

the SOUBEIRAN

AND **KOGU** MAGAZINE



KAMBALA

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SUMMER 2020



“Positive relationships in schools are central to the wellbeing of both students and teachers and underpin an effective learning environment.”

Humanity | Courage | Curiosity | Respect

*Inspired learning.
Empowering young women of integrity.*



THE SOUBEIRAN

- 4 From the Principal: Cultivating Connections
- 5 Faces of Kambala
- 6 STEM Strategy
- 7 Year 10 Internships
- 8 Year 12 Design and Technology
- 10 FINCH and Industry Connection
- 11 Welcome Back Professor Wiliam
- 12 Connecting Cohorts Through Drama
- 14 Connection and Wellbeing
- 15 The Importance of Staying Connected
- 16 Jessica Friderich Shortlisted for the Lionel Bowen Young Writers' Award
- 18 How Literature Connects

KOGU MAGAZINE

- 20 President's Report
- 21 Connecting in 2020
- 22 Cultivating Family Connections Through Kambala
- 24 Cultivating Career Connections Through Kambala
- 26 Cultivating Cultural Connections
- 27 Cultivating Spiritual Connections Through Kambala
- 28 A Special Gift for the Class of 2020
+ AGM Notice 2021
- 29 Vale Carina Martin
- 30 Notices

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CULTIVATING CONNECTIONS

Shane Hogan, Principal

One of my favourite quotes about schools and education is this from Albert Einstein: “Education is what remains after one has forgotten everything one learned in school.”

Education is not just something you learn in the classroom; it is also something you acquire through experience and a diverse range of relationships. All the situations, all the hardships that you will go through during school, prepares you (in a small way) to face future hardships in life. By the same token, it's not always the formulae you learn, or facts you recite, but instead the feeling of overcoming and conquering a challenge. Education is also about the friendships and relationships built during your school years. Many of these connections help form the person you are; and the person you will become.

In choosing a school like Kambala, I believe our parents make a number of important decisions about their daughter's education beyond ATAR scores. Most parents will expect, and believe, that they have come to a school with like-minded parents. By choosing such a school they would hope that their daughter will have friends and friendships that are positive, safe and long-lasting and that they will make connections and friendships that support them both now and well into the future. Positive relationships in schools are central to the wellbeing of both students and teachers and underpin an effective learning environment.

You can determine the level of social capital within a school by the way people talk to, and about, each other, the quality of the emotional climate and the extent to which this appears to be calm, supportive and purposeful. Hence the importance for students and staff to cultivate positive connections; it is critical to overall educational success.



On a similar topic, the recent opportunity for Year 10 students to participate in STEM internships was made possible thanks to our parents and Old Girls network. No other school (that I am aware of) has an offering like this initiative, overseen by Kambala's Head of STEM and Innovation, Freya Handscomb. For our girls to prosper and be better-prepared for life beyond the school gates, the opportunity to problem-solve in a real world situation, is important.

Age and wisdom would suggest the essence of life is relationships. I would hope that at the core of the expression 'once a Kambala girl always a Kambala girl' is happiness and that success is measured in the friendships, connections and relationships formed during their years here.

FACES OF KAMBALA

*Amelia Fujikake, Event Manager, and Karyn Jarvis,
Year 11/12 Studies Coordinator and Year 12 English Teacher*

Mrs Amelia Fujikake, Event Manager

I started at Kambala over three years ago and previously worked as the Events and Communications Specialist at Optus running all Australia wide and international events. These ranged from sporting and sponsorship events to conferences of up to 2,500 attendees. Before working at Optus, I was living in Tel Aviv, Israel, working as the Business Development Manager for a high-tech marketing intelligence company.

Now at Kambala, every day is so different. I'm often brainstorming and implementing event plans, concepts and logistics, handling budgets and invoices. Other days I am liaising with caterers to select menus for events and choosing decorations. It is a substantial role, but one I relish.

More importantly, it is the connections with students, parents and staff who make up the Kambala community that are essential in being an effective Event Manager. It is these connections that enable me to understand what key stakeholders want to achieve from each event and help me to build relationships with the students and their parents. I believe meaningful relationships are central for me to be able to create long-lasting memories for families to remember their time at Kambala. Staff connections also play a vital role in providing event support and advice to maximise the outcome for everyone involved with events.



1. Mrs Amelia Fujikake



2. Ms Karyn Jarvis

Ms Karyn Jarvis, Year 11/12 Studies Coordinator, Year 12 English Teacher

I have been with Kambala since June 2017 and prior to my appointment as the Year 11/12 Studies Coordinator, I had the privilege to undertake the role of the Head of Learning Enrichment at Kambala.

Throughout my teaching career, I have worked predominantly in special education in the role of a learning support teacher, supporting students in mainstream classrooms to reach their academic potential and personal best.

My primary role as the Year 11/12 Studies Coordinator gives me the opportunity to provide specialist support to Years 11 and 12 students, their families and the wider Kambala teaching community in the Senior School. I provide students with guidance with their selection of subjects and assist students to make informed decisions about subject choices as they journey beyond Kambala. As a member of the English Faculty, my teaching allocation in 2020 has been to engage Years 8 and 9 students in the study of literature and further develop their skills in English.

In my role, I connect with various academic leaders and classroom teachers as I believe it is important to work collaboratively and communicate on a regular basis to build teams, which can effectively support all students as they work towards achieving their HSC or IB Diploma. Students undertaking Years 11 and 12 require a supportive academic and pastoral team so they are better able to take on the challenges of senior study. My roles enable me to have authentic conversations and provide students with the opportunity to achieve their personal best as they travel through their experiences at Kambala.

STEM STRATEGY

Miss Freya Handscomb, Head of STEM and Innovation

In 2015, the National STEM School Education Strategy was introduced throughout Australia. The Department of Education defines STEM as a term used to refer collectively to the teaching of disciplines under its umbrella – science, technology, engineering and mathematics – and a cross-disciplinary approach to teaching that increases student interest in STEM-related fields and improves students’ problem-solving and critical analysis skills. Additionally, it is estimated that 75 percent of future roles will require STEM-based skills. It is also one of the fastest growing areas of job development in Australia.

At Kambala we have developed a STEM Strategy that aims to address each area of this definition through its vision and three Key Pillars. The vision of the Strategy is to inspire our young women to develop STEM-related capabilities and skills needed for success. This will be achieved through a focus on the independent STEM disciplines, development of related capabilities and skills and connections with industry and the broader community.

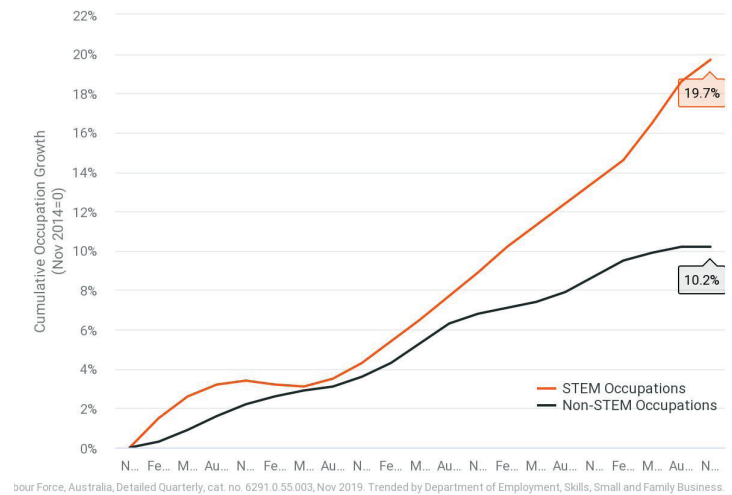
Initiatives will be developed and implemented as part of the Strategy from the continuation of STEM clubs, to cross-departmental experiences and whole-school events and competitions. However, a key aspect of the Strategy is the development of industry partnerships in order to make girls aware of what STEM jobs can look like and how to get into them. To this end we have initiated the Women in STEM forum and the Kambala STEM Internships Program, both of which focus on life after Kambala and industry connection.

The Women in STEM forum runs once a term and invites women in varying areas of STEM to speak about their role, what it entails, how they got there and offer any advice for those wanting to pursue a career in this area. We have had architects, engineers, creative technologists and marine biologists to name a few. To extend this forum we are looking to invite women in for lunches with groups of students so that they can have a more intimate information gathering experience. The STEM Prefect for 2020/21, Lily Hovell, is also working on a Sundial page that can be used as a Women in STEM information page with bios, blogs and contacts of women in STEM for those girls thinking about careers and subject choices.

This year has seen the first year of the Kambala STEM Internship Program. The aim of this program is for Year 10 girls to immerse themselves in a

Employment growth by occupation group

Cumulative change since November 2014



Graph showing the growth of STEM-related roles compared to non STEM occupations.

STEM industry for two weeks, experiencing the workplace but also working on a project that uses skills such as problem-solving and critical thinking in the specific field. Companies have been incredibly accommodating and have taken our interns despite the difficulties faced this year. There were 48 applications from girls who were interviewed to fill 18 places in organisations such as Northrop, Aileen Sage Architects, Qantas, Vision XRAY Group, The Centenary Institute, Flying Yogis, Accordant, Langfield Farm and Charter Hall. This broad range of industries meant that each girl had a unique and tailored experience to the area in which they are interested.

Nawal O’Neil went to Northrop Engineers, working in the Structural Engineering Department and Hannah Boyd-Clark went on a residential arrangement to Langfield Farm in Spring Ridge, working with agronomists from Agricultural, Marketing and Production Systems (AMPS).

In order to further industry connections, 2021 will be the first year Kambala runs HSC Engineering Studies in partnership with the University of Technology Sydney (UTS). Six girls have the opportunity to be taught by lecturers on site, travelling to UTS once a week. This opportunity will expose them to both state-of-the-art facilities and teaching but also to university life, aiding them in their future decisions after Kambala.

The STEM Committee and Prefect have also been keen to enter competitions that develop the connection with outside entities. In 2020/21, girls will enter BioTech Futures’ Competition in partnership with the University of Sydney. Pupils develop an idea surrounding the topics of ‘Health and Medicine’ or ‘Energy and Environment’. It is a great opportunity to present ideas to academics, industry representatives and their peers at a purpose-designed symposium. This year’s challenge will link students with academics from the University of Sydney, as well as the Australian Research Council Training Centres for Innovative BioEngineering.

Through the development and implementation of the STEM Strategy, we will encourage girls’ curiosity and love of STEM as well as developing skills that are vital not just for STEM-based roles but for all young women entering the workforce in an ever-changing world.

YEAR 10 INTERNSHIPS

Nawal O'Neil and Hannah Boyd-Clark, Year 10

Internships are an excellent way to apply knowledge from the classroom to real-world experiences. They also provide interns the opportunity to explore prospective future career paths. In this article, Year 10 students Nawal O'Neil and Hannah Boyd-Clark share their recent internship experiences.

Recently, I participated in a STEM internship at Northrop Engineering, designing and formulating a pedestrian truss bridge to go between two residential towers in Western Parramatta. I had to combine my design, technological and mathematical skills in order to create the most efficient and supportive truss bridge. There were a lot of steps involved and there were times when I really needed help. However, I kept going knowing that it would be much more rewarding if I did it by myself. The entirety of the project was a long and meticulous process but I learned so much and enjoyed immersing myself in the challenging yet rewarding experience.

This internship at Northrop Engineering gave me a valuable insight into the life of an engineer and all the different aspects involved. Although I still have absolutely no idea what I want to do when I am older, this opportunity has certainly guided me towards the engineering path and I want to thank everybody who helped make it possible.

Nawal O'Neil

In Term 3, I was lucky enough to be awarded the opportunity to attend a residential STEM internship at Langfield Farming Enterprises. The land is owned by Kambala Old Girl Emma Langfield, her husband Tim and their four children. It is located in one of the most fertile and productive agricultural areas in Australia, the Liverpool plains.

During my internship, I experienced two weeks as a member of the farm workforce. More specifically, I was given insight into what it might be like to live and work on a farm. I was able to spend days with various professionals, experiencing a day in their life, learning about new technologies and picking their brains for insight into my project – investigating emerging technologies aimed at solving issues around herbicide resistance in weeds.



1. Hannah Boyd-Clark (Year 10) retrieving a sample for soil testing in a fallow.

2. Isabel Duffy (Structural Engineer), Nawal O'Neil (Year 10) and Jamie Shelton (CEO) standing on top of Zurich Tower, North Sydney, checking to make sure the project is on track.

I spent time with agronomists from Agricultural, Marketing and Production Systems (AMPS), NURURAL (an agricultural advice and product supply business) and witnessed manual soil testing, experimentation with various genetically modified seeds, herbicides and fertilizers and much more. Learning about these farming practices was not the only thing I did. I was able to experience the long car rides and early mornings which are typical for members of the industry, as well as the phenomenal views and tranquillity of being surrounded by many acres of cropping land.

I really enjoyed the whole experience and I am so grateful to the Langfield family and the STEM team at Kambala for making it possible. I learned so much about farming and about myself. I encourage anyone who is thinking of applying next year to give it a go.

Hannah Boyd-Clark

YEAR 12 DESIGN AND TECHNOLOGY

Ms Tina Bramis, Design and Technology Teacher

Design thinking is an approach to learning that has its focus on developing a student's capacity for creativity and innovation. It is based around the cyclic design process, a method of inquiry which has encouraged the 2020 Year 12 Design and Technology students to produce unique and incredible projects.

By developing skills such as problem-solving, critical thinking, creativity, analytical thinking, collaboration and communication, students are better prepared for the reality of the world that they will encounter after they have finished their formal secondary schooling.

Trichotillomania is a serious anxiety-related mental illness that can significantly inhibit the quality of life for those experiencing it and is characterised by the repetitive pulling out of one's hair. I decided to design jewellery that would assist in reducing the effects that trichotillomania has on an individual. The designs are created to blend in with current jewellery trends and will not draw attention to the wearer's illness but will still allow them to use the jewellery when needed.

Alexandra Vavayis

Australia experienced one of its most severe droughts on record in 2019. There were 40 water shortages across the state with less than six months' supply. I constructed an installation to educate students in urban areas of the impact of drought. The use of farm machinery symbolises how primary producers are the backbone of Australia.

Alex Lewis

The multi-purpose memory quilt is made from up-cycled clothing from my grandmother. I was inspired to produce this product as clothing waste is an increasing global problem. I know people who buy clothes for each new occasion and then never wear them again, eventually throwing them out. Australia sends 85 percent of its clothing to landfill every year – 95 percent could be recycled. These clothes are often derived from toxic by-products, which are hazardous to the environment and hard to decompose.

Amare Barto Wilcher

I wanted to design and construct an innovative product to raise awareness for the Kids' Cancer Project and also function as an interactive installation to get people involved and spread the word.



1. *Anxiety management jewellery designed and created by Alexandra Vavayis.*

2. *'SOS' please rain by Alex Lewis.*

3. *A tangible reminder of intangible things by Amare Barto Wilcher.*

4. *My hero by Ashley Mela Delminico.*

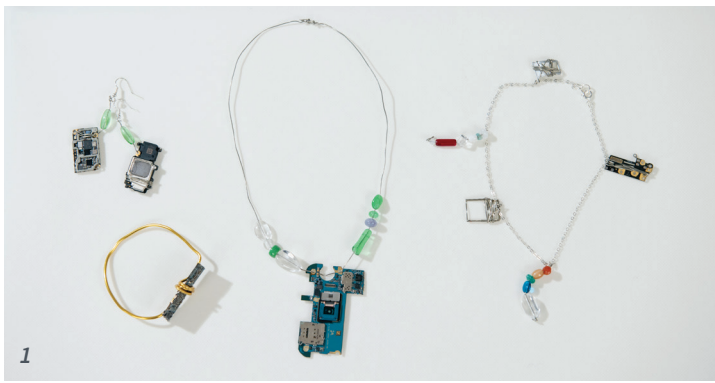
5. *Freedumbrella by Emelia Kloster.*

The design should be informative and noticeable by the chosen target market and should further people's knowledge about children's cancer and provide a base for support and change.

Ashley Mela Delminico

I was inspired to create this design after seeing my Nonna struggle with everyday activities in the rain. My Nonna is a strong environmentalist and wants to leave as little carbon footprint on the world as possible, hence my desire to be an ethical and sustainable designer whilst creating a functional and attractive product. I achieved my goal to design and produce a hands-free device for weather protection assisting elderly, injured and disabled people.

Emelia Kloster



My design is a conference table for Seaside Scavenge, a foundation that organises events to clean up beaches and waterways whilst educating communities about the danger of ocean plastic pollution. The aim of my work is to create awareness of ocean plastic pollution. I have created a design that creates the illusion of a plastic water way indicating the issues that the world faces today.

Emma Collis



My design is a product that aims to support people in the process of evacuations and to also aid in the efforts of disaster relief. The product is a bag made from a combination of recycled polyester canvas, tradesmen utility pants and high-visibility reflective strips. All materials were purchased from recycled sources or repurposed from existing products to limit textile wastage. In times of crisis, this product can be depended on for a safe evacuation. For disaster relief, the bag can be packaged with essential items, providing the basics necessary to support human life in the immediate aftermath of a disaster.

Inez Ingham



My design aims to create a range of educational products to encourage feelings of cultural pride in young Asian-Australians. The physical construction of the book involved making a cover from linen and transferring the design onto the material using a heat press. The book bag was made from linen for a sense of continuity throughout the project and a traditional Chinese clothing pattern was used for the lining of the bag. A wide variety of book binding techniques were experimented with in order to create a unique design. I created this project with the consideration of young East-Asian-Australians and it should encourage and create a basis for change.

Joanne Li



My design addresses the detrimental effects of food wastage and single use plastic on the earth's environment. One third of all food produced is wasted each year, amounting to approximately 1.3 billion tonnes of food, costing the global economy close to \$940 billion each year. Food waste left in landfill produces methane gas, which has a stronger impact than carbon dioxide. There is a genuine need to produce a design which is able to repurpose food and organic waste into a more sustainable form of plastic. My design solution of bioplastic tableware, installed at the popular Iggy's Bread Cafe, serves as a sustainable alternative to single-use plastic.

Kirsty Beattie

1. **i-Jewellery** by Emily Broquet Mouledous.

2. **Seaside Scavenge** by Emma Collis.

3. **Survival** by Inez Ingham.

4. **Lanterns** by Joanne Li.

5. **BioDine** by Kirsty Beattie.

6. **Blanket Buddy** by Lara Edgar.

My design was created to make people aware of the e-waste from mobile phones. The quantity of global e-waste has created a severe threat on the earth's sustainability. Due to the lack of recycling practices available, a culmination of e-waste has led to more threats being made on the environment as well as humans. When e-waste is recycled correctly, the environmental impact of landfill dumping can be reduced. Through the creation and advertising of jewellery made from old mobile phones and pieces of silver, there is an increased awareness for the serious implications it poses long-term.

Emily Broquet Mouledous

My design aims to help relieve individuals suffering from anxiety. The Blanket Buddy is a wearable weighted blanket made from cotton lining, cotton-bamboo wadding and polyester fleece. The aim of the Blanket Buddy is to tap into the idea of deep-touch pressure to allow deeper breathing and the feeling of a hug to help relieve anxiety and stress.

Lara Edgar

FINCH AND INDUSTRY CONNECTION

Mrs Lisa Wicks, VADT Teacher

In the age of automation, the future is creative. FINCH is sharing the tools that young women need to shape the future. FINCH is a film production company that makes documentaries, live experiences, TV commercials, feature films and digital content. Founded in 2011, FINCH holds numerous industry award nominations and in 2017 launched their social initiative, 'Creatable – a STEM-based creative technology school curriculum that ignites passion and self-belief in teenage girls as they prepare for the future of work.'

Kambala has been in partnership with FINCH for several years, providing students with opportunities to engage with industry professionals and have industry focussed technology experiences.

In 2020, three classes of Year 9 Design and Technology students attended workshops at the FINCH studio in Paddington, learning about coding, electronics and integrated computing experiences in an industry standard workshop. They continued their learning in school-based workshops developing coding, as well as producing their own music gloves, inspired by musician and audio engineer Imogen Heap.

Our students followed industry design and development processes throughout the project, participating in collaborative design discussions and independent project development, guided through industry examples for a truly professional experience. This year we have been fortunate to have our program led by Creatable educator Hannah Beder, an accomplished computer scientist, UNSW graduate and winner of the NSW Harvey Norman Young Woman of the Year for 2020.

Students participating in this program have the benefit of experiencing real-world applications for coding and practical engineering in a fun and engaging way. The excitement of learning and developing projects in an industry workshop and discussing their projects with professionals is invaluable.



1. Year 9 girls, Hannah Montaser, Amelia Andrews, Soraya Chen, Charley Hearne and Peta Vassallo, standing outside the FINCH studio in Paddington.
2. Year 9 girls in the FINCH studio continuing with their augmented reality filters in the program Spark AR Studio. They will later be able to transfer their projects to their phones for usable alternative reality experiences.
3. Soraya Chen demonstrating her interactive music glove where the movement/direction of her hand results in the chip to light up, play music, increase volume and slow rhythm based on her Adafruit circuit coding.

Students are developing essential soft skills through the program which have a great benefit in preparing them for the world of work beyond school. By experiencing this in Year 9, students are given time and opportunity to continue to develop and apply these skills as they move through their Senior School studies and into the real world of work and industry.

WELCOME BACK PROFESSOR WILIAM

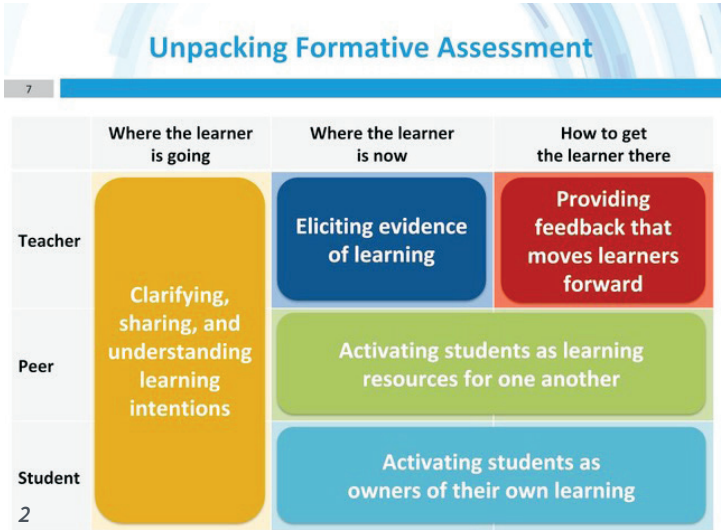
Miss Samantha Gooch, Director of KITE

As a part of the *Kambala Strategic Plan 2019-2023*, focus has been placed on new frameworks for feedback. This has included exploring the education research that has given rise to classroom feedback practices as one of the most important contributors to student learning. The growing evidence-base surrounding feedback indicates that the responsive actions a teacher takes to assess and plan learning are the most impactful. Such practices are otherwise known as formative assessment.

A leading researcher in the field of formative assessment is Professor Dylan Wiliam, Emeritus Professor of Educational Assessment at University College London. In a varied career, he has authored articles, books, held leadership positions in schools and universities and worked with schools and systems in advisory roles.

As a result of his committed work to discovering the optimum conditions for student learning, Professor Wiliam has become a renowned and respected voice in education. As a presenter, he reaches his audiences by sharing pertinent research updates that often spark curiosity and thought for classroom practitioners.

We first welcomed Professor Wiliam to Kambala in 2019. During his interactive session with Kambala teachers, he modelled the assessment for learning strategies that he so confidently stands by. These include a range of techniques for eliciting evidence about student understanding, such as the design of effective diagnostic questions. These simple and time-efficient inclusions in lessons allow teachers to understand where their students are and, subsequently, make decisions about where they need go in their learning. Professor Wiliam’s visit put many of us in the hot seat, taking on the role as students in his classroom for teachers. We were asked to discuss, debate, wonder and communicate our understanding and at times, reveal our confusion. It is such points in time, Professor Wiliam reminds us, that learning occurs.



1. Dylan Wiliam.
2. Dylan Wiliam’s work centres on the theory surrounding best practice in assessment.

Our teachers were fortunate enough to engage with Professor Wiliam again in June of this year, via Zoom. This session provided the opportunity to pose questions and nominate topic areas relevant to Kambala, making for a very thought-provoking professional learning opportunity.

As we continue to harness the knowledge shared by Professor Wiliam, we look closely at our own classrooms, embedding assessment for learning strategies that give us insight into our students’ knowledge and understanding. This work cannot be done by the teacher alone; through this process we have recognised the important role that our students play, endeavouring to understand where they are and where they need to go in their learning.

“... feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”

Dylan Wiliam, *Embedded Formative Assessment* (2015)

CONNECTING COHORTS THROUGH DRAMA

Anna Derrig, Drama Teacher

In Term 3, Year 6 performed their production of *Aladdin Junior* in the Alexander Hall. The entire cohort played a role, enabling every student the opportunity to shine. The Year 4 Drama Production was also showcased in Term 3 and was live streamed to parents and the entire Junior School. Students performed eight short *Fractured Fairytale* scenes in the Junior School Multi-Purpose Room.

How were the productions managed and executed during COVID-19?

Year 6

Initially, the Year 6 Production was set to take place in Term 2. As a result of COVID-19, we chose to move the performance to Term 3. During lockdown, we continued to rehearse via Zoom. I would break the students off into breakout rooms according to scenes and the girls would proceed as if we were in the classroom. The girls would also use this opportunity to develop their character's persona by filming and submitting individual segments of their scenes. The girls embraced this new style of learning and I noticed a sense of maturity in each of them. When asked for a self-evaluation of what challenges they found with the production process, Lily Wilson, Year 6, wrote, "Having to learn lines and do certain preparation during lockdown with COVID-19 restrictions was challenging. However, we still found a way to manage."

Year 4

We had initially planned for Year 4 to perform *James and the Giant Peach* in the Alexander Hall. Unfortunately, due to COVID-19, access to the Hall in Term 4 was incredibly limited. Therefore, we decided to run a Drama Showcase on a slightly smaller scale. Although the girls were initially disappointed at the change of production, they soon grew to love their new *Fractured Fairytale* scripts and embraced their characters with open arms. The girls performed their Showcase in the Junior School Multi-Purpose Room and although viewed via live stream, the Showcase was well received by students, parents and staff with Year 3 teacher Mrs Coleman stating, "It is the best Year 4 Production I have seen ever!"

What were the challenges for educators and students alike, working within NSW health restrictions?

Fortunately, both shows were able to proceed. However, the restrictions meant that each show looked quite different from previous years. Both Years 4 and 6 were unable to have parents attend and to ensure the girls were able to perform to an audience, we invited Year 4 and siblings to attend *Aladdin* and Year 3 to attend *Fractured Fairytale*.

As *Fractured Fairytale* was performed in a smaller space, the reduced audience did not have a major impact on the girls' performance. As *Aladdin* was performed in the Hall, the smaller audience was slightly challenging as there were less people to give the girls a true theatrical experience. In saying this, the excitement of our students was palpable and the girls rose to the challenge nonetheless.

Year 6 had also been working with the Music Department to sing two choral numbers during the show. Unfortunately, new regulations meant choirs were not allowed and therefore we had to cancel this component of the show. The final challenge I personally had, was not being able to utilise my amazing parent support network on site. Although parents were still brilliant behind the scenes (dropping off costumes, props and make-up material) not having their presence in the preparation of both shows certainly added an extra level of stress to the process.

I now have a new level of appreciation for all parent volunteers, as the Year 6 teachers, staff volunteers and myself attempted to transform into hair and make-up artists.

During rehearsals and performances, how did the girls work and connect with each other and their audience?

The comradery amongst both cohorts was evident throughout the whole process. Rather than focusing on the negative, the girls embraced their adapted performance and relished the opportunity. Years 4 and 6 received strong praise from the School community who were fortunate enough to see each show, providing our girls the extra credit and confidence that they rightfully deserved.



1



2

How does drama help students connect with their peers, emotions and the broader world?

In Drama, we focus on the four Cs: confidence, characterisation, communication and collaboration. All these skills assist our students in becoming the whole girl and having an opportunity to shine.

Conclusion

Although 2020 has been unprecedented, the lessons the girls and I have learned along the way have been extremely valuable. Showing resilience, a willingness to adapt and having an appreciation for the experiences that were able to proceed has had a positive impact on all our girls. Thank you to both Years 4 and 6 for embracing both performances with enthusiasm and gusto, you have certainly set the bar high for future productions.

1. Year 4 Production - ***Fractured Fairytales***

2. Year 6 Production - ***Aladdin***

CONNECTION AND WELLBEING

Mr Andrew Taylor, Director of Students

Dr Brene Brown defines connection as ‘the energy that exists between people when they feel seen, heard and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship’.

Student wellbeing supports and prepares students to achieve and grow physically, emotionally, socially, mentally and spiritually. It is well documented that there is a strong reciprocal relationship between student wellbeing, engagement and learning. At Kambala we prioritise wellbeing and demonstrate our visible culture of care through creating an inclusive and positive social environment in which all students can engage and learn.

It is widely accepted that higher levels of emotional wellbeing are related to higher levels of academic achievement. Research findings highlight that wellbeing serves as a protective factor for academic achievement. Key components of flourishing are also associated with strong cognitive functioning and high academic performance across the positive educational domains. All members of Kambala’s community are active participants in building a welcoming culture that values diversity and fosters respectful relationships.

This year, the introduction of El Pulse has provided students in Years 7 to 12 with an effective tool for communicating their week-to-week wellbeing. It also helps staff track individual student wellbeing so that we can address specific needs.

Examples of our Pastoral Care program aimed at developing positive peer and teacher relationships include our Year 7 students, under the guidance of School Counsellors Lorraine Cushing and Laura Farkash, Year Coordinator Paige Zavaglia and tutors, engaged in the Resourceful Adolescent Program (RAP). RAP is a mental health prevention program aimed at developing and improving coping skills and building resilience to promote positive development. The cognitive-behavioural component provides techniques for keeping calm, cognitive restructuring and problem-solving. The interpersonal component stresses the importance of promoting harmony and dealing with conflict and role disputes by developing an understanding of the perspective of others.



Other programs implemented this year included Year 7 Wellbeing Days, Year 11 Retreat and Year 12 Graduation Day. These days provided an opportunity for cohorts to come together and participate in a range of fun activities designed to consolidate and enhance relationships and foster positive connections.

Academic success and student wellbeing are not mutually exclusive goals. A sense of wellbeing is essential to a student’s learning, development and is critical to academic success. As an educator, a quote that continues to resonate with me is:

‘A student does not care how much you know until they know how much you care’. It is with this in mind we create our visible culture of care to help the girls thrive, feel connected, make progress, experience success and to aspire to be the best they can.

THE IMPORTANCE OF STAYING CONNECTED

Ms Kate Moore, Deputy Head of Junior School

As we headed into remote learning in April this year, my first thought was for the wellbeing of our Junior School students. While there was no doubt the curriculum aspects of remote learning would prove challenging for teachers and students alike, it was clear that maintaining the connection between students and their teachers and peers was key to making the experience a positive one.

While we work hard to foster connection and engagement at Kambala, it is well understood that these are key factors for students to thrive in any school. Research has shown time and again that school climate, engagement, support and connection are essential factors in academic success (Bowles, 2018). Without these key factors in play, students struggle to find meaning and can become alienated and disengaged. How, then, were we going to ensure this did not happen to our students when learning remotely? How were we going to support students through this period of change and uncertainty?

The Junior School already had in place a rich Pastoral Care program from Bounce Back in Massie to Zones of Regulation and RAP in the primary years. As COVID-19 shifted the way the School operated, we introduced a bank of additional wellbeing resources for parents and students and, with thanks to our counselling team, offered additional research-based programs such as Dr Einstein's 'Covid Chilled and Considerate'. These focused on dealing with anxiety and fostering wellbeing in what had suddenly become an uncertain world.

However, no resource or program can manufacture the all-important sense of connection our students need to flourish. This was already firmly in place at Kambala as we work within the context of a 'visible culture of care' in which each student is known and supported. As the primary contact for students, the Junior School class teachers have extensive knowledge and understanding of the students in their care. They know their passions, strengths and challenges and gently nurture them in their growth and development, as do the wonderful specialist teachers. During remote learning, every teacher from Prep to Year 6 went above-and-beyond to connect with their students via Zoom with everything from chats, to feedback, to challenges.



While we ensured students maintained connection with their teachers, it was also important to find a way for students to connect with each other. House Officer Arabella Bugden suggested we host House Zoom lunches and our leaders also hosted optional class Zooms which allowed students to connect with each other in a relaxed way.

Despite having all these measures in place, the girls were desperate to get back to school physically so they could see their teachers and friends. If there is one lesson we can take away from this experience, perhaps it is that remote contact can never wholly replace the warmth of face-to-face interaction. May this understanding encourage us to step away from behind the screen more often, in favour of fostering personal connection.

JESSICA FRIDERICH SHORTLISTED FOR LIONEL BOWEN YOUNG WRITERS' AWARD

Amanda Meller, English Teacher

Year 11 student Jessica Friderich's short story, *The Wasted Tomorrow*, was written in response to TS Eliot's *The Waste Land*, an epic poem and seminal text studied in the English Extension 1 Preliminary Course as a profound example of an imagined wasteland that represents the anxieties, values and culture of its context. The poem resonated with Jessica so evocatively that she was moved to produce an appropriation which speaks to her own 21st century context. The piece has been shortlisted for consideration in the Lionel Bowen Young Writers' Award. Here is an extract of Jessica's work:

The Wasted Tomorrow by Jessica Friderich

The flowers are dead. Brown, rigid petals, curling and stiff. Crackling in the frigid air. Now wilted, the once vibrant colours wither away. A world diagnosed with achromatopsia, fading into black. The sight of flowers disgusts me. The last withered soldier crawls out of the daffodil, meandering over the cracked timber. The flowers, once pungent with sickening odours of vanilla, leather and bleach, now inodorous.

I remember when the sun spat yellow venom on the tenebrific land, where the broody mist and melancholy semblance hung. Where trees hung, like lynched men, seeping with sap like glittering beads of sweat that the sun sucked from our blistering skin. The night sky of perfect midnight velvet, under nine-pointed stars so brilliant, heaven bound. Each emerging day reminding of another in ruins.

Now I can only watch. Watch the place where there is no water, only rock. Rock and no water. Where sweat is dry and feet are in the sand. These are springs without water and mists driven by a storm, for whom the black darkness has been reserved. Where cracks grow deep into the parched, barren soil like a wrinkled face, baked hard, no more hospitable to the intricate seeds than a desiccated rock. No fish to jump through the waves, no sign of life.

...

Acid smell of stale gunpowder envelops the nasal cavities. Pungent as rotten egg, poppies and decaying friends. Battles at Plataea, Somme and Okinawa. Miles of blood-soaked ground. Disappearing into the horizon. Turning the soil to mud.

Lost in rats' alley, where the dead men lost their bones. Where weapons bore a hole so big nothing could save the person hit. Running, ducking for cover to see your friend impaled by shrapnel. Every gunshot ripping the battalion from existence, silencing laughter and dulling the eyes.

The sad souls of those who lived without blame and without praise. Every blast becoming a murderer, destroying one monster just to grow another head. Turning on your brother, turning on your friend.

The widowed wife. A mother of two. Scrambling to survive in the desert of chaos. Living by the scattered concrete and splintering slats of wood.

The young man. Hiding from Ares. Conscripted to fight. Seeking refuge in any broken-down house. Anything that is still standing.

The old woman. Living every remaining moment in constant fear of death. Death not for herself. But for the country she used to love. Trying to love the country that wants everyone dead.

We never learnt. For war is peace. Freedom is slavery. Ignorance is strength.

Yet the streets once thronged with life stand empty. Frozen in time. Gone are the food vendors. Gone are the children playing ball in the street. Gone is the chatter and laughter. The dead tree gives no shelter. The cricket no relief. Now even the wind is lonely, wandering through cracked sidewalks, empty gun shells, broken store fronts. The world of tomorrow laid in waste.

...

Old and young, alive, burning
City, blown to pieces
Socket without eyeball,
Body without legs
White bones scattered over the reddish rubble,
Unreal city, still as death.

Looking towards the stars for guidance. But they are not the stars drawn in story books, shimmering in gold, tracing patterns across the velvet sky. Burning balls of fire, flung down from heaven. Crushing buildings. Flattening towns. Friends and families disappearing into dust. Hundreds, crawling towards the river. Trying to escape the catapulted stars from above.

Children crawling from under the collapsing school. Standing in agony and semi-blindness, amid the chaos. Beginning to regain consciousness. Lost in the city. Unknown and unseen. Tables and chairs in disarray, legs in the air, glass carpeting the floor. No sign of life. Monsters with flesh like streamers, hanging limply. As phantoms

frighten beasts when shadows fall. Once beautiful buildings reduced to rubble. Unrecognisable in the chaos of the night.

And still no idea of what happened. No idea of the poison sneaking through the blood. Destroying the cells and mutating the DNA. They could not understand. For now, we have turned on each other. Scoring goals with bodies. Who can score the most in one blast?

Destroying the earth. Poison seeping down, watering the seeds with toxicity so nothing can ever grow. For moments earlier people had walked the street, innocent and beautiful. Then there was only blood, crumbling walls and cries of anguish.

...

Watch the ghastly orange grin chew through the verdant bushland. Unfettered flames, devouring hungrily, lapping and licking the gums. Slowly approaching, biting and snarling. Ravenous and unprecedented. Diluting the once diaphanous sky, ash and soot disguising the burning bloodshot sun.

Blackened bodies.

Falling limbs.

Charred bones.

Unsettled souls.

Starving creatures.

Houses rampaged.

Unsettled souls.

Eaten before their time.

Run from the house. Burning closer and closer. Plumes of fire exploding into the blackness, flames rolling outwards. It was inferno fuelled by the gallons of accelerant in the farmhouse. A subtle shift in the wind, enough to cause the noxious smoke and ash to rain down. Clamp the mouth and nose. Find a towel, a shirt, anything. This is no angel of the Lord appearing in flames of fire from within the bush. For this bush lights up. For this bush spreads, knocking down each house like dominos. Families staying behind. Staying to save what's left. Clutching to the dusty photographs and albums. Memories of the past, letters sent on dry crackling paper, words crumbling off the page. There must be something in the past, things we can't now imagine, to make a woman stay in a burning house. You don't stay for nothing.

Months have passed but the earth has not forgotten. Fire tinged earth, grey. Stripping trees, leaving only their gaunt, skeletal remains. Stony roots clutching the barren soil. What are the roots that clutch, what branches grow, out of this stony rubbish? Limbs reaching to the heavens, gnarled hands desperately trying to latch on.

...

Watch the waste slowly wrap around the body. Creating a second skin. Cocooning the body, compressing tighter and tighter. The particles contaminating the lungs and filling the nasal cavities. Thick, grey smog scarf wrapping around the neck. Every drop of waste inconsequential, a drop of nothingness in the boundless plains. The once golden soil turned to sludge, beauty once rich, now rare.

As every day the skies grow thicker, until we could no longer see the stars. And the last glimmers from the sun, hid behind the clouds we created down below. Creatures flying through the sky, wearied and unrecognisable. Feathers latching on to skeletal remains. Swooping in circles, unable to find the way home. Exhausted, falling down from heaven. Falling into the abyss below.

Remnants of civilisation floating away. Drifting down the Pacific, trekking to the Atlantic, amassing in the Mediterranean Sea. Children collecting bottle caps at the beach, making sandcastles out of toxic muck. Fishermen searching for a sign of life, a source of food, anything. Pulling up fish pre-packaged in bags.

Breaking the chain, yanking out the connections. Sun unable to feed the plants. Plants unable to feed the animals. Animals unable to feed the animals. Animals unable to feed the Earth.

Whatever hue of green once coloured the soil now faded away. Like old photographs and memories, slowly following into the abyss. Heads bent and kneeling, still in the bud, never to unfurl the once promised splendour.

Until eventually nothing grew. And when the chain broke beyond repair, we watched. Watched and waited idly by. And when the food first ran out, we were hungry. Skeletal remains, flesh hanging limply. Terrible pain, constant and grinding travelling though the body engulfing any or all thoughts. But the pain was worse than nothingness. For if you felt the nothingness, the Angel would be coming to your door and no lamb's blood smear could save you now.

...

And the flowers stay brown as I watch. Dust lying thickly like winter's first snow. But rather than the spirit-raising radiant white, it's just a depressing, dirty grey. Each breath blowing into the air great swirls, last remnants of light illuminating the particles in their grisly dance.

You said that in the darkest hour of the night heralds break at dawn, but the starless heavens show no break. Last remnants of light, fade into the blackness, lost forever. Dust cloaking, yellow and faded. Now all that is left is a handful of dust, collecting in the cracks of the dry earth. For I will show you fear in a handful of dust. As there is no water to replenish this eternal thirst.

You who were supposed to give me my ease in fertile pastures. You who should've led me to drink in tranquil waters. You who were meant to guide me on straight paths,

have left me lost.

Now winter is approaching and I can't find a sign of you. There is no bread crumb trail, nothing to bring me home.

...

In the wasteland of tomorrow. Where we made no effort to change. For all the warnings and the signs,

we chose to look away.

HOW LITERATURE CONNECTS

Kimberly Pericles, Junior School Librarian

The world came to Kambala in August. Our annual Book Week Parade exploded onto Tivoli Lawn in delightful and colourful waves of book characters from many lands, many times and in many iterations. Students dressed as characters from far flung corners of the earth and even from galaxies far, far away. They chose memorable and mighty characters from stories of olden days and from times when being a girl was more difficult and dangerous. Fantastical creatures from wild imaginations and with stories of bravery and determination. Softer characters from gentle stories of love, gratitude and appreciation. All were present and celebrated at this time.

This honouring of favourite books each year is bigger than the latest best seller and more important than the organising of a costume for the day; it brings together our Kambala community and makes connections across the Junior School, across our families, across year groups and across classes. Relationships are made and grown through books and literature and events such as our Book Parade: relationships with language, with experiences, with the world and with each other.

Stories bring us together, but also enable us to go our own way – to share in adventures impossible in real life, with characters who are very different to ourselves – to see the world as it is, as it could be and as it might become. Stories arouse our emotions, direct our feelings and move in unexpected ways to allow us to experience danger, love, bravery, fear and hope.

Through sharing literature, stories and books, we are encouraging our girls to encounter new and interesting ideas, to handle and manage their feelings and the feelings of others and to develop empathy and understanding. Connections through literature enable readers to delve into deep sources of values and perspectives and to see how these play out in various situations. It is a chance to practise life and play around with different outcomes and eventualities.

Literary escapades help to grow the imagination, enabling children to process and deal with the information and experiences that they are inundated with in their lives. Nourishing the imagination, as well as entertaining and showing truths about ourselves, about others and about the world, a simple tradition like our Book Week Parade can be the catalyst for discussions, for connections and for actions that have the power to transform, to transport and to transcend.



1. Ready for anything! Zoe Kennedy, Victoria Smeets and Georgianna Botros are favourite characters from **The Cat in the Hat**.
2. Sharing the fun of the **Rainbow Fish** book are Mrs Anna Koutsoukis and Juliet Lincoln-Smith.
3. Ready to dance, Elise Williams and Mr Stuart Coppin with their copies of **Giraffes Can't Dance**.
4. Enjoying the fun of **Where's Wally?** are Elle Mandrovski and Ms Simone Spork.



**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

Stanley and Olive Mort circa 1954. The Mort/Monk family has been associated with Kambala for six generations.



KOGU President
Jane Poole '79

PRESIDENT'S REPORT

Jane Poole '79, KOGU President

The theme of this edition of *The Soubeiran*, Cultivating Connections, seems more appropriate than ever as we continue to live in uncertain times and increasingly rely on our social connections for support both emotionally and practically.

Although we have not been able to come together as a community during the year, KOGU have remained focussed on creating opportunities for our community to connect with each other and provide support where needed.

It was with great sadness that we had to cancel our annual Vintage Lunch for those Old Girls who had left school 50 plus years ago. As a way to express our disappointment we sent our vintage Old Girls a beautiful card with a Max Dupain photograph of Tivoli along with a Kambala bookmark and recipe card for the Kambala Caramel Slice which we hoped Old Girls would enjoy making whilst reminiscing of their time at Kambala and the friendships made. Our Kambala Viral Kindness Program also continues to match volunteers with members of our community who may need support or assistance during periods of isolation and difficulties brought on by COVID-19.

We have focussed on our younger Old Girls too, recognising the difficulties this year has brought to those studying and in their early career. We had an overwhelming interest from younger Old Girls in the KOG Mentoring Program and are delighted to have been able to match a record 22 young Old Girls with older more experienced Old Girl mentors. We are very appreciative of the support and dedication of our mentors in the program. We are offering the Kambala Internship Program again this year for younger Old Girls to gain experience in a business within the broader Kambala community.



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.

The generosity and support of Kambala parents and Old Girls at this difficult time is truly appreciated and we are delighted to be able to offer 13 internships across a broad range of industries.

In recognition of how difficult it currently is for our younger Old Girls to secure casual employment and in response to Kambala parents and community wanting reliable help with services such as tutoring, nannying and personal services, we also launched a new initiative 'Hire an Old Girl' where KOGU facilitates the introduction of younger Old Girls looking for employment to those in the Kambala community seeking those services. We are confident these programs not only meet a direct need for our younger members but also contribute to cultivating stronger connections across generations within the community.

It is wonderful to read in the articles that follow how cultivating connections presents across so many aspects of our lives.

On behalf of the Committee, I would like to wish everyone a happy Christmas with family and friends and we look forward to seeing more of you in 2021.



CONNECTING IN 2020

Brooke Kathriner, Kambala Old Girls Relations Manager

The challenges posed by the COVID-19 pandemic have meant there have been limited opportunities for us to engage face-to-face. However, the resilience and strength of the KOG community has shone through and we have been moved by all the examples of support and connection across generations and geographies within the community.

It has been wonderful to see and hear of so many cohorts and groups of school friends making the effort to contact each other and connect online. From FaceTime to regular Zoom catch-ups, this much needed connection has been treasured by Old Girls throughout the year.

With so many of us spending time at home in 2020, we have been thrilled to hear of Old Girls challenging themselves with our custom-made Tivoli jigsaw puzzle. We are hearing the blue sky and green grass takes patience, however as you can see from Lynette (Smallwood) Goderum's photo, the finished product is worth it.

Our vintage Old Girls were sent a copy of the Kambala Caramel Slice recipe from *Kambala's 120 Year Anniversary Cookbook* in lieu of coming together for the Vintage Lunch in 2020. We received such lovely feedback on how much enjoyment was had making the slice and the memories it brought back. So much that we thought we would share it with everyone so you can try it at home. Be sure to email a photo of your Kambala Caramel Slice to: kogu@kambala.nsw.edu.au.

We also still have a few more jigsaw puzzles available for purchase through the KOGU website for anyone interested.
<https://kogu.kambala.nsw.edu.au/#kambalamerchandise>

1. The much loved Kambala Caramel Slice recipe.
2. Madame Lynette (Smallwood) Goderum '61 completed her jigsaw puzzle at her home in the mountains in Alsace in the east of France.

Kambala Caramel Slice

An all-time favourite slice enjoyed not only by the Kambala Boarders but also by many staff and parents at Kambala morning teas.
Perfect with a cup of tea and a chat.

Base:

- 1 cup plain flour
- ½ cup desiccated coconut
- ½ cup brown sugar
- 125g melted butter

Caramel Filling:

- 1/3 cup golden syrup
- 125g melted butter
- 2 x 400g tins sweetened condensed milk

Chocolate Topping:

- 185g dark or milk chocolate
- 3 tsp vegetable oil

Method:

1. Preheat oven to 180°C. Line a 20 x 30cm slice tin with non-stick greaseproof paper.
2. Place flour, coconut, sugar and butter in a bowl, mix well.
3. Press mixture into prepared slice tin.
4. Bake for 15-18 minutes or until golden brown.

For Caramel Filling:

1. Place golden syrup, butter and condensed milk into a saucepan over very low heat, stir for 7 minutes or until caramel has thickened slightly.
2. Pour over cooked base and bake for 20 minutes – watch the caramel does not bubble or burn.
3. Refrigerate the slice until cold.

For Chocolate Topping:

1. Place chocolate and oil into a saucepan over low heat and stir until melted.
2. Remove from heat and allow to cool slightly before spreading over the slice.
3. Refrigerate until firm and cut into small slices.

Cooking Tips:

- Use a deep dish baking tray
- Make marks on top of the slice so it is easier to cut when it has been fully chilled.

Makes 24 slices.

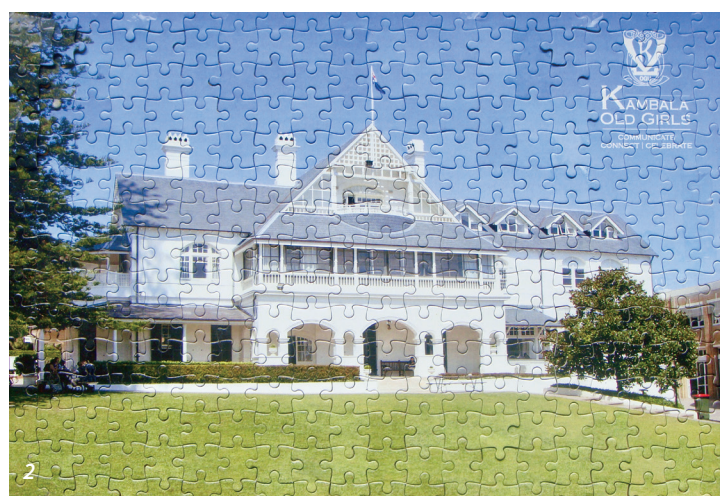
Recipe from *Kambala's 120-Year Anniversary Cookbook*, 2007

We would love you to email us a photo of your Kambala Caramel Slice to kogu@kambala.nsw.edu.au

Enjoy!



1



2

CULTIVATING FAMILY CONNECTIONS THROUGH KAMBALA

Katrina (Kerr) Brooker '93

When Kambala was first established in 1887, the beginning of the Mort and Monk associations with Kambala began. With now six generations over 133 years, our family is immensely proud of the tradition, the connections and the friendships that Kambala has provided us.

Our families have so many fond memories of Kambala and we have always enjoyed hearing the many stories that have been passed down through the six generations. These generations include:

First generation – **Mrs Margaret Maria Monk** (decd), Boadicea's mother, was on the original Board to form the Kambala School Council.

Second generation – **Stanley Freemantle Mort** (decd) and **Boadicea (Monk) Mort** (decd) were both on the Kambala School Council. While a member of Council, Stanley was tasked with the surveying and engineering of the Kambala oval. Boadicea Mort was President of the Parents and Friends Association. Unfortunately, Boadicea Mort died shortly after having her sixth child. Later, Stanley Mort married Olive Drape.

Olive (Drape) Mort (decd) taught Science and Mathematics at Kambala from 1920 to 1932. She then became Acting Principal from May 1932 to December 1932. The Mort Cup, which is still presented today for the highest academic achievement, was named after Miss Olive Drape.

Eirene Mort (decd), sister of Stanley Mort, was an Art Teacher at Kambala from 1935 to 1939.

Third generation – **Mary (Mort) Mackenzie '36** (parents Stanley and Boadicea Mort) attended Kambala from 1924 to 1936. Sadly, she passed away on 6 June 2017, aged 97. Kambala had always held a very special place in Mary's life. Her sisters, **Margaret '35** (decd) and **Barbara '39**, as well as her brother, **Stanley Wallace Mort** (decd), attended Kindergarten at Kambala in 1932 as well as her sister in law, **Marjorie Mackenzie '34** (decd). Mary's cousins, **Edna '40**, **Davida '42**, **Marjorie '44** and **Connie Monk '45** as well as Mary's cousin's children, **Peggy Winning '72** and **Elaine '65** and **Jenny Nicolson '74** also attended Kambala.

Mary's sister, **Barbara (Mort) Thelander '39**, is 97 and still has very fond memories of her school days at Kambala, her friends and teachers, including a particular teacher, Miss Epstein. She feels that her Kambala education prepared her well for a later career of home school teaching six of her own children, before they went away to boarding school. Barbara has attended several KOGU reunions, including the 120th in 2016 where she donated her school book prizes.

Fourth generation – Mary was the mother of **Jill Mackenzie '61**, **Jennifer (Mackenzie) Kerr '68** and **Coral (Mackenzie) Marshall '71**. Coral was Head Girl in 1971.

Fifth generation – Mary was the grandmother of **Penelope (Kerr) Galligan '90**, **Janie (Kerr) Johnston '91**, **Katrina (Kerr) Brooker '93**, **Rebecca (Kerr) Guilfoyle '93** and **Elsie (Marshall) Buchanan '02**.

Sixth generation – Mary was the great grandmother of **Annabel Brooker** and **Hilary Guilfoyle** who currently attend Kambala. Kate Brooker, Lucy and Matilda Johnston and Grace and Alice Buchanan will attend Kambala as Boarders in the coming years.

Our family today – Kambala has been a very special place for us, in particular Tivoli House as the last four generations have all been Boarders. Being strong Roseby House supporters, we still enjoy hearing which House wins the Angus Cup each year. We were all very keen sports women at Kambala, in particular tennis with many of our names being on the tennis trophies. Attending Kambala enabled generations of our family to experience the wider world beyond our rural country upbringing. We all enjoy and treasure our annual catch-ups with our Kambala friends. We believe Kambala has given us a well-rounded education, it prepared us for life's journey; to be loyal, trustworthy and confident to achieve our best. To us, Kambala has so much to offer. It is why we continue to send our girls here.





1. Stanley and Olive Mort circa 1954.
2. Mary Mort circa 1934.
3. Janie and Penny Kerr in 1986.
4. Coral and Jenny Mackenzie catching the train back to School in 1964.
5. Barbara Mort's final year Class of 1939 (Barbara - back row, on left).
6. The four Kerr sisters playing in the Tildesley Shield, 1990. From left to right: Rebecca Kerr, Katrina Kerr, Janie Kerr and Penny Kerr.
7. Cousins Annabel Brooker and Hilary Guilfoyle are the sixth generation to attend Kambala in 2020.

CULTIVATING CAREER CONNECTIONS THROUGH KAMBALA

Former School Council President, Sally Herman '74, and Jessica Lasky '15 are a mentor/mentee pair in the 2020/2021 KOG Mentoring Program, Connecting through Life Experience. We asked them to share their stories and the connections they have forged through their association with Kambala.

Sally Herman '74

I started at Kambala when I was six years old in Massie House, which was then located in Coolong Road, Vacluse. I left Kambala in 1974 to attend the University of New South Wales (UNSW) to study Arts/Law. The career guidance at the School in 1974 wasn't a patch on what it is today and so it had been suggested that I become a social worker, which is a wonderful career but diametrically opposite to the direction my working life took.

I was so lucky to have two of my closest school friends with me at UNSW, which was a wonderful safety net as we threw ourselves into a full program of social events and of course, our lectures.

I realised after a year of studying Law that I was better suited to a finance career, so armed with my BA with a History major, I started my first job in an American bank in 1980. I then moved to BNP where I worked for three years before moving to Los Angeles for two years. I studied Accountancy at the University of California, Los Angeles (UCLA) and worked in a small accounting practice where I had my first experience of lots of women in senior roles. Of course, in those days there was no email or social media, but I kept in touch with my old school friends through letters and the very occasional phone call.

When I returned to Australia, my next job was actually due partly to one of my school friends, who had been the only girl in our year to study Commerce. She encouraged me to join the company where she worked. When some years later I went to live and work in New York, the massive adjustment was made much easier by having two Kambala friends living there too.



Former School Council President Sally Herman '74

Even though I have a son and no daughters, I never lost my connection to Kambala. My niece attended the School up until 2017 and I joined the School Council in 2014, becoming Council President in 2015. It was a privilege to be the Council President and to see how the School had progressed since my time there (although a couple of the classrooms were still exactly the same). I have stayed close to many of my school friends and cherish the connection that goes back so far. It definitely feels to me that 'once a Kambala girl, always a Kambala girl'.

Jessica Lasky '15

During my ten years of Kambala education, I always felt a sense of connection with my peers and the School. However, it has been in the time since graduating that I truly see the intrinsic benefits of being a Kambala Old Girl and how lucky I am to remain a member of the School community.

Sport was a big part of my life at Kambala, having played in the Senior Firsts Netball and Basketball teams, winning the Senior Tennis Championship and representing the School at a national level for Golf. As such, my natural progression to keep connected with the School was to become a Kambala Sports Coach. This was a rewarding position as I was able to interact with hundreds of Kambala students annually and see them develop as each year passed.

My Kambala education developed my passion for a career in business and I went on to study Commerce/Law at the University of New South Wales (UNSW). During my first three years of university, I used my passion for numbers and business to work full-time at Deloitte as a cadet accountant and then subsequently as an investment banking intern at Credit Suisse. Using the knowledge gained during my studies and employment, I started tutoring Kambala students to pass on my knowledge and help them with their studies.

Whilst I have had amazing employment opportunities, I have never felt as rewarded as I did when I was coaching or tutoring students at Kambala. This has recently directed me to undertake a Master in Teaching in 2021 for Business Studies, Legal Studies and Mathematics, so that helping and guiding students can become my full-time job. I hope to return to Kambala as a teacher once I complete my masters to continue my connection even further with the School.

In making this decision, I was extremely lucky to have Sally Herman '74 as my mentor from the KOG Mentoring Program. Sally was able to provide multiple perspectives on my decision and encouraged me to pursue a career that made me happy. We are so lucky to have KOGU that provides opportunities like this that not only help retain connections within the community but are also helping younger Old Girls thrive.



1. Jessica Lasky '15

2. Sally Herman '74 and Jessica Lasky '15 are a mentor/mentee pair in the 2020/2021 KOG Mentoring Program.

CULTIVATING CULTURAL CONNECTIONS

Tahlia Petrosian '00

After finishing at Kambala in 2000, I commenced an Arts/Law degree at the University of New South Wales (UNSW). I completed both degrees two years early and then moved to Germany to study viola with a renowned teacher in Berlin.

While I was studying my Music Performance degree at the Hanns Eisler Hochschule für Musik, I also completed a Certificate in German Law at Humboldt University. I took a break from my music studies in 2007, when I came back to Sydney to commence as a graduate at Blake Dawson Waldron (now Ashurst), but then decided to return to Germany in 2008. On return, I pursued Germany's highest postgraduate Music Performance degree—the Konzertexamen—at the University of Arts in Berlin and then started performing as Co-Principal Viola, initially in the Royal Flemish Philharmonic in Antwerp, then in the same capacity at both the Deutsche Oper in Berlin and the London Philharmonic, before joining the Gewandhaus Orchestra Leipzig in 2012, where I continue to be based.

In 2016, I started a new series of concerts called KLASSIK underground, which take place in an underground club right next door to the traditional Gewandhaus concert hall in Leipzig. My series presents shows which feature many of the soloists who are performing in the main symphony concerts with the Gewandhaus Orchestra. The series also presents live performance of classical music combined with other art forms such as video installation, street art, theatre, dance or live painting. The series became very successful and well-known both in Leipzig and beyond, largely due to the video clips we produced for sharing on social media. The series represents a new way to approach the traditional classical music concert format.

I still direct KLASSIK underground, which is now in its fourth year. Due to the success of the series, other major orchestras and concert halls requested that I advise them on how to develop new concert series or formats specifically for their needs and particular audiences. While I continue to perform as a soloist, chamber musician and member of the Gewandhaus Orchestra, I spent the majority of 2019 based in London, working to produce special projects for artists represented by leading classical music agency, HarrisonParrott, as well as producing HarrisonParrott's 50th anniversary concerts at the Southbank Centre, London. Last year I also delivered a



1. Violist Tahlia Petrosian, © Photo by Thomas Gallane.

2. Tahlia Petrosian performs on stage, © Photo by Christian Rothe
www.tahlia-petrosian.com

major consulting project to a leading arts organisation in Norway, concerning international partnerships between arts organisations and, in addition to my other work and my own performances, I took on the leadership of this organisation's music programs across the whole of Norway for several months.

Over the past couple of years, I have enjoyed returning to Australia to perform with the Australian World Orchestra, which is spearheaded by Kambala Old Girl Gabrielle (Briger) Thompson '76, whom I knew from my time at Kambala – she was President of KOGU when I started Year 7 in 1995. Through Gabrielle, I have also met several Kambala Old Girls and others connected with Kambala. It is wonderful to feel part of this community, despite the many years that have passed and the distance that normally separates us.

CULTIVATING SPIRITUAL CONNECTIONS THROUGH KAMBALA

Jane (Manchester) Robinson '77

In 1964, my parents moved our family from St Peter's Anglican Church, Watsons Bay, to St Michael's Anglican Church, Vaucluse, as they had a fellowship group for my older brothers. This was the beginning of a long and wonderful belonging to this church community. St Michael's supported my family after the death of my father when I was seven; the minister at the time, Reverend Dr Howard Guinness, took my three siblings and I swimming at Parsley Bay each Saturday morning at 7.00am so that we would still have a father figure in our lives.

In 1972, I began Year 7 at Kambala and the connection between church and school began. Canon Lawrence Bartlett came down each Tuesday to speak at Assembly and many of us, including Boarders from Kambala, were confirmed when we were about 14. My teenage years were filled with church events and constant birthday parties at someone's house. The fellowship group in my teenage years had over 100 young people.

In 1983, I began teaching Year 4 in the Junior School at Kambala and was married at St Michael's in 1984 with a sweet little group of girls from my class who came to watch. I married an Anglican minister, Stuart Robinson, and we moved around Sydney, then to Belgium, back to North Sydney and then to Canberra. In 2018 my husband became the Minister of St Michael's in Vaucluse – a full circle that still amazes me.

The Archbishop of Sydney, the Most Reverend Dr Glenn Davies, asked me to be one of the diocesan representatives on the Kambala Council and it has been a real joy to be involved with Kambala in this way, celebrating day-to-day events and planning for the future.

I am grateful for the biblical truths I was taught at both Kambala and St Michael's, grateful for the faith I have had in Jesus and appreciative of the values instilled in me (don't eat in the street!). I look back over these last 50 years with great thankfulness for the support, community and friends I have made from both church and school.



Bishop Stuart Robinson and Jane (Manchester) Robinson '77.

A SPECIAL GIFT FOR THE CLASS OF 2020

KOGU President, Jane Poole '79, addressed the Class of 2020 at the socially distanced Year 12 Final Assembly in September. Jane was delighted to present each Year 12 graduate with a beautiful Kambala necklace to welcome them to KOGU and to congratulate them on all they have achieved through this incredibly challenging year. The Final Assembly was live streamed for Kambala parents and students.

Congratulations to Katharina Arms and Clarice Ang who were nominated by their peers as Valedictorians. Our very best wishes to the Class of 2020 as they venture out into this crazy world.

As Old Girls, the 2020 cohort are now part of and supported by an amazing community of women. We encourage each of our newest KOGU members to take advantage of the opportunities available to them, to stay connected and remember – once a Kambala girl, always a Kambala girl.



1. Head Prefect 2019/20 Kirsty Beattie, KOGU President Jane Poole and Deputy Head Prefect 2019/20 Kipling Perkins. Kirsty and Kipling are wearing their Kambala necklaces.

2. The Kambala Old Girls' Union provides a gift to the graduating cohort each year. A necklace was given to the Class of 2020.



ANNUAL GENERAL MEETING NOTICE 2021

Notice is given pursuant to the constitution of the association of the Kambala Old Girls' Union Incorporated that the **124th Annual General Meeting** will be held on **Tuesday 23 February, 2021 at 6.30pm** in the Tivoli Drawing Room (venue subject to COVID-19 restrictions).

Nominations are sought for the following positions on the Committee of the Association for 2021: 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). 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 Road, Rose Bay, NSW 2029.

Items of business will include: Committee reports on the activities of the Association, election of the 2021 Committee Positions for the Association, election of the 2021 Kambala School Council Nominees, annual financial and other financial reports and statements for year ended 31 December 2020 and any other business.

All enquiries should be made to the KOGU Secretary, Sarah Swan, KOGU Inc., 794 New South Head Road, Rose Bay, NSW 2029.

VALE CARINA MARTIN '97

Kate Fleming '81

Carina Grace Martin '97 of Rose Bay passed away on 2 September 2020, aged 41, surrounded by family and good friends, Kate (Macpherson) Maher '97 and Lauren (Richards) Morton '97. Carina had a long association with Kambala. Her mother, Alexandra (Ross) Martin '56 and aunt, Roxane (Ross) Clayton '52, are Kambala Old Girls along with many cousins who have attended Kambala over the last 50 years.

Carina commenced Kambala in 1984 and completed her schooling in 1997. During her time at Kambala, Carina loved everything about school and represented Roseby House in Softball and Netball. With a family background in the theatre and a love of the arts, Carina was part of the Drama Committee and participated in several school plays.

Despite being born with congenital heart disease, Carina never allowed it to define her. She participated in life as much as possible throughout her school years and beyond the gates of Kambala. After completing Year 12, Carina undertook a Diploma in Tourism and Hospitality and in 2002 took off to London and Europe to work and travel for several years. Upon returning, Carina worked within the hospitality industry and volunteered with several organisations including Action Aid and Sydney Dance Company.

In 2007, Carina was diagnosed with a respiratory disease, however this did not stop her travelling, working and enjoying life and volunteering to the causes that inspired her. Carina joined the KOGU Committee at the beginning of 2014 and reconnected with the School community. Carina was a valued member of the KOGU Committee until February 2020.

Life changed dramatically for Carina on 15 November 2014 when she received a double lung and heart transplant. Carina's determination to enjoy life to the full saw her receiving the call for a transplant whilst out enjoying a night at the theatre – her medical team and friends were in awe of her courage, determination and attitude to life. Carina was discharged from hospital 12 days after the transplant – that day was the first of a new life of swimming, bike riding, travel and tennis. She even continued studying during this time, undertaking a Diploma of Counselling and Volunteering.



Carina Martin '97.

Throughout the last five and a half years, Carina was positive but realistic, making every attempt to honour her donor by living a full and rich life post-transplant. Sadly, 2020 saw Carina's health decline and with COVID-19 lurking, things that Carina cherished became difficult to achieve, but she marvelled in the sunsets from her apartment in Rose Bay and regular outings to Bondi Beach to stand on the rocks and watch the ocean.

Carina may have only been with us for a shortened time, but she showed the true Kambala grit and spirit in every day of her 41 years.

NOTICES

BIRTHS

Anthea (James) Balzer '08 and her husband Ben Balzer welcomed a baby boy, Luca James Balzer, on Thursday 23 July 2020.

Holly (Lewin) D'Elia '04 and her husband, Orazio D'Elia, welcomed twin boys, Alessandro and Leonardo, baby brothers to Matteo, on Monday 18 May 2020. Congratulations also to grandmother, Margot Bain '76 and great grandmother, Janette (King) Bain '54.

ENGAGEMENTS

Congratulations to **Sarah Swan '09** and Stuart Dullard on their engagement which took place on Saturday 30 May 2020 at Athol Beach. They will marry in 2021.

DEATHS

Dr Jennifer Jane Brookman '68 sadly passed away on 10 July 2020. Jenny and her twin sister, Rosemary (Brookman) Mumby '68, had a full education at Kambala, starting at Massie House in 1956 following their elder sister Judith (Brookman) Patience '64 (d.1990).

On completion of her PhD in Molecular Biology, Jenny spent 37 years in Cambridge, UK, working on the molecular biology of diseases and cancer, later teaching Molecular Biology which she greatly enjoyed.

Jenny was the proud mother of Stephanie and Alice. She will be greatly missed by her family and many Kambala friends. She will be fondly remembered for her sense of humour, her concern for women in science and—sadly—too few trips to Sydney where

she loved the sunshine and beaches of Sydney Harbour.

Joan Rene (Berry) Mason '41 died peacefully at her home on 5 March 2019. Joan was 95 and lived in Vacluse all her life. She loved Kambala and kept in touch with her old school friends, going on to become a kindergarten teacher. Joan was adored by her husband George (decd), her daughter Christine and son Robert and her grandsons Tom and Ned (decd) and great grandchildren. She lived a good life.

Jill (Croker) Moore '45 passed away peacefully in Mount Gambier, SA, on Sunday 18 October 2020, aged 91. Jill won a scholarship to Kambala and attended from 1941 to 1945. She was a Boarder and did her matriculation at Kambala, then went on to complete her Bachelor of Science at The University of Sydney. Her older sister, Pamela (Croker) Pillinger '43, also attended Kambala. Jill always spoke very fondly of her time at Kambala and formed lifelong friendships. She enjoyed attending reunions and had a wonderful time seeing the School again and meeting old friends.

Jill had a career as a haematologist and travelled extensively around Europe. She met and married a grazier, Dick Moore, in 1957 and moved to his property in western Victoria where they had two children, Penny and John. They retired to Ballarat in 1979 and Dick passed away suddenly in 1984. In 1993 she moved to

Mount Gambier to be near her daughter and two grandchildren, Kathryn and Emma. Adored by her family and friends, she will be greatly missed. She retained her humour and wits right up to the end, telling stories and reciting prayers only hours before her gentle passing.

Suzanne (Primrose) Pittar '53 passed away on Thursday 30 July 2020, aged 85. Sue commenced school at Kambala in 1944 when she was nine years old. Sue was in Wentworth House and excelled in Athletics and Swimming. She also earned a pocket for the Junior Kambala Basketball team. Not only was she good at sport, she also won the sewing prize!

Unfortunately, her time at Kambala was cut short when at 14 years old, she succumbed to polio while training for the All Schools Swimming Carnival. Suzanne was the older sister of Annette (Primrose) Small '54 and brother Michael Primrose. Suzanne married Mark Pittar and they had two children, Lisa (Pittar) Hammill '82 and Jonathan, as well as five grandchildren. They lived in Banora Point until the last 12 years of Sue's life, when she resided in Narrabeen. Suzanne had enormous determination, courage and strength while

battling the disabilities connected with polio. "Courage and strength were born in school days here".

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 (decd), 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 (decd).



1. Matteo with Antonia Lewin (2012), Georgie Earl (2002) with baby Ale, Annie Farrington (2007) with baby Leo and Mother Holly D'Elia (2004).
2. Anthea (James) Balzer '08 with baby Luca.
3. Engaged couple Stuart Dullard and Sarah Swan '09.



*“KOGU has remained focussed
on creating opportunities for
our community to connect
with one another and provide
support where needed.”*





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