.
3. Teachers sharing technology tools with one another via Zoom meetings.



**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

Be social with KOG



Follow us on Facebook
facebook.com/kambalaoldgirls



Follow us on Instagram
instagram.com/kambalaoldgirls



Join our LinkedIn Group
linkedin.com/groups/5118542

STAYING CONNECTED. Lifelong friends are a very valuable resource when life is not going as planned. It has been amazing to see so many Kambala Old Girls staying connected and supporting each other online through the COVID-19 pandemic.



KOGU President
Jane Poole '79

PRESIDENT'S REPORT

Jane Poole '79, KOGU President

Our year of planned events and activities with opportunities to connect with each other and the School has not evolved as we thought, however the challenges posed by the COVID-19 pandemic have provided unique opportunities for our community to come together in many different ways.

We have been heartened to see and hear of so many cohorts and groups of school friends making the effort to contact each other and connect virtually. Lifelong friends are a very valuable resource when life is not going as planned.

I hope you received an email or letter from me, dated 7 April, outlining the events we have had to cancel in 2020. We continue to monitor the situation as we head into the second half of the year. In my letter I outlined the launch of the Kambala Viral Kindness program. The Committee and I have been overwhelmed with the level of engagement the program has sparked and we are delighted that we have been able to buddy up several older Old Girls requiring support with volunteers amongst the Old Girl community. It is particularly pleasing that a number have been from outside Sydney.

We are very disappointed for our 2020 Linden Fellows, Saskia Saunders '15 and Bianca Doff '14 who have had their time in New York with Josephine Linden at Linden Global Strategies deferred, due to the very serious challenges posed by COVID-19 in New York. Saskia however was lucky enough to start her Fellowship and spent three weeks in New York before returning home, and she writes of her experience in this edition. Bianca hopefully will get her opportunity at a later date, along with Brooke Wanford '15 who was planning on undertaking the Fellowship in September 2020.



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 limited edition jigsaw puzzle of Tivoli is available for sale.

We are however pleased to be offering our mentoring program again this year, which offers a unique opportunity for younger Old Girls to be inspired by and learn from the life experience of Old Girls. This year's program will be predominantly based online and will commence in July.

During these times when we are spending more time at home and possibly looking for new challenges, KOGU has produced a limited edition jigsaw puzzle, from a beautiful photo of Tivoli. These are available at a very reasonable price through our KOGU website or by contacting us directly by email or phone.

We look forward to exploring new ways for you to engage with the School and each other. In the meantime, if you haven't seen the video *What Does it Mean to be a Kambala Old Girl?*, posted on our Instagram and Facebook pages on 21 April, I encourage you to do so, it will bring a smile to your face.



CLASS OF 1960

60 YEAR REUNION

On 4 March, the Class of '60 met for lunch at the City Tattersalls Club in Sydney. Seventeen of us attended and had a very enjoyable catch-up. We have been meeting annually on the first Wednesday in March for several years and always look forward to learning about interesting events and family information. We also have an unwritten promise to look out for each other as many of us have experienced sad and challenging times. We enjoy being part of our Kambala family.

Helen (Pentecost) Christie



Some of us pondered the 'non-Kambala-girls' venue but our wonderful organiser, Helen, had made an excellent choice. A convenient location, delicious food, wine for some, in the appealing restaurant called Zest.

Class photos were passed around, some from an escape excursion to the Snowy Hydro-Electric Scheme. At the reunion we did not take any photos – not due to vanity but because we were enjoying ourselves so much and, anyway, we all look the same – just older. Friends for life.

Susan (Burnett) Boden Parsons

ANZAC DAY 2020

On Anzac Day we remember and honour the service and sacrifice of those who have served our nation. Due to the global outbreak of COVID-19, this year Anzac Day was very different to what we are used to. With traditional commemoration services cancelled, we were all encouraged to privately commemorate Anzac Day and light up the dawn from our driveways. For many, it was a very personal and meaningful way to honour those who have served.

Kambala Old Girl Louise (Rothe) Franklin '74 and her husband Philip Franklin MBE commemorated a very special Anzac Day in Papua New Guinea. They were joined by Mr Paul Murphy, Australian Consul-General in Lae, Papua New Guinea and Paul Kembos from Salamaua Village aboard MV Satisfaction (owned by Philip and Louise) for a dawn service at sea in the Huon Gulf adjacent to Red Beach (Buso River), the site of 9th Division landing commencing the Battle of Lae on 4 September 1943.

The ceremony included a reading of the ode, playing of the *Last Post* and singing the three National Anthems of Papua New Guinea, New Zealand and Australia. Louise said it was a very moving and surreal moment remembering those who had participated in this battle and thinking how peaceful and beautiful the landscape is today.



1



2

1. Jaimie Humphrey (Year 5) and her sister Eleanor Humphrey (Year 6) lit up the dawn from their driveway on Anzac Day.
2. Louise (Rothe) Franklin '74 spent a very memorable Anzac Day in Papua New Guinea.

ART ACCLAIM FOR STELLA SINNOTT

Congratulations to Stella Sinnott whose 2019 HSC artwork, *Ectomy*, received an honourable mention in the Prisma International Art Prize and honourable mention and shortlist in the London International Creative Competition.

Here, Stella reflects on her work and its underlying message.

“My work expresses the angst and consequences of treatment related to breast cancer in the hope that it will increase our confidence in talking about this insidious disease. What I have learned from the brave women who modelled for me is that cancer is not something that you overcome – or a battle you can win. Nor can you ever fully believe or say that you are a survivor, it is a relentless struggle. I wanted to create a visual and effective language to better explain the trauma endured by women with breast cancer; a disease that now affects one in seven women during their lifetime.”

After leaving Kambala Stella chose to take a gap year to become more independent and gain some travel and work experience. She applied to work at a school in the UK through a company called Letzlive and was accepted as a Sports Assistant at a Prep School in Essex which she started in January 2020. Due to the COVID-19 pandemic, it has been a more challenging experience than Stella imagined and she remained in isolation from March until 1 June when she returned to work to help care for the reception and the students that had returned to school. As long as there is not a second COVID-19 wave in the UK, Stella hopes to continue working and to travel before returning to Australia in December. She plans to study Design at ANU in 2021.



Stella Sinnott's 2019 HSC artwork, *Ectomy*.

LIFE AS A LINDEN FELLOW DURING COVID-19

Saskia Saunders '15

The Linden Fellowship is a unique opportunity to gain insight into the investment management field under the guidance of an incredibly successful industry veteran. Working with Josephine Linden and her team in New York has been a very rewarding experience, and I cannot begin to express how valuable it has been in terms of the knowledge and exposure gained. From day one the Linden Global Strategies (LGS) team's willingness to devote their time and energy to my professional development and financial education has been astounding.

The flexibility of the fellowship enables you to tailor your experience to your interests. I spent time shadowing each team member, learning the ins and outs of how they formulate investment strategies depending on the individual investment goals of each client. In addition to conducting market research, I assisted with portfolio reviews, and attended meetings with clients and fund managers. Something I looked forward to each week in particular was the Wednesday office meeting, where the LGS team would get together with a number of other former Goldman Sachs partners to discuss movements in the market. The sheer volume of knowledge and industry expertise you have access to at LGS is priceless.

During my time in New York I was fortunate enough to attend a number of exciting events across the city, such as an Economics Symposium at the Council on Foreign Relations, and hearing Mastercard CEO Ajay Banga speak at the Australian Consulate. My fondest memory is of an intimate lunch I had the honour of attending, chaired by former prime minister Julia Gillard on the topic of women's education and leadership. Another highlight was hearing former United States Secretary of Defense, James Mattis, deliver a keynote speech to the attendees of the Morgan Stanley IDEAS Conference opening dinner, held in the iconic Rainbow Room at 30 Rock.

Halfway through my fellowship COVID-19 reached New York. The resulting public health crisis has unfortunately forced me to hit pause on my time in the city, and I have since returned to Sydney. I have nonetheless remained involved with the LGS team as the firm has transitioned to working remotely. Despite the 15-hour time difference and the odd 16,000 kilometres between us, Josephine and her phenomenal team have ensured that my learning experience is ongoing.



From Sydney I have been able to participate in a number of market calls with bank executives, fund managers, think tanks and public health experts – an incredibly useful learning tool for understanding the unprecedented events unfolding in the United States and beyond. I have also been privy to bi-daily team calls, which has given me valuable insight into how a world-class client-facing business reacts to such exogenous shocks and market volatility.

A very special aspect of the Linden Fellowship is the access you gain to the network of previous recipients, of whom are all brilliant young women. I have cherished their support upon my return home, and have since been given the opportunity to work alongside the cohort on an exciting investment project for an Australian client.

My experience at LGS, whilst unorthodox, has exceeded all expectations. It has truly been an education, and Josephine's mentorship has been invaluable. I look forward to returning to New York and LGS in the (hopefully) not too distant future.

1. Linden Fellow, Saskia Saunders '15 in New York City.

2. Saskia had the opportunity to meet former prime minister Julia Gillard at a women's education and leadership luncheon.

3. Saskia Saunders and Josephine Linden at the Linden Global Strategies offices in New York.

LOOKING BACK: KAMBALA DURING WWII

As we face the challenges brought on by COVID-19, it is interesting to reflect on our past and how our community came together to overcome difficulties in other times. It is comforting to know that in very difficult times during World War II, Kambala displayed the spirit that is still with the School today and went on to flourish.

In 2000, the Kambala Old Girls' Union commissioned a book to recognise Kambala's Old Girls who served their country in any capacity during the wars of the 20th century. The book, *They Also Served* by Valery Dayas, features photographs, drawings and recollections, together with stories of the evacuees who came to Kambala during World War II.

Miss Fifi Hawthorne was Principal of Kambala from January 1933 to May 1966. The following excerpt details Miss Hawthorne's recollections from war time, as featured in *They Also Served* and taken from her book *Kambala*.

"Late in 1939 the Woollahra Council founded a National Emergency Organisation (NES). The Municipality was divided into 100 sub-districts and wardens were appointed to each. Five of the resident staff at Kambala, including myself, were sworn in as wardens for the School. Lectures were given on air raid precautions and decontamination. The work of NES was excellent and was praised by the Mayor, Alderman KD Manion and the Chief Warden, Alderman LH Moore.

When my report for 1940 was written, activity for the war effort was in full swing. Hundreds of articles were knitted for the Red Cross, the Naval Auxiliary, the 2nd/1st Pioneer Battalion and St Andrew's Church Hut. A War Savings Certificate Group was formed. One hundred and forty pounds were raised through lunch hour concerts, selling cakes, sweets, produce, flowers and even silk-worms. In extraordinary places in the Junior Dormitory one came upon a forgotten show box with holes. Woe to the tidy sister or mistress on an inspection tour, who inadvertently opened one in a hurry.

Kambala became a First Aid Post. A special telephone was installed in my office and manned all night.

On May 31, 1942 the Japanese midget submarines entered Sydney Harbour, sank the *Kuttabul*, killing 22 ratings, with a total of 32 casualties. It was Sunday night and I was alone in the

Boarding House before the new term began. From the Junior Dormitory, looking over the Harbour, I heard the shelling and saw the flashes of light and signalling and much movement on the Harbour near Garden Island.

On June 7, 1942, a Japanese submarine surfaced off Bondi and shelled Woollahra from Rose Bay to Bradley Avenue in Bellevue Hill in eight incidents. Appeals also raised money within the School to provide Mobile Canteens for Britain. Kambala also gave to the Lord Mayor's Fund, TOC H, Prisoners of War Fund, King George V Fund for Sailors, Greek Day Appeal, Russia Day, Free French Forces, CENEFF and the 'Sydney' Fund.

After the attack on Darwin on February 19, 1942, many people left Sydney. Situated on a narrow neck of land close to the Flying Boat Base in Rose Bay and not far from the Garden Island Naval Base, we were considered the most vulnerable, but we stayed 'put'. A few parents did keep their children at home. Our total only dropped to 315, but climbed again to 356 in the third term.

One Friday in 1942 the air raid siren, that operated from the 'Miramar' flats in New South Head Road, near Dover Road, to our surprise rang at about 2.30pm. All the girls moved to their places with a cushion, the pocket of which held a book or sewing, barley sugar, ear plugs and a rubber 'bit' to put between their teeth. Time went on, but no release; not until 4.00pm (1/2 hour after school closing time) did the 'All Clear' sound. But, before the boarders could change their clothes and be escorted to David Jones, where it was customary for them to be met by relatives or friends, the telephone rang constantly with numerous enquiries about the non-arrival of our girls.

We never did find out why Rose Bay had an alert and not the rest of Sydney! Did someone press the wrong button?

After 1941 there was an influx of children from the Far East, whose parents were interned by the Japanese, for whom I became responsible. At the end of the war not all reunions were happy.

Because of the growing scarcity of silk material and rubber, the white fuji and grey vigil silk summer uniforms of the boarders became unavailable and sandshoes were hard to find as rubber supplies were cut off owing to the war. Coupons also restricted the





number of articles. In the Boarding House we had our own ‘clothing pool’ and day girls also shared David Jones school ‘clothing pool’ with other schools. These items of used clothing were coupon free.

With the end of the war in 1945 our evacuees were reunited with families and returned to their own country.

As a victory celebration, the Senior girls held, for the first time since 1941, their annual dance. ”

1. An aerial shot of Kambala, circa 1940.

2. An original snapshot of a photograph showing Miss Fifi Hawthorne posed in front of Tivoli. There is a dog, called Adam, beside her.



KAMBALA VIRAL KINDNESS

Since 1896, the heart of the Kambala Old Girls' Union has been to connect with and support our Old Girl community, especially during difficult times.

In response to the COVID-19 pandemic, KOGU established a support initiative to facilitate connection and provide an opportunity for Old Girls or members of the broader Kambala community, to request support ... be it a virtual chat, picking up shopping, walking the dog or posting mail. In particular, this initiative is for those people over 70 years of age who have been asked to self-isolate, are immune compromised, disabled or who for whatever reason may be isolated from their traditional support networks.

Kambala Viral Kindness sits alongside the Kambala Kind Hearts program established in 2018 by the Kambala Parents' Association (KPA) as a framework for the Kambala community to help and support others in times of need.

The Kambala Viral Kindness card lets you know how to participate. Through this program, we have been delighted with the generous offers of care from our community. We have been able to facilitate support and connection for a number of our older Old Girls who have reached out to us.

This program is ongoing, so please don't be shy in putting your hand up for support. The Kambala community is geographically dispersed so we will endeavour to link you with a Kambala volunteer no matter where you live.

1. KOGU Committee Member and Kambala Viral Kindness volunteer Antonia Murphy '80 (pictured right) checking in on Old Girl Mary McCullagh '45 (pictured left).

2. Jo (Lindeman) Leoni '67 and Nanette (Hunter) Connock '63 connected through the Kambala Viral Kindness program and enjoyed morning tea at Nanette's home in Armidale after the restrictions were lifted.



KAMBALA
Kind Hearts



KAMBALA OLD GIRLS
COMMUNICATE | CONNECT | CELEBRATE

KAMBALA VIRAL KINDNESS

Hello

**Are you self-isolating, need some support, or someone to talk to?
Kambala Viral Kindness are here to help.**

You are not alone. Members of the Kambala community can help you with:

- A virtual chat or regular phone call*
- Picking up shopping*
- Walking your dog*
- Posting mail*

If there is anything else, please ask away and we will do our best to help!

How to get in touch and request help
Phone: 02 9388 6888 | **Email:** kogu@kambala.nsw.edu.au

COVID-19 is highly contagious. The safety of our community and those at risk is of the utmost importance. Please take precautions and spread kindness only, practise good hygiene and social distancing and follow the rules for public gatherings and self-isolation.

Help and other advice

Healthdirect hotline: 1800 022 222 Speak to a registered nurse

Coronavirus Health Information Line: 1800 020 080

Lifeline: 13 11 14 or text 0477 13 11 14

Up to date information about COVID-19: [australia.gov.au](https://www.australia.gov.au)





LIFE IN NEW YORK CITY DURING COVID-19

Sarah Grunstein, Kambala Old Girl '75

The 8th of May, 2020. The city that never sleeps is as silent as a forest. The air we breathe feels and looks as clean as mountain air. The empty subways, few and far between, hardly rumble beneath the ground. You can hear the birds sing, for miles. The ghostly silence is punctuated only by the frequent sirens, all the more resonant on the bare, void concrete streets. This city was built for millions of people, not eerie emptiness.

The first day I realised my world was sinking was when the Mayor announced on 11 March that all the New York museums, concert halls, and theatres would close within 24 hours. Au revoir Carnegie Hall, Lincoln Center for the Performing Arts, NY Philharmonic, MOMA, the Metropolitan Museum, Broadway ... and a thousand other venues, big and small. Within 12 hours the President announced that he was halting travel from Europe. Farewell to the exchange of culture, arts, artists, audiences, businesses, travel and economy that energise the world. The vast shutdowns shook us to our core. But we cannot shake in a cosmos that has suddenly stilled. In a split second our world would never be the same. The last time I had felt this feeling in New York – but for a totally different reason – was September 11.

Like September 11, the virus hits too close to home. Last month, 11 friends of friends passed away from COVID-19. Among them, jazz musicians: saxophonist Marcelo Peralta (age 59), afro-jazz saxophonist Manu Dibango (86), pianist Mike Longo (83), trumpeter Wallace Roney (59), pianist-educator Ellis Marsalis Jr (85), guitarist Bucky Pizzarelli (94) – father of my friend. Additionally, the mentor of a dear friend, art historian Maurice Berger (63) passed away, as did MetOpera violist, Juilliard-trained Vincent Lioni (60). Another close friend's husband has the virus. Another friend knows five other people who passed away from the virus. An ER doctor who treated coronavirus patients died last week by suicide. She was also a cellist. My neighbour George, whom I adore, was taken to a hot-spot hospital where a nurse died in March because they did not have enough PPE. George, diagnosed with pneumonia, was transported to a nursing home where, it was just reported, 22 people died of the virus. He is 92, a Czech holocaust survivor, and I am so fond of him. He contracted the virus. Miraculously, he has recovered.



Kambala Old Girl and pianist, Sarah Grunstein at home in New York City, with her cat Sascha. Photo © by Belinda Strodder.

Imagine that in New York City our only live communication with others is at 7.00pm each evening when we open our windows and cheer the essential workers. As I wave to my neighbours in their windows across the road, a resident below blasts Sinatra's *New York, New York*. I am getting to know faces on balconies who seem pleasingly familiar, night after night. I have no idea who they are.

On Saturday in Central Park an NYPD car pulled up beside me, offering me a sealed pack of cotton masks. As Governor Cuomo says, "New Yorkers are tough, smart, disciplined, united, and loving. I still love New York City."

www.sarahgrunstein.com

VALE MISS PATRICIA COCKBURN

We were saddened to hear of the passing of Miss Patricia Cockburn in March 2020, aged 96. Miss Cockburn was a beloved and vital part of Kambala, devoting 31 years' of service. In 1954, she began her time at Kambala as a Biology teacher and in 1958 began teaching Chemistry; soon after she became the Science Subject Coordinator. She became the Senior Mistress in 1961 and later became School Deputy, a role she shared with Miss Elizabeth Campbell for many years.

From 1953 to 1966 she was the resident Senior Mistress for Boarders and in 1966 became a Day Mistress. Miss Cockburn was renowned for her hard work taking on an impressive workload and for her generosity in mentoring staff. Miss Cockburn retired in 1985 having fostered a love of learning for generations of Kambala girls and for many she inspired a passion for science, which led to successful science and health-based careers. She was also a keen and competent skier.

We have received many fond tributes from Old Girls remembering her caring, straightforward and fair character, combined with a twinkle of humour. Many Old Girls specifically mentioned still finding genetics fascinating. Judy Playfair '71 seems to have encapsulated many people's sentiment well with her comment, "You were so formidable



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1. The Principal and Senior Mistresses, 1977. Miss Elizabeth Campbell (left), Miss Joyce Gibbons (Principal) and Miss Patricia Cockburn (right).
2. 1976 School Deputy, Miss Patricia Cockburn.

yet your face would light up when you relaxed in a science lesson and allowed a laugh, only for a short time before you got us all back on task. I always felt she saw everything that was going on during Assembly".

Vale Miss Cockburn, you have left a valuable legacy to Kambala.

NOTICES

BIRTHS

Stephanie (Scali) Anderson '08

and her husband Thomas Anderson welcomed a baby boy Harley Anderson on 10 October 2019. Harley is the grandson of Donna (Lavigne) Scali '78.

Alfie James Hunter Earl was born on 8 October 2019. Alfie is the son of **Georgina (Lewin) Earl '02**, grandson of Margot Bain '76 and great grandson of Janette (King) Bain '54.

Caroline (Rakov) Hoad '97

and her husband Andrew Hoad welcomed a baby girl named Lyla Sophia Hoad on 17 December 2019. A little sister for Jimi.

Lisa (Segal) Peled '97 is pleased to welcome a baby boy Yonatan born in December 2019 in Israel, brother to Liora, Yardenna, Daniel and Eitan.

1. Stephanie (Scali) Anderson '08 with her son Harley Anderson.
2. Georgina (Lewin) Earl '02 with son Alfie James Hunter Earl.
3. Caroline (Rakov) Hoad '97 with baby Lyla Hoad and big brother Jimi.
4. Yonatan Peled, son of Lisa (Segal) Peled '97, was born in December 2019.



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NOTICES

MARRIAGES

Congratulations to **Laura Ryan '04** who married Robert Yezerski on 28 December 2019 at The Mint, with a reception at Three Blue Ducks in Rosebery. Her sister Hannah Ryan '07 was one of her bridesmaids and Marian Corbet '04 hosted the ceremony. The wedding was also attended by Talia (Kaye) Sasson '04, Juliette Russell '04 and Trish (Cassimatis) Kastanias '04.

DEATHS

Yvonne Carol (Owen) Gale '61 formerly of Kensington NSW, sadly passed away on Friday 13 March 2020 at Gosford Hospital with all her family around her. Loving mother to her four children, nine grandchildren and one great grandchild. Yvonne always enjoyed a good book and her travels around Australia with her childhood sweetheart Peter Gale who she married at St Michael's Church Vaucluse in 1966. Yvonne was a proud Old Girl of Kambala Class of '61 who spoke about her school days with her children and all she knew.

Jacqueline (Mason) Kendall Baker AO '52 passed away on 9 April 2020 aged 84. Jackie was at Kambala from Kindergarten and did her Leaving Certificate in 1952. Her two daughters Simone '80 and Tenley '81 both attended Kambala.

During her school years Jackie took up ice skating and became one of Australia's top ice skaters. From 1951 to 1964 she won the Australian Pair Skating Champion 12 times. In 1956

she won the Australian Ladies Championship. In 1956 she represented Australia at the Winter Olympics in Cortina, Italy and again at the 1960 Squaw Valley Olympics placing 12th. She represented Australia at two British Championships in 1952 and 1956 and placed third at both events and she also skated at two World Figure Skating Championships in 1952 and 1956.

Following her very successful skating career, Jackie became a judge at National, International, World Championships and the 1980 Winter Olympics.

Jackie was the inaugural inductee of Ice Skating Australia's Hall of Fame and in 2003 was awarded an Order of Australia Medal for services to skating. One of her proudest moments was carrying the torch in the torch relay for the Sydney Olympics in 2000.

She not only skated – after school Jackie studied Arts/ Law at The University of Sydney and made the Fencing team attending the Australian Championships.

Jackie was married to John (deceased) and the mother of Simone (deceased), Tenley and Craig and a grandmother to nine adoring grandchildren. She attended many Kambala events including the KOGU Vintage Lunches and she was guest of honour at the Kambala Sports Lunch in 2018. Jackie remained in close contact with several of her school friends.



1. Laura Ryan '04 and Robert Yezerski on their wedding day.



2. (L-R): Hannah Ryan '07 with bride Laura Ryan '04, Trish (Cassimatis) Kastanias '04 and Juliette Russell '04.
3. Jacqueline (Mason) Kendall Baker '52 pictured in 1951 with her figure skating partner Mervyn Bower.



NOTICES

Philipa Frances (Gaden)

Mainwaring '56 of Rushcutters Bay, Sydney, sadly passed away on 6 April 2020. The service was led by Bishop Stuart Robinson, ex-Kambala Chaplain. Devoted and loving mother to Alexandra, Bridget, Douglas and Joanna. Mother-in-law to Anthony, Jane and David. Champion Granny to Eloise, Hugh, Ben, Sam, William, Atticus and Louis.

Philipa was an active Kambala Old Girl and kept in touch with many friends, including Denise (Arnott) Jago '56, Joanna (McCathie) Fleming '56, Sally (Scott) Warne '56, Marg (Rawling) Merriman '53 and Alexandra (Ross) Martin '56.

Toni Arlington (Wilson) Malone

'51 passed away on 19 January 2020 surrounded by extended family after a brief illness. Toni was a Kambala Boarder. At school she excelled in athletics and also in English, in which she topped the State. One of her teachers noted that she had "... a prurient interest in the sex life of the earthworm". She had an enormous sense of humour which stayed with her to the end.

Toni's mother Stella ('Shirley') Dent was Head Girl at Kambala in 1926. Her daughters were all Kambala girls: Michaela (dec.) '76, Megan '79, Magdalen '82 and Sophie '85. Toni's granddaughters are also Old Girls: Mimi '07 and Carina '12. Mimi is currently working to establish the London Chapter of KOGU.

Toni is survived and greatly missed by her husband of 63 years, Patrick, her daughters Megan, Magdalen and Sophie, son-in-law Bill and grandchildren Mimi, Monty, Carina, Angus, Nicholas, Will, Liam, John and Henry.

Pamela (Nicholls) Pincombe '49

passed away on 26 September 2019. Her greatest aspiration in life was to love and support those around her which she achieved with her usual generosity, hard work and style. Married to Philip (dec.), they lived in Sydney and educated their children David and Susan '72 before moving to a working cattle and lucerne property near Tamworth, finally retiring to Woollahra, Sydney. Her later years were spent enjoying her adored grandchildren Alasdair and Alexandra Pursehouse '14. Her passing is a loss not only to her family but to all those people whose lives she quietly enriched.

Edith (Rosset) Sorum '53

of Batemans Bay, NSW died peacefully with her family by her side on 11 April 2020, aged 84. Loving wife of Ole Jacob (dec.), mum to Linda and Karin, mother-in-law to Greg, loved and revered grandmother of Rebecca, Tim and Jacob and great grandma to Sam and Lilah. Adventurer, perfectionist and loyal friend.

Proud Old Girl of Kambala, close classmates and friends throughout life with many, particularly with Barbara (Still) Radford '53.

Lorna (Halloran) Stewart '40

passed away in Melbourne on 13 October 2019, aged 96. Former Kambala Principal, Miss Fifi Hawthorne wrote (by hand) a reference for Lorna when she left school:

"Lorna has been a pupil at Kambala School for 12 years leaving at the end of 1940 after gaining her Leaving Certificate. Her results were passes in English, Modern History, Ancient History, Geography, Biology and Art (A).

Lorna was an intelligent pupil, very neat and methodical in all her work with definite ability on the artistic side. Her attendance and conduct were very good. She was interested in all phases of school life and took an active part in sport.

She is quiet and reserved in manner and always well behaved. She would always do her best in whatever she undertook and has the necessary ambition to desire to improve her position." Fifi Hawthorne (Principal).

Not only does the reference describe Lorna very well, it is a testament to the respect Lorna had for Miss Hawthorne that she kept this handwritten reference all her life.

Two of Lorna's daughters, Kathryn '63 and Diana '68 attended Kambala but the family moved to Melbourne in 1961 and both daughters completed their

schooling at Toorak College, Mt Eliza. Lorna's third daughter, Lynette, was enrolled to start at Massie House in 1962 so she missed out. As did son Robert.

Lorna loved attending Old Girls' Reunions; the most recent one she attended was in 2010, travelling from Melbourne. One of the ladies at that event remembered the two of them winning the three-legged race.

When Lorna moved to a retirement accommodation, Hawthorn Grange, after her husband Jim died, the name had a comforting ring to it and even more so when another ex-Kambala girl, Nancy (Best) Green '37, moved in. Nancy was a couple of years older but was also in Roseby House and they had played tennis together over the years.

To this day, Lorna's family still has many textbooks from her early years at Kambala. *O school we love* certainly was true for Lorna.



Lorna (Halloran) Stewart '40.

“In the coming years Kambala’s sports oval will be transformed into a state-of-the-art sporting and wellness precinct.”





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