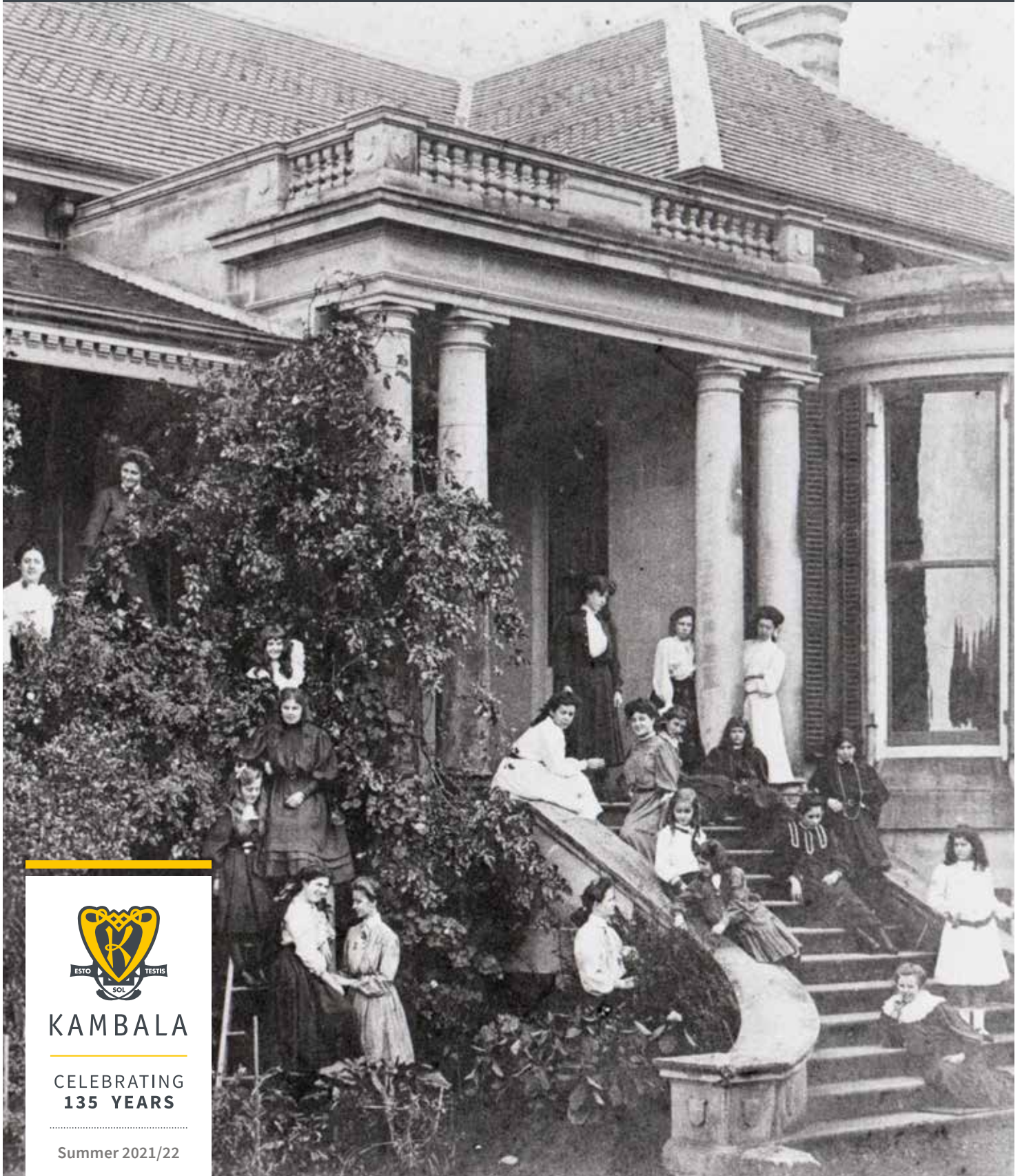


SOUBEIRAN

AND **KOGU** MAGAZINE



KAMBALA

CELEBRATING
135 YEARS

Summer 2021/22

A large group of Kambala students, mostly young women, are gathered on a green lawn. They are all wearing dark grey school blazers with yellow piping and blue and white plaid skirts. Many of them are throwing their light-colored hats into the air, and the hats are seen floating in the upper half of the frame. The students are looking upwards with expressions of joy and excitement. In the background, a modern building with a glass facade is visible, with the words "HAMPSHIRE HOUSE" on one of the sections. A bridge and a city skyline are visible in the far distance under a clear sky.

“The Kambala student is encouraged to be hard-working, ambitious, well-read, aware of current issues, confident in her own ability and of voicing her own opinions.”

Humanity | Courage | Curiosity | Respect

Inspired learning.

Empowering young women of integrity.



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ON THE COVER

Girls at Kambala, c 1906
This stately home served as Kambala's school between 1892 and 1913.



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135 YEARS

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HISTORY OR *HER*STORY

Dr Amanda Bell AM, Principal

While the derivation of the word ‘history’ comes from the Greek ‘to know’, later variations in Old English roughly defined ‘history’ as a story. With the frequent omission of women’s contributions to history until recently, the play on words coined by feminists in the 70s, ‘herstory’, profiles this void in the official records over centuries.

With Kambala’s 135th Anniversary in 2022, it is timely to look at ‘herstory’ in relation to the School. From its humble inception in 1887 by Louisa Jane Gurney in Woollahra with twelve students, Kambala has grown to be a formidable academic school for over one thousand girls and young women. Miss Gurney came from an academic family in England, with a brother who became a Professor at the University of Sydney. Her sister-in-law was on the Ladies Committee that raised the funds to establish The Women’s College. Miss Gurney’s story of scholarship, academic rigour and a life devoted to service underpins Kambala’s educational philosophy today.

Throughout the School’s leadership there has been a common thread across the female Principals – one of equality, where the curriculum mirrored that available for boys, and innovation through promoting ideas for the students to uphold and emulate such as loyalty, adventure and initiative. It was adventurous to move the School to a house called ‘Kambala’ in Bellevue Hill in 1891; the growing school, then numbering approximately sixty students. Miss Gurney and Mlle Soubeiran dedicated substantial time and energy to ensure their girls and young women exemplified academic leadership and a culture of demonstrable service to others.

Kambala: The First Hundred Years by Alanna Nobbs should be read by every student who attends the School. It is a book that positions Kambala – its female Principals and its contributions to the early colony and subsequently the nation – within a context where positive relationships, intellect, strong values and focused effort rest intrinsically and overtly in the wider history of women’s outstanding endeavours. So many key female academics, professionals and community leaders – too numerous to name – graduated from Kambala, and, for each and every one, herstory resonates in contemporary times.



Miss Louisa Jane Gurney, co-founder of Kambala, circa 1910.

Almost a century after Miss Gurney opened a school for girls, Mrs Monk took the reins and, in her first Speech Day, emphasised the continuity with and heritage of the past:

The Kambala student is encouraged to be hard-working, ambitious, well-read, aware of current issues, confident in her own ability and of voicing her own opinions.

Above all, she made clear that the School’s traditions, as developed over the past hundred years, would not be ignored in shaping the School’s future:

These essential qualities of Kambala ... have been, and will continue to be, the basis of its appeal. (Nobbs, 1987)



DESIGNING LEARNING SPACES FOR GIRLS

Dr Amanda Bell AM and Ms Jane Danvers,
Interim and Incoming Principal

Aesthetics, context and history drive positive culture and successful environments. What's different about designing learning places for girls and women?

The Introduction

...manifest[s] a legacy of intelligent women fostering a more inclusive society ... [by] commissioning good architecture to achieve their aims. Contemporary debates on equality are not for the faint hearted; nor are architectural expressions of gender uncontentious. Through [its] empathy for stories of places and people... design[ed] a satisfying symbolic home for the next generation ... of women game-changers.¹

Much has been written about 'the feminine' and in particular, the way girls socialise and learn as opposed to boys. In our homes we seek places that provide space for individual quiet contemplation as well as places that enhance happy, positive family connections – usually indoor and outdoor zones based around good light, air, climate, food and activity. In cities we look for communal quiet spaces such as parks and libraries; beauty in the planned and built environment that inspires pride in its constituents; clean, safe transport, streets and plazas; community places that invite engagement, activity and relaxation, and act as an adjunct to the work environment, such as sporting facilities, museums, cafes and theatres. Schools are no different. And a school for girls should sensitively fold in a distinctly “female” cultural component where the environment (actual and in between) seeks to promote the wellbeing, success and intellectual growth of the collective and the individual.



Girls on Tivoli Roof, 1921.

The Premise

It is, after all, about women for women, for now and the future: their welfare, safety, agency, leadership, support²

Give anyone clean, light, airy, temperate and beautiful places and people will enjoy and respect them. Give girls schools where gardens, architecture, thoroughfares, social spaces, learning places, light, air and food intersect in ways where they can see one another; where they can gather, informally and formally while working and socialising together; where the lines can be blurred between year levels and teachers through beautiful common shared spaces – then wellbeing will be enhanced both as a learning community and culturally. In other words, design for how a school's foundational history and traditions can be contemporaneously re-imagined. Design to bring everything positive about girls' learning and socialisation together for everyone's benefit.

¹ Hurst, R. 'The Sibyl Centre m3architecture' in *Architecture Australia*, Mar/Apr 2020 p.27

² Bryce, Q. 'Opening Remarks' *The Women's College Magazine*, 2018 Vol.34 p.13



Sketch of the Tivoli Arches by Artist, Platt, dated 1983.

A Living Tradition – Kambala

[...employ] an ethos of “looking backwards to look forwards”, drawing on anecdote and writing as ways to articulate dual perspectives in a project.”³

A shared and proud sense of place has characterised the 134 year history of Kambala.

In Alanna Nobbs’ history of Kambala, alumnae recollect “the overwhelming impression” being of “peacefulness and harmonious surroundings.”⁴ References to girls enjoying the beauty of the harbour, participating in social discourse, collaborating and learning across the diverse curriculum are plentiful. The early years were characterised by a “peaceful, enjoyable existence where the girls were able to enjoy a cultured environment.”⁵

The foresight of the founders in establishing Kambala on its current site ensured, “a spacious and beautiful location for the School for the future.”⁶ Their letter to parents in 1913, announcing the move to Tivoli, acclaimed “the view from the house is one of the most exquisite in Sydney, where beautiful views abound.”⁷

Miss Gurney and Mlle Soubeiran understood the power of the learning environment on the success of their School. The purchase of Tivoli was informed by the need to provide “a more healthy situation, larger buildings, as well as extensive gardens”⁸ for their growing student population, enabling curriculum offerings to expand and immersing girls in rich and diverse learning. The new site played a critical role in creating an environment where they could build culture, collaboration and community and “the wisdom of our choice has already been proved by a marked increase in the number of our pupils.”⁹

³ Hurst, R. ‘The Sibyl Centre m3architecture’ in *Architecture Australia*, Mar/Apr 2020 p.27

⁴ Nobbs, A. *Kambala: the first hundred years 1887-1987* 1987 p.174

⁵ *Ibid.* p.48

⁶ *Ibid.* p.38

⁷ *Ibid.* p.31

⁸ *Ibid.* p.22

⁹ *Ibid.* p.22



Mlle Soubeiran's belief that the origin of the name Kambala was Indian, meaning 'Hill of Flowers', reflects an understanding that the aesthetics of place would have a significant impact on their students' learning experience and on the appeal of the School. An article in *The Home*, published in 1921, states that "Kambala stands for the training of the individual mind and character. School and home life and physical wellbeing rank in importance with lectures and lessons."¹⁰ The beauty of the site as a place of learning is celebrated:

*Kambala, with its beautiful old flagged hall and verandas, combines an almost cloistral charm with its unmistakable home atmosphere. ... Shady lawns with most enchanting nooks and corners are spread beneath the grand old trees.*¹¹

The role of the environment in learning is clearly documented and acknowledged by educators. Loris Malaguzzi, founder of the Reggio Emilia approach to education, identified the critical nature of learning spaces, positioning the environment as an educator:

*We value space because of its power to organise, promote pleasant relationships between people of different ages, create a handsome environment, provide changes, promote choices and activity, and its potential for sparking all kinds of social, effective, and cognitive learning. All this contributes to a sense of well-being and security in children. We also think that the space has to be a sort of aquarium which mirrors the ideas, values, attitudes, and cultures of the people who live within it.*¹²

In the 2012 ACECQA report *Educators My Time Our Place*, this philosophy is reinforced in an Australian context:

*Learning environments engage and foster a sense of ownership and respect when they are aesthetically pleasing, reflect the identity and culture of children and families, and encourage a connection to place. As such, the physical environment is never simply a backdrop to the curriculum; it is an integral part of the curriculum.*¹³

¹⁰ 'Kambala – Rose Bay – One of Sydney's Leading Girls Schools' in *The Home*, Fairfax Publications, June 21, 1921, p. 42

¹¹ *Ibid.* p.42

¹² Loris Malaguzzi in 1984 [1] <https://www.archdaily.com/944063/improving-the-educational-environment-with-the-reggio-emilia-approach> retrieved 18 July 2021

¹³ Australian Children's Education & Care Quality Authority *Educators My Time Our Place* 2012 https://www.acecqa.gov.au/sites/default/files/2018-02/educators_my_time_our_place.pdf retrieved 18 July 2021



The Kambala Site for the Future

To feel connected to a community and place is fundamental to understanding oneself.¹⁴

All aspects of a leading girls' school campus must reflect the highest attention possible to ensuring aesthetically designed learning places. Given Kambala's foundational history, alongside architectural and educational theory, the School's current site has now undertaken a master planning exercise that will improve classrooms and specialist facilities. Also planned is better integration of indoor and outdoor areas with their design to form an extension of formal and informal teaching and learning places.

And to achieve that healthy balance of connectedness and belonging, the aspirational aesthetic needs to result from careful concern for everything to be of the highest quality; lofty vistas to the landscape beyond; warm, textural surfaces; the artful arrangements of colour and light; and the synergy between the natural and constructed spaces—spaces that invite lingering, enjoying and appreciating. A place that strengthens community and uplifts the soul—the deft meeting of the individual with where they belong ... within it, you feel connected to the “other”, an enigmatic sense of security in its vastness.¹⁵

Additionally, to reinforce a “whole school” approach, defining a consistent palette for interiors and furnishings across the site, along with a carefully considered program for the sensitive inclusion of external passageways, gathering courtyards and gardens will ensure safe, inviting and beautiful surroundings for informal socialisation and learning.

Architecture has always been about beautiful places for scholars at our much loved institution of learning. Creative and aspirational. The very best for ‘our girls’... The metaphorical threshold from their academic home to all that is ahead for them.¹⁶

¹⁴ Bell, A. ‘Connection and Community: The Sibyl Centre’ in *The Women’s College Magazine*, 2018 Vol.34 p.5

¹⁵ *Ibid.* p.7

¹⁶ Bryce, Q. ‘Opening Remarks’ in *The Women’s College Magazine* 2018 Vol. 34 p.9-10

HSC EXPERIENCES IN LOCKDOWN

During lockdown, I realised how important it is to stay connected – especially when preparing for the HSC. By Zooming friends, meeting up to go on walks or making use of the ‘study bubble,’ we were able to help each other and remind ourselves that we were all in this together. One of the biggest challenges was maintaining a routine, because in lockdown multiple days felt like they merged into one. Going to Zoom classes or setting time to meet up with friends helped me to stay on track. I made sure to go for a walk or picnic with a friend on difficult days. Being able to talk in person made me feel so much better.

This experience of preparing for the HSC during lockdown made us persevere and work together, strengthening our cohort. I started running more often during lockdown which I have found was really enjoyable. Going outside and getting fresh air definitely helped to manage the stress that comes with the HSC. Next year, I hope to go to Sydney University to study commerce or computing – or both!

Claire Butterfield, Year 12



Year 12s Madeline Kunstler and Victoria Yan enjoying a picnic at Dudley Page Reserve during lockdown.

Lockdown highlighted to me the immense value of community, as the continual support from my family, teachers and friends greatly enriched my learning experience during the challenging circumstances. At times, the sense of uncertainty surrounding our final exams and their postponement felt somewhat demotivating. However, learning to accept that these changes were largely out of my control enabled me to regain focus and make the most of this situation. To cope with stressful days, I found it helpful to go for a walk outdoors with a friend. This not only provided me with a beneficial break from study, but also an opportunity to catch up and reconnect with people that I hadn't been able to see otherwise. Recently, a personal highlight was celebrating my 18th birthday in lockdown. Although inevitably different to anything I could have anticipated, I was fortunate to share a lovely COVID-safe picnic with a few close friends. If I could keep one ‘thing’ from lockdown, it would be the extra morning sleep-ins that I made the most of! Ultimately, I believe that this experience, despite its many challenges, has been a learning journey that has instilled, within my cohort, a sense of resilience and optimism that we will take far beyond the school gates.

Anjalee Desai, Year 12



Anjalee Desai and Mayling Paton enjoy a lockdown coastal walk in Vaucluse.



1. Mayling Paton with fellow Year 12 Mathematics students on Zoom.
2. Year 12 Drama students role playing Jovanka, a character from 'Neighbourhood Watch.'

During lockdown I discovered that I was able to maintain self-discipline and take responsibility for my own learning over an extended period. I knew that I had to keep going, because these next few months would be the final sprint of my schooling life. Staying energised was definitely challenging, as staring at a screen all day caused 'Zoom fatigue.' It was especially difficult to continue studying into the late evening after Zoom classes all day, as we would usually do on a 'normal' school day.

Preparing for the HSC in lockdown was a unique and challenging experience, particularly with regard to maintaining the motivation to study. During lockdown, I discovered that I worked most productively when breaking tasks down into small chunks, creating short-term plans about what to complete each day and that chatting to friends allowed me to focus and procrastinate less.

Listening to music was one constant throughout my lockdown experience, particularly on difficult days when I felt tired or frustrated. I listened to music to help keep me awake when completing somewhat tedious activities, or to block out the rest of the world when I needed time to myself. Going on walks with friends around Rose Bay and Christison Park on the weekends also helped me catch up with others and take a break away from my studies. While lockdown meant that we were not able to experience our final weeks of Year 12 in the Soub, emptying out the vending machine and rushing to make toasties and popcorn, I found that connections with friends have remained strong, if not stronger, and it is this network of support that will define us from previous cohorts. Going forward, if I keep one 'habit' from this lockdown, it would be my weekly walks with friends, accompanied by a Cheesymite scroll from Bakers Delight or a croissant up at the Grumpy Bakers. I am excited for what the future will bring as we come out of lockdown. My plans for 2022 are to hopefully study Arts Law at Sydney University.

Mayling Paton, Year 12

One highlight was that my mum and I played a game where we would guess the number of COVID-19 cases and the colour that Gladys Berejiklian would be wearing before the 11.00am live press conferences. If I was in a Zoom class, my mum would email me the number and colour for the day. It was certainly a fun way to make light of the situation!

On difficult days, spending lots of time with my dogs made me feel more relaxed in moments of high stress and uncertainty. Sometimes I'd even sit with my little dog asleep on my lap during Zoom lessons. If the dogs could talk, they'd tell us that they loved lockdown!

On the plus side, lockdown allowed me to read for leisure more regularly, which is something that I couldn't do as often during the hustle of a regular school term. I think this experience and being part of the Class of 2021 will be a badge of resilience that will stand out to any future employer as a group who can overcome any challenge. In 2022, I am hoping to study Arts at the University of Sydney and pursue my passion for theatre and acting while completing my studies.

Madeline Kunstler, Year 12

BOARDING THROUGH LOCKDOWN

Jo Sarmiento, Director of Student Residential Life

Who knew that halfway through 2021 we would be going into the longest lockdown event the Greater Sydney area has seen? Our school site was closed and our boarding students were sent home to continue their learning with their classmates remotely through technology platforms such as Zoom and our Learning Management System, Sundial.

Many of our boarders live in regional New South Wales (NSW), but some live overseas or in other states like Victoria, the Northern Territory and Queensland. During our time in remote learning, we asked our boarders to share a snapshot into their lives. These 'stories from afar' celebrated and showcased the lives of our boarders and the amazing work they were doing to remain connected with our Kambala community.

The girls have shared with us a little bit about their lives, their siblings, their pets and what they miss most when away from Kambala. We enjoyed getting to know some of our boarders better and hope that these stories will become a regular feature to share with the Kambala community into the future.

Sophia Moppett, Year 8 Boarder

My name is Sophia Moppett and I am Boarder at Kambala. I live in Tooraweenah, NSW, and have been boarding since Year 7. Our farm sits in the foothills of the Warrumbungle Mountains, divided by the Newell Highway. Our farm enterprises include merino sheep.

I went to three schools before Kambala: Tooraweenah Public, Gilgandra Public and then Coonabarabran Public. I have a little sister aged ten and she goes to Coonabarabran Public.

Kambala is very different from my other schools. Tooraweenah was the smallest with only 26 students and now only has ten! While Coonabarabran Public was the largest with around 250 students.

My time at Tooraweenah and Coonabarabran Public were very fun years, but I missed Kambala boarding and going back to the House after school to see all my friends and have a great meal from the kitchen.

I love boarding because there are lots of great teachers and coaches close by and I am able to experience many new things with my friends all the time. I love having fun, playing and chatting with the girls as they are awesome to be around.

On our farm we have many pets, including three horses, two chickens and three dogs, with a big front and back garden that I love playing in – jumping on the trampoline is my favourite. We fix fences when needed and ride horses. We don't necessarily get chores given to us, but there's always a job needed to be done, like planting new trees or feeding the animals. My favourite animal is our horse, named Shiraz. Together, we have completed four 80km endurance rides, all thanks to my mum driving us around. We're now aiming for the Championship 160km ride.

Overall, remote learning had its challenges, but I feel my family and I were quite lucky. Kambala also made an immense effort to keep us Boarders connected and ensure that the transition was smooth.

Ava Purvis, Year 8 Boarder

My name is Ava Purvis and I am a Year 8 Boarder. I come from a town called Bathurst, three hours from Sydney. I have an older brother, Will, who attends The Scots College and is in Year 11.

I have been a Boarder at Kambala for almost three terms and have really enjoyed making new friends and trying new experiences. Before coming to Kambala, I went to a school called Scots All Saints College in Bathurst. I was a day student at this school, so when I moved to Kambala, it felt very new to me. I quickly began to like Kambala, as I met many new people with similar interests and it has given me opportunities that I had not yet experienced. These opportunities have given me a chance to do what I am passionate about.

While we have been in lockdown, I have been doing some projects with my family. We own a local business in Bathurst and I have been helping after school where I can. Our family business has had to adapt to many new systems as COVID-19 has affected people in many different ways in our region.

I feel very fortunate to be part of the Kambala community and have appreciated the additional projects on offer such as STEM. I enjoyed building a small plane and created a turfed area to play one of my favourite sports, Hockey, at home. These projects have given me an opportunity to spend time with my family, as well as staying active outside.

I really missed the atmosphere of boarding and seeing my friends and boarding mistresses every day. Everyone made me feel so welcome at the beginning of the year. During lockdown we stayed in contact with friends, teachers and family over Zoom. We were fortunate to have technology that helped us stay connected and we appreciated all that the teachers did for us.

I couldn't wait to come back to boarding to continue doing everything I love and see my friends.

Siblings and Boarders – Isabella (Year 10) and Gracie O'Brien (Year 7)
We come from a town in northwest NSW called Burren Junction, located between Walgett and Narrabri. Our parents are both farmers and we have an older brother, Lachie, who is just about to start Year 12 at Riverview.

We both started boarding at Kambala when we were in Year 7 (which was 2021 for Gracie). Boarding, for us, means being with our friends, experiencing new things that we normally wouldn't and meeting new people on a regular basis.

In our primary school years, we attended the local school, Burren Junction Public School, which was extremely small in comparison to Kambala. There were around 47 kids in the whole school. At Burren, we both started Kindergarten with ten to 15 kids in our year, although, by the time we reached Year 6, we only had around six or seven students in a class, so coming to Kambala was a big change.

For us, moving to Sydney in Year 7 for three quarters of the year was a huge change; from being with our mum and dad all the time to only seeing them a couple of times each term was hard. Everything was new to us; the people, where we were living, school in general – although we quickly began to love it. Through being at Kambala, we have formed so many new friendships and have been given many opportunities. These opportunities have allowed us to discover things that we are passionate about.

Being at home during lockdown had its ups and downs. Pre regional lockdown, we were spending a lot of time with our extended family and getting to know our new baby cousins, which was great. Although during regional lockdown, we had to adapt to the rules that came with COVID-19. We felt very fortunate to be a part of the Kambala community as it had a great atmosphere that allowed us to stay connected with our friends and boarding mistresses through Zoom on a regular basis.



1. Sophia Moppet spending time with her horses.
2. Ava Purvis at home in Bathurst.
3. Joanne Sarmiento, Director of Student Residential Life and Kambala 2021/22 Boarding Student Leadership team; Head Boarder Allegra Miranda; Deputy Head Boarder Hermione Cobcroft; and Senior Leaders Sophie Purseglove, Annabel Brooker, Alex Cole and Isabel O'Brien.

Although we love being at home with our family, we were very excited to go back to Sydney to see all of our friends and to start face-to-face classes again.

HISTORY OF THE SCHOOL HOUSES

Laura Carmichael, Archivist

There are many traditions that make Kambala such a wonderful place and unite students both past and present. As we embark on the 135th Anniversary of our School, it is fascinating to look at where some of our School traditions originated. One such institution is the School House System.

In 1928, Mrs Flora Stewart (Headmistress, 1927 to 1932) decided to divide the School into four Houses; two Senior Houses, Roseby and Dumaresq; and two Junior Houses, Gurney and Wentworth. *The Kambala Chronicle* from May of 1928 shows the excitement for the formation of the Houses, which were not named officially until the December 1928 edition.

In 1933, Miss Fifi Hawthorne (Headmistress, 1933 to 1966) became Headmistress at Kambala. She introduced the three House system across the whole School and kept the Gurney, Roseby and the Wentworth Houses. Three House Captains, Prefects and Officers picked the badges and mottos, each name with a historical tie to the School.

Gurney House was named after the Founder of the School, Miss Louisa Jane Gurney. The motto was *En Avant* or *Forward* and is an emerald green and white five-cornered badge. The Roseby badge was named after Co-Principals, Miss Clara and Miss Minnie Roseby. The motto is *Acta non Verba* or *Deeds not Words*. The Roseby badge was modeled after the old Dumaresq crest on the gates which lead to Tivoli avenue. It has changed design over the years, with the colours now blue and white. Wentworth House was named after WC Wentworth, a statesman and an original Founder of the School when Kambala became a Foundation School. The Wentworth family has a long association with the School and the area. This badge is a red and white striped shield, and the motto is *Honor ante honores* or *Honour before honours*.

The Kambala Chronicle from 1933 states “we now have three Houses working on a competitive system for sport, class work, examination results and conduct.” Miss Hawthorne’s system allowed each student to contribute to her House, creating a sense of loyalty and service among the students. There was also a duty system in which each House was rostered in turns to provide girls to keep the campus tidy, look after sports equipment and other responsibilities. Lastly, students could now lose points through bad conduct and absences.



1. An excerpt from the Fifi Hawthorne Scrapbook detailing the Gurney, Roseby and Wentworth House crest designs and mottos.
2. Headmistress (1914-1927) Miss Clara Roseby, circa 1925.
3. A metal Dumaresq House badge, circa 1928.

In 1967, Hawthorne House was established at the suggestion of the Old Girl’s Union and support from Miss Gibbons (Headmistress 1966 to 1984). This was a tribute to the School’s former Headmistress Miss Fifi Hawthorne, who was the Principal from 1933 to 1966. Miss Hawthorne selected the House motto *Fortiter et fideliter* or *Bravely and faithfully*, and the students chose the House colours, black and white. The School magazine from 1967 explains that members for this House were chosen “first by eliminating all daughters of Old Girl’s – they go into their Mother’s Houses – then taking every fourth girl in the School. If she had a sister in another House then that sister also became a member of the Hawthorne House.”

The current House system has not changed much since the time of Fifi Hawthorne. Students receive points for participation, attendance and excellence in Sport, Music, Debating and Theatresports. In 2020/21, STEM and Visual Arts were also included in the tallying of points.

One thing that stands the test of time is that every Kambala student feels an allegiance to their House while attending the School – perhaps even after they graduate!

SUPPORTING KAMBALA GIRLS: SCHOLARSHIPS AND BURSARIES

Murray Happ, Director of Development

One of the cornerstones of Kambala's Philanthropic Strategy is our Scholarship and Bursary program.

Kambala's scholarships support talented students who seek to access the leading education provided by the School. The bursaries support girls who would not otherwise be able to attend Kambala. In particular, Kambala also supports a number of Indigenous, rural and regional families. Currently, we are home to Boarders from all over Australia.

Students at Kambala who receive scholarships or bursaries give back far more to our community than they receive. They offer a different perspective and experience of life – one that many of our local girls have never encountered. They enrich Kambala with their diverse backgrounds and interests. Students who live at Kambala immerse themselves in the wider life of the School and maximise their involvement in all that Kambala offers.

Gifts in support of the Kambala Scholarship and Bursary Fund are tax-deductible and will ensure that we are able to continue to support girls in need, as well as girls with specific talents.

To make a donation in support of girls looking to join our community, as well as continue to support students already benefiting from a Kambala education, please complete the gift card and return it to the School in the reply-paid envelope, or donate online via kambala.nsw.edu.au/giving/.

On behalf of the girls, the Principal, the staff and the School Council, I would like to thank those members of the Kambala Family who have made a philanthropic donation to the School this year. The community's generous support of our students will benefit them well into the future.



FAREWELL TO MS PEAKE

Mayling Paton and Victoria Yan, Year 12 Economics Students

A fond farewell to Kambala's Head of Social Science – June Peake

After 23 years at Kambala, it is bittersweet to see Ms Peake go. She has been an integral part of the Kambala community, admired by both staff and students as a confident leader and compassionate teacher. As a tutorial teacher and Mentor of multiple groups, she has always been a person who students could turn to during stressful times, to celebrate achievements and birthdays or to simply have a chat to in the morning. Having 45 years of experience as an Economics teacher, Ms Peake expertly headed the Social Sciences Department, overseeing everything from Year 8 Geography to Year 12 Business Studies.

Ms Peake is nothing short of an icon. She has guided numerous cohorts through the demanding Stage 6 Business and Economics courses, having a lasting impact on countless students and their journeys towards university. Ms Peake's hardworking, dedicated and persistent nature drove her students to achieve their best and produced consistently high HSC results. However, Ms Peake's value as a teacher extended beyond numerical outcomes; we couldn't have enjoyed our Economics classes without her unique sense of humour and witty one-liners! From signing off an email which set six essays and a thick booklet of short-answer questions for the holidays with "Happy studying, JP", to attempting to entice our class to study Economics at university because of a hypothetical "six-figure salary", it is undeniable that there was no dry moment in Ms Peake's lessons. While at times she dragged us through the Economics content at a rapid pace, we are definitely stronger people (both physically and mentally) after lugging around and absorbing the valuable 422 page Year 12 textbook.

As part of the departing 2021 cohort, we are honoured to be the final Year 12 group she taught. Back in Year 8 Geography, we could have never foreseen the Stage 6 journey with Ms Peake culminating in riveting online lessons. It was exciting to watch the exponential improvement in Ms Peake's prowess with technology, as she learnt the wonders of sharing her screen on Zoom. As an avid Ross Gittins fan, Ms Peake kept us updated with a steady stream of information about the recessionary effects of COVID-19 on the Australian and global economy. Without a doubt, our most unforgettable



1. Year 12 students on a Zoom call with Head of Social Science, Ms Peake (top left) during 2021 lockdown.
2. Year 12 Social Science having fun in class.

Economics memory would have to be our 'budget party', replacing our beloved Wednesday lunchtime multiple-choice sessions! We're not sure which we loved more; the assortment of cakes Ms Peake brought in for us, or the effort she put in to buy decorative coins (although they were written in a foreign language).

Ms Peake, you are an inspiration for so many students. Your support and concern kept us going through the challenging stresses of school life as you checked in on us with a smile through the trials of the Festival of Music and Major Work submissions. We are extremely thankful for all that you have done for the countless cohorts and generations of students at Kambala.

While Kambala has surely lost an irreplaceable teacher, we wish Ms Peake nothing but the best for her well-deserved retirement in both Bellevue Hill and her family farm in Hillston. After decades of listening to the stresses of students and gossiping of teachers, we hope she finds solace in the hundreds of sheep wandering past her window and the peacefulness of the country.

Ms Peake, you will be sorely missed. Perhaps one day you will find one of your ex-students as the next RBA Governor or Federal Treasurer.



Teachers & Pupils, 1896



125 YEARS

KOGU CONTACT DETAILS

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PRESIDENT'S REPORT

Jane Poole '79, KOGU President

For another year the activities of KOGU have been curtailed because of COVID-19 restrictions. This has been very disappointing for us, as it is KOGU's 125th Anniversary, and we were very much looking forward to being able to get together as a community to celebrate.

Despite the restrictions and lockdowns in Victoria and New South Wales, we have been able to continue our Professional Networking activities for our younger Old Girls, including the Mentoring Program and Internship Program. We are delighted to be able to continue these programs for our younger members in such uncertain and volatile times.

We continue to be so heartened by the connections and friendships among our Old Girl community. It has been an isolating and challenging time, and knowing that there are friends that you have known most of your life who are there for support, has been a great comfort for many. In this edition, we take a fond look back at some of the key milestones of the Kambala community over the years, in the lead up to the School's 135 Year Anniversary in 2022.

In the last edition we announced our three new Inspirational Old Girls, one of whom was Chanel Contos '15, who, throughout 2021, has actively advocated and campaigned for improved consent education and awareness in schools. At the time of writing, it has just been announced that there was unanimous cross-party support in NSW Parliament for stronger consent education in NSW. This outcome was very much driven by Chanel and illustrates the influence that one person can have. We couldn't be prouder of the values she has demonstrated throughout her campaign.

ANNUAL GENERAL MEETING NOTICE 2022

Notice is given pursuant to the constitution of the association of the Kambala Old Girls' Union Incorporated that the **125th Annual General Meeting** will be held on **Wednesday 16 February 2022** 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 2022: 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 the 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 the AGM. Nominations for Kambala School Council Nominees are to be sent to Sarah Swan, KOGU Secretary, 794 New South Head Rd Rose Bay NSW 2029.

Items of business will include: Committee reports on the activities of the Association, election of the 2022 Committee Positions for the Association, election of the 2022 Kambala School Council Nominees, annual financial and other financial reports and statements for year ended 31 December 2021, and any other business.

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

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

We are also extremely proud of, and warmly welcome, our newest members, the Class of 2021, who this year rose up to face unprecedented challenges with perseverance, pride and passion.

The Committee and I wish everyone a very happy and safe Christmas and we hope to see many of you at KOGU events in 2022.



KAMBALA'S 135 YEAR ANNIVERSARY

In 2022 Kambala will celebrate 135 years. In the lead up to this special occasion, we look back at some of the key milestones from within our Kambala community.

1887

Miss Louisa Gurney established a school at Fernbank, Woollahra. There were 12 pupils.



1896

The first *Kambala Chronicle* was a hand written volume.

1891

With Mlle Augustine Soubeiran as co-Principal, the School moved to a larger property in Bellevue Hill called 'Kambala.' Their leading motives in running the School were to instil honesty, loyalty and initiative in all their girls.



1896

On 8 April 1896, a meeting of past pupils was convened by co-Principals, Miss Gurney and Mlle Soubeiran. As a result of this meeting, The Kambala Union was formed and 22 members enrolled.



ca 1900

Circa 1900, the following subjects were taught at the School:

Ancient History, English, French, Geography, Geology, German, Latin and Mathematics. The girls, mostly boarders, did not wear uniforms, though there were ties in the school colours 'French grey and primrose.' The girls wore dresses or skirts and blouses. Older girls wore black stockings



and younger ones white socks. All the girls wore white dresses to church at All Saints', Woollahra.

1902

The year 1902 was an interesting one for Tennis. The Girls' Schools' Tennis Association was formed which included Kambala (Bellevue Hill). Each school was to play once on its own ground and a return match on the opponent's ground. A silver cup was given to the winning school.



Every afternoon the girls played Tennis on several courts behind the school building.

1913

With an enrolment of nearly 50, Kambala moves to Tivoli, Rose Bay. The annual meeting of the KOGU at Tivoli opened with a hymn sung by the whole School to the accompaniment of the new Estey Organ that had just been presented to the School by the Union "...in memory of the happy Sunday evenings spent together in the past...".



1914

New Principals, Miss Minnie and Miss Clara Roseby, begin at Kambala.



1914

The Roseby period introduced a school uniform in grey and gold. The uniform used dark grey, heavy material of good quality. It was made with a square yoke and three deep inverted pleats hung from the yoke, giving fullness for ease of movement. The one uniform was used summer and winter. School blazers were grey flannel and the blouses were white.



Students could wear pure silk (inexpensive at this time) or cotton, and in winter, white Viyella. Grey stockings were worn.

1923

During 1923, Tivoli was offered for sale and the decision was made to retain Kambala as a school, managed by a Council under the Church of England, who would purchase the house and grounds. The Old Girls contributed by hosting many events and functions, giving the proceeds to a Purchase Scheme initiated by the Provisional School Council in 1923. KOGU raised just over 300 pounds, which equalled 10 percent of the necessary deposit to purchase Tivoli and its grounds.

1926

Kambala became a Church of England Foundation School with an independent council.



1927

Mrs Flora Aimee Stewart was appointed Principal. There were 97 girls enrolled. Numbers increased to 186 by 1930.

1929

Kambala's new sports oval was welcomed. There were also three Netball courts which accommodated more play. The committee of the Kambala Old Girls' Union organised a Tennis tournament to augment the funds for the Roseby Memorial Prize.



1937

The Shirley School was incorporated with Kambala. The School was open from 1865 to 1936.



1950

Massie House, for Kambala girls in Prep to Year 2, was founded at Vaucluse Hall on Coolong Road in 1949 and opened in 1950.



1919

Spanish Flu and Influenza epidemic – Kambala did not reopen until 5 March and only a few boarders returned. Three weeks later, another outbreak meant that day students were to stay home, so the school numbers fell to eight.



The Union's activities were also greatly reduced.

1921

The badge and hat band are listed in the uniform list.



1924

Esto Sol Testis adopted as the School Motto.



1928

The school tunic was changed from the box-pleated style to the rounded neck and side pleats. It was available in both summer and winter materials. Hair was secured with rubber bands and ribbons if it was below collar length.



1932

Miss Olive Drape appointed Acting Principal.



1933

Miss Fifi Hawthorne appointed Principal and made Patron of the Old Girls' Union.



1937

EJ Watt Building constructed. It was called the Senior Building when it first opened in 1937. It was Kambala's Jubilee year.





1950

From this year the School Song was sung at the Old Girls' dinners.



1966

Miss Joyce Gibbons was appointed Principal.



1972

Playfair Pool opened and the Minter Wing was completed.



1983

The Joyce Gibbons Music Centre was opened.



1987

Centenary of Kambala. Kambala Rose was cultivated for Kambala's centenary.



2000

Mrs Margaret White appointed Principal.

2009

Kambala's Early Learning Centre Hampshire House is opened, named after Diana (Winston) Hampshire '55.



2017

Mr Shane Hogan appointed Principal.

2020-2021

COVID-19 or Coronavirus pandemic. In 2021, the Delta variant of COVID-19 caused extended lockdown with girls learning remotely for a period of 14 weeks.



1966

Miss Hawthorne retired. The fourth House was named after her and she was asked to choose the colour and the motto.

1967

Alexander Hall Building opened. It included a new Library and Assembly Hall.



1973

Kambala won the All Schools Athletics, repeated in 1974. Miss Kay Couldwell was the sports mistress at Kambala since 1963. In 1973, a gold and grey swimsuit was introduced, and a gold tracksuit in 1974.



1985

Mrs Barbara Monk appointed Principal.



1988

Mr Peter Moxham appointed Principal.



1999

Mr Roderick West appointed Acting Principal.



2012

Official Opening of the Ann & John Lewis Wing. The Music Centre was added to, renovated and renamed the Ann & John Lewis Wing.



2014

Ms Debra Kellher appointed Principal.



2018

Official naming of the Laurie White Archives Room.



2021

Dr Amanda Bell appointed Interim Principal and Ms Jane Danvers is announced as the new Principal commencing January 2022.



2022

Kambala celebrates its 135 Year Anniversary.



KAMBALA

CELEBRATING
135 YEARS

KAMBALA DURING THE SPANISH FLU

Laura Carmichael, Archivist

This isn't the first time in Kambala's 135 year history that it has needed to be responsive during challenging and uncertain times. 103 years ago, students and staff were faced with a similar predicament when the 1918 Spanish Flu arrived on our shores.

From 1918 to 1920, the virus killed tens of millions of people worldwide. It infected 290,000 people in the Sydney region, with 1,058 deaths. All schools in New South Wales were closed for six weeks in 1919 to help stop the spread of the virus. For Kambala, this meant that the day girls did not attend school, but eight Boarders remained living on campus in isolation with co-Principals, Miss Clara Roseby and Miss Minnie Roseby.

The following excerpt from the *Kambala Chronicle* of December 1919 paints a picture of what life at Kambala was like for these girls and Principals:

"Owing to the influenza outbreak, school did not re-open till the 5 of March, when only very few of the boarders returned. Three weeks later, the infection made it necessary for the State to prohibit the attendance of day girls, so our numbers were reduced to eight. For six weeks, we were isolated, but, in spite of this, time passed pleasantly. Lessons were continued as usual, and all our spare moments were occupied with tennis and picnics to the rocks, where we boiled billy for tea. On Saturday nights, Miss Roseby and the governess joined us at various games in the Overflow; the students' song books, with Miss Roseby as accompanist, were greatly appreciated. Unfortunately, we had to spend the Easter weekend at school, and we celebrated the holidays with a fancy dress ball, which proved a great success. Everyone appeared at tea in costume, amid much applause and merriment. Bennos Smith and Charlie Morgan-Jones, as the 'Bing Boys', undoubtedly deserved the prize kindly awarded by Miss Roseby."

Throughout the *Kambala Chronicle* there are mentions of students who lost family members, girls who contracted the virus and students having a break in their studies. It most importantly mentions being able to "cheerfully" return to life as usual!

"This year, 1919, will be a memorable one for schools because of the epidemic which so disorganised all things scholastic throughout the community. Our June Chronicle could not appear, as we were then



1. Nurse Wilson with Kambala girls in front of the Studio. From the collection of Constance White.
2. Kambala girls circa 1919.

immediately concerned in keeping ourselves safe. We are thankful that our household escaped the sickness, and that we have been able cheerfully to begin our school-life as usual."

Over one hundred years on, as we continue to navigate the COVID-19 pandemic, we are all very much looking forward to resuming 'school-life as usual.'

KAMBALA INTERNSHIP PROGRAM

Sabina Lam '17

Since 2017, the Kambala Internship Program has facilitated the opportunity for Old Girls to intern with businesses associated with the broader Kambala community. The Program aims to facilitate the opportunity for early career Old Girls to gain professional work experience and improve their prospects across a wide range of professions.

With the generous support of our community to date, we have been able to facilitate over 40 internship opportunities for Kambala Old Girls.

Kambala Old Girl Sabina Lam '17 has recently completed a remote internship with Linden Global Strategies in New York City. Below she discusses her experience in the program.

For eight weeks over the summer, I had the opportunity to intern at Linden Global Strategies (LGS) – a New York based wealth management firm led by industry veteran (and Kambala Old Girl) Josephine Linden '69. My experience was made rewarding by the incredible knowledge and professional development the LGS team exposed me to.

The virtual format of this internship gave me flexibility as I was based in London. Despite the five-hour time difference, I was constantly connected to the LGS team and the other interns as I could join them for most of their meetings and calls. A highlight for me was the Summer Speaker Series, which featured prominent figures in finance, politics and business. During these sessions, the speakers shared their career paths and we were given the opportunity to ask many questions. Another meeting I was grateful to attend was the weekly in-depth market discussions between the senior members of LGS and several former Goldman Sachs partners. Furthermore, I gained financial product knowledge during calls with hedge funds and private equity firms, where I was encouraged to engage in discussions by asking about their investment strategies.

I also worked with the other interns to create presentations on financial literacy, market outlook and portfolio proposals. From LGS's constructive feedback, I not only grasped complex financial concepts, but also key qualitative skills such as communication, time management and teamwork skills, which will stand me in



Sabina Lam successfully undertook a remote internship with Linden Global Strategies in New York City, New York.

good stead in my career. In terms of independent work, I prepared a presentation on a topic of my choice, where I could leverage on LGS's extensive network during my research. I also conducted research into fifteen stocks, with the opportunity to pitch them to a former Goldman Sachs Head of Trading.

LGS's environment was encouraging and supportive. The culture of mentorship really stood out to me. Each intern was assigned a mentor that we kept in close contact with. I also had access to everyone on the team. I felt comfortable approaching them with any question and for any advice. Josephine herself dedicated hours to having in-depth chats with us, providing immense support as she gave feedback on our progress and professional development. Since finishing my internship, I continue to be in contact with the LGS team. I believe this is testament not only to their dedication in helping their interns, but also to the wonderful connections made with them.

The culture of collaboration and excellence makes an internship with LGS invaluable and it is why I would recommend this experience. It is a wonderful opportunity made possible thanks to the Kambala Old Girls' Union and Josephine Linden.

ARCHIVES DIGITISATION PROJECT

Laura Carmichael, Archivist

Thank you to the Kambala Old Girls' Union for their generous support of the Laurie White Archives Room. KOGU's donation allowed the Archive to digitise the Fifi Hawthorne Scrapbook, the School magazines from 1963 to 2014, six special edition handwritten School magazines and *The Kambala Quarterly*.

There are several reasons why the digitisation of these collections is so important. The School can now preserve our rich and long history for current and future students. These digitised collections can be accessed remotely, which, during COVID-19, we realised is a much-needed tool. Once collections are digitised it is possible to search for information quickly and efficiently. In addition, it opens the avenue for teachers to access the School's history to add to their curriculum. Below is some information about the digitised collections.

Fifi Hawthorne Scrapbook

Upon her retirement in 1966, former Headmistress, Miss Fifi Hawthorne (1933-1966), commenced a historical scrapbook of Kambala. The scrapbook is 248 pages in length and was created on loose sheets of white paper. Many pages have attached photographs, badges, school pockets, newspaper cuttings and are often accompanied by a written commentary.

The Kambala School Magazine

The digitisation of the Kambala School magazine from 1967 to 2014 means we now have a complete collection of the School magazine preserved. Prior to this project, the Kambala Chronicle from 1916 to 1939 was digitised, as well as, *The Kambala Old Girls' Chronicle*, which was produced from 1951 to 1972 by the Old Girls' Union.

Special Edition School Magazines

The *Kambala Chronicle* MDCCCXCVI, 1896 is the earliest School magazine in our archive. The preface of the book states "This Book is intended to be a Collection of original sketches, short compositions, letters, scraps of news, witticisms, amusing interesting writings, which may be considered by the Editors worthy of preservation."

The other five handwritten magazines date from 1963, 1964, 1975 and 1982. They are bound books and holds photographs, stories and drawings to name a few of their treasures.



An excerpt from Fifi Hawthorne's Scrapbook. Pictured are Headmistress Mrs Flora Stewart with the Kambala Tennis Team, circa 1929.

Back Row: Dulcie McWhannel, Mary Mort, Marjorie Mackenzie, Pamela Cameron, and Jean Murchison.

Front row: Dorothea Gilchrist, Mrs Flora Stewart and Lucille Dupain.

The Kambala Quarterly

The Kambala Quarterly was the School newsletter published each term from January 1995 until the end of 2007. It was edited by the Foundation and Public Relations Manager, Elaine Kaye.

HOW TO ACCESS THE DIGITAL COLLECTION

Kambala Old Girls can now access the digital collection via the KOGU website. www.kogu.kambala.nsw.edu.au/
Go to 'Your Account' and register or login using your name
Once logged in, simply navigate to the Laurie White Archives Room page under 'Our Heritage' in the main menu.

VALE JANET GOLDMAN

Alex Panagopoulos and Pamela Giddy



It was with great sadness, we learned of the passing of Mrs Janet Goldman on 27 March, 2021.

During her many years associated with Kambala, from 1995 to 2014, Janet fulfilled a wonderful mix of roles as a parent, work colleague and dear friend. Janet was strong, hardworking, knowledgeable

and principled, and will be sadly missed by the Kambala community.

We first came to meet Janet as a parent of two Kambala students, namely her loving daughters Hariette and Monique. For Janet, her daughters' education was of utmost importance. Janet, along with her husband Bruce, was always involved in school life, as she supported and encouraged her girls throughout their education in Massie House, Junior School and Senior School.

When an opportunity arose to join the Junior School staff, Janet further cemented her place in the Kambala community, commencing in library administration before moving to her beloved role as teaching assistant in Massie House. During her time working in Massie House, Janet undertook her role with enthusiasm, diligence and professionalism. For a number of years, she was an integral part of the Preparation classroom. She provided a vibrant and creative influence in the room and worked tirelessly to help foster a stimulating and collaborative learning environment for the students. Janet had a gift for tapping into each girl's inner desire to create by applying her time-tested artistic practices and for that we are forever thankful. Janet was a loyal and reliable colleague who was always willing to share ideas and engage in robust discussion. Her humour, warmth and sincerity endeared her to staff and those around her.

Vale dear Janet, we thank you for your valued contribution to Kambala. You will be remembered fondly and missed with heavy hearts.

NOTICES

MARRIAGES

Congratulations to **Jess Cohen '10** who married Daniel Amzallag on 28 February 2021 (after COVID-19 delaying them almost a year). Monique Melki '10 and Victoria (Angelis) Gallon '10 were two of her bridesmaids.

Congratulations to **Rebecca Williams '09** who married Andrew Whiteman on 7 November 2020 at Taronga Zoo. Annabel (Small) Markey '09 served as Maid of Honour. Also in attendance were Rosie Williams '11, Nicole (Mee) Allen '09, Joanna (Hatzistergos) Balis '09, Anna (Wilkinson) Beaver '09, Lucy (Wales) Gillis '09 and Elizabeth Muller '09.

Congratulations to **Lucy Stranger '10** who married Edward Bowman on 7 May 2021 at All Saints Church Canowindra. Her sister, Sarah Stranger '09, and Meredith Oliver '10, were in the bridal party. Also in attendance were Anna (Kendall) Stranger '80, Muffie (Sawyer) Rowland-Smith '54, Gaynor (Kendall) Pinn '85, Madeleine Stark '10, Olivia Falkiner '10, Carolyn Harris '10, Anna Cox '10, Arabella Armstrong '10, Alexandra (Stone) MacAlpine '10, Emma Ridley '11, Jenny (Carter) Ridley '83, Ellie Gurney '10, Josie (Thomas) Gurney '77, Tris (Dent) Stibbard '81 and Linda (Virag) Oldfield '80.



1. Rebecca Williams '09 and Andrew Whiteman on their wedding day.
2. Jess Cohen '10 and Daniel Amzallag on their wedding day.
3. Left to right: Amy Gojnich, Meredith Oliver '10, Sarah Stranger '09, Bride Lucy (Stranger) Bowman '10, Matilda Stump and Zoe Cowley.

BIRTHS

Congratulations to **Isabella (Dickson) Spragg '07** and her husband Jono Spragg who welcomed a baby boy, Hudson Tristen Spragg, on 24 May 2021. A baby brother for Ted.

DEATHS

Joanna (McCathie) Fleming '56 passed away on 15 June 2021 aged 82. Joanna was the younger sister of Marilyn (McCathie) Chapman '50 and David McCathie and became part of the Kambala community from Kindergarten. During her school years, Joanna was surrounded by many cousins who attended Kambala. Joanna's daughters, Kathryn Fleming '81, Lucinda (Fleming) Ricardo '82, Alexandra (Fleming) Pilton '80 and Rachel (Fleming) Luidmanis '88 and granddaughter, Arabella Ricardo '20 meant that Joanna's association with the Kambala community continued through many years. Joanna was always an avid spectator at sports carnivals, Music and Drama performances.

Joanna left Kambala in Year 10 to undertake a year long retail buying trip with her parents to Europe and the USA. On her return, she worked within the fashion industry for a short while, before meeting the love of her life Captain Peter Fleming (deceased 1989) and settling in Watsons Bay, where she raised her family and remained a valued community member until her passing.

Joanna was very proud of the strong family tradition at Kambala and valued her lifelong school friends. Her empathy for others, generosity, kindness, sense of humour and sense of community were admired by all that knew her. A true Kambala girl right to the end.

Margaret (Robertson)

Clinton '57 passed away peacefully on 3 June 2021 at the SAN Hospital in Wahroonga. She was 81 years old. Margaret was well-respected nationally and internationally in the show dog community for her love of Boxer dogs. She is survived by her two sons, Simon and Nigel Clinton, both of whom reside in the UK.

Margaret spoke fondly of her time at Kambala, of her school friends and of growing up in her childhood home in Wilga Street overlooking the cliffs of Bondi.

Margaret was a much-loved member of the Robertson clan. She will be dearly missed.

Melanie Yonge '90 passed away on 1 May 2021. Throughout her life, Melanie explored the relationship between light, material, colour and culture through art, professional work and conversation. She recognised that the urban moods of different cities were strikingly different. In Sydney, Auckland and Paris, the cities where she spent the most significant chapters of her life, Melanie appreciated the presence of water traversing the city landscapes, seeing reflections, reverberations, and refractions dancing through very different climates and cultures on different sides of the world. Melanie interpreted the 'spirit of place' in the many projects that she embarked on. Her analysis of the mood of an environment distinctly presented as colour keyboards and water colours, many of which are treasured as memories of her brilliant life by her sister Sanchia '94 and parents, Mimi and James.

Priscilla (Snelling) Flemming

'59 passed away on 3 January 2021. As the first woman appointed from the private bar as a QC in New South Wales, Priscilla (known as Pree or Prissy to her school friends) has been described as a trail blazer for women in law. She came to lower Kindergarten at Kambala from an idyllic early childhood attending Miss Wynn's preschool in Vaucluse in the 1940s. At school, Pree excelled both academically and at sport. After a year of Science at Sydney University, Pree found her place in Arts. Having been married at twenty one to Paul Flemming and with a daughter, Claudia, and son, Daniel, Pree decided to study law. Juggling home life and the books was quite hard, and there were lots of cups of decaffeinated coffee. She went straight to the bar in 1971, and after fourteen years she took silk.

Always modest, she said that at that time, in 1985, 'they' needed a female QC. Her role as a mentor to females, starting out in a male dominated work environment, was sincerely valued. In 1989, she left law and sought a more peaceful life. She and Paul became farmers at Wollombi, before moving to Lake Cathie near Port Macquarie. When they returned to Sydney from Lake Cathie in 2018, she enjoyed reconnecting with her school friends at regular get-togethers. She was a highly respected and valued friend.

Sadly, not long after her husband Paul had passed away in 2019, Pree, who for her whole life had been healthy, was diagnosed with pancreatic cancer and passed away in January 2021. She is survived by daughter Claudia '82, son Daniel and grandchildren, Ethan and Noah.



1. Baby Hudson Tristen Spragg, son of Isabella (Dickson) Spragg '07 and Jono Spragg.
2. Joanna (McCathie) Fleming '56.
3. Margaret Robertson at Kambala circa 1957.
4. Priscilla (Snelling) Flemming '59.

“Kambala has grown to be a formidable academic school for over one thousand girls and young women.”





KAMBALA

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