

THE SOUBEIRAN

& KOG MAGAZINE

THE WINTER ISSUE 2023

HOW WE SHOW UP

High Culture
of Learning –
An Educators
Perspective

P.07

Why Are School
Communities
Important?

P.18

Where
Art Can
Take You

P.30



KAMBALA

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How We Show Up

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WHEN TO STEP BACK, SO THEY CAN STEP UP

Ms Jane Danvers, Principal

To do difficult things is part of the great joy of learning and a necessary part of growing into a capable and confident young adult. Whether it is struggling with a mathematics problem, building insights into how history impacts the present, defending your position in a debate or facing homesickness while camping in Cape York, learning requires us to step forward into uncomfortable spaces.

Recent reports from the World Economic Forum and McKinsey cite the capacity to be flexible, adaptable, and cope with uncertainty as among the top 10 skills necessary to thrive in the future world of work. For our girls to become agents of their own learning, our teachers design opportunities to extend and stretch their thinking, to develop their social and emotional learning and to build important life skills. And our girls lean in.

The journey is not always smooth. Facing challenges, trying something new and failing or not getting the outcome you hoped for can be stressful and disappointing. There is no doubt when our children are upset or hurt, we feel it tenfold and our love for them means we want to step in and solve their problems or take the pain away. Yet if we had never let our toddlers fall when they were learning to walk, if we stepped in and always carried them, we know their healthy development would have been severely impaired.

The challenge for loving parents and dedicated teachers is to know when to step back and to let our girls work through issues on their own. We do them a great disservice if we don't allow our young people to spend a little time in the struggle. As the caring

adults in their lives, our role is to guide them through the discomfort of challenge but not remove it, because this is actually where the magic of learning and growing happens.

Dr Lisa Damour, clinical psychologist and author specialising in the development of teenage girls and young women, reminds us that "The ability to persist in the face of difficulty may be as essential to success as talent or intelligence". She argues that long-term developmental and emotional needs must be privileged above minor discomfort or short-term happiness. She challenges us to step back and give our daughters the space to face the trips and falls and to build the resilience to solve the problems that face them.

Of course, there are always circumstances when adults should step in, but it is worthy to give our children a window of time to see if they can, with our encouragement and belief, work through problems themselves. We need to give them time to construct their own solutions. To practise different ways of advocating for themselves. To recognise that not everyday things go as planned and that disappointment passes. To understand that it is in these moments we learn most. We readjust, pick ourselves up and move forward.

We want our girls to be resourceful, adaptable and able to self-regulate. To dare to innovate, to ask questions and to persevere in accomplishing their goals despite obstacles. We need to trust that, in the same way we watched them learn to walk, they will also learn to navigate their success as learners at school and well into their future lives.





HIGH CULTURE OF LEARNING – AN EDUCATORS PERSPECTIVE

Ms Carolyn Gedling, Deputy Principal, Academic

“People don’t come to work for an education system, they come to work at a certain place doing a certain thing in a certain community.” Dr Simon Breakspear (Educational Researcher)

Kambala’s Academic Leaders and their teams have been doing their own learning, grounded in the theory of Dr Simon Breakspear. We have been reflecting upon our practise and devising plans, both short-term and long-term, that drive future learning. When I read the quote above, it reminds me that as educators what drives us is working towards meaningful goals, both as learners and for our learners. This is what supports a high culture of learning. Teachers at Kambala are passionate about what they do, it is meaningful work and values driven.

Having said that, the most important part of our culture of learning is our students. Kambala learners are also passionate about learning in an array of areas. Many of those passions are academically driven, but so many are also supported through their co-curricular and extra curricular interests. Kambala learners are involved. They actively engage with peers and teachers, they study with focus, they play in bands, play competitive sport, dramatically perform and debate. Research suggests that belonging is an integral part of wellbeing for learning and life. Kambala students, find their various groups to belong to, so they are challenged, encouraged, supported and ultimately learn for now and beyond.

Learners at Kambala are given choice in a variety of situations. Sometimes this is at a micro level within a class or course. On a larger scale, students have individual choice around the languages they study in the early years of Senior School. In Years 9 and 10, students have over 20 electives to choose from, with three being selected for study. This is broad and allows for passions and prerequisites, and hopefully similar pursuits, to be explored. In Years 11 and 12, we offer students the choice of an International Baccalaureate or HSC pathway. Again this alters the experience of them. While students may have similar aspirations, such alternatives allow students to choose between assessment approaches, the peers they will work with and the different subjects. So while Drama cannot be studied in the IB pathway, it does offer Psychology and Global Politics. We know that finding your community is integral to achievement and wellbeing.

So just as an educator wants to belong to a community that makes a difference, our students want to belong to a community that makes a difference for them. While one can look for all sorts of factors that contribute to a high culture of learning – actively seeking one’s place to contribute and therefore belong is integral for students and educators alike. This is what makes us a valued community, and this is how we show up.



SPIRIT AND TOGETHERNESS

Mrs Joanne Sarmiento, Deputy Principal, Wellbeing and Boarding

“Traveller, there are no paths. Paths are made by walking.”

– Australian Indigenous Proverb

How we show up each day reflects our school culture of care, joy and love of learning. We come prepared and ready to engage at a personal level with our learning and our relationships. We reflect and live our school values of humanity, courage, curiosity and respect to navigate and journey through our day.

During 2023 we have focused on humanity through our connections with each other. We made a conscious and deliberate decision to not allow phones during our school day. How we show up for each other every day is important in learning and social emotional development. The change that has been created among our students in the hallways and the grounds has been visible with group conversations, play on the oval and the introduction of a serious handball competition among our senior students outside Tivoli’s Rose Garden. It is this sprinkling of joy that has lifted our spirits and encouraged further lunchtime activities like K-Pop Dance Club, Knit and Knatter and our Kameleon Club.

One of the areas that we were keen to grow and develop was vertical peer mentoring. This was led by student demand, as they wanted the opportunity to meet and engage with students in other year groups. This year in our mentor times we have introduced a regular House time for not only development and organisation of carnivals and House competition, but for the fostering of multi-year group positive relationship building.

Every second Thursday morning House groups get together to meet and play games and foster the growth of positive culture. The importance of setting aside a regular time slot for House has been an important development in the growth of well-being across year groups. Older students are keen to have an opportunity to mentor and guide younger students. Older students can walk alongside our younger students and guide them in what they are able to do at school and the opportunities that they can be involved in.

It has been interesting to speak with students who are applying for leadership positions within the school, and the value that they are placing on the House system is increasing. By showing students that we care about the House system, and the time required to develop relationships, the importance they want to give it has also changed. Levels of enthusiasm are more valued in the House and to be part of the House family you have to show up and bring the ‘rah-rah’. This is important for belonging and connection, as to be part of the House is to be part of the family. It’s not just their own age group they receive validation from but other students in other year groups, and this can be a protective factor against loneliness and feeling isolated in the school system. We show up for each other, not only in our year groups, but also across year groups in our House.

These are the bonds that will last a lifetime.

BUILDING A SENSE OF BELONGING

Mr Stuart Coppin, Deputy Principal, Head of Junior School

One of the most vital considerations in terms of our students' sense of belonging is the association found between belonging and improved academic achievement. Research examining this association generally posits a positive circular relationship, that is a sense of belonging at school leads to enhanced academic achievement and enhanced academic achievement leads to an enhanced feeling of belonging (Wentzel, 1998).

Whole school community interactions can promote interactions between staff, students and their families, developing mutual reciprocity and encouraging students to get to know each other. Social celebratory activities of something valued in the school can encourage participation in the school environment, celebrate student success and promote diversity and the connection between the school and families.

Two beloved Kambala traditions which promote belonging and connectedness are our Massie House Grandparents' Day and the Year 6 Father Daughter Dance.

The 2023 Massie House Grandparents' Day was special for a number of reasons. This event was the first cancellation in the school calendar at the announcement of the global pandemic in 2020. Our 2023 Grandparents' Day was the first celebration of its kind since 2019. Beaming with pride our Grandparents and Seniors loved gaining a glimpse of the girls' learning when visiting their Granddaughters' respective classrooms throughout Massie House. The highlight of Grandparents' Day is

our Massie House Assembly. Our Senior visitors were blown away by the standard of their granddaughters' performances and confidence, when speaking and performing to an audience. Morning tea was shared and meaningful memories created that will never be forgotten.

Our Year 6 Father Daughter Dance is one of the pinnacle experiences for the students which is a rite of passage between Junior School and Senior School. In addition to community and connection building and creating a sense of belonging, research shows that enhanced relationships between fathers/ male role models and daughters can be beneficial and protective in terms of girls' wellbeing.

Designed with the girls in mind, the students are given a small dance routine to practice with their fathers and special guests. Alexander Hall is brought to life as a Dance Hall, thoughtfully decorated by our Year 6 Parent Representatives. Each year our fathers arrive with a sense of trepidation, usually 'dragged' by their daughter. However, by the end of this very special evening our fathers and special guests do not want the evening to end. The smiles on the faces of our fathers and daughters really do speak for themselves. Another beautiful example of community and belonging, where meaningful memories are created.

-
- 01/ Yoonah Yin, Jasmine Sisis, Valentina Celine and Alyssa Elgun at the Massie House Grandparents' Day Assembly
 - 02/ Maria Matsoukas and Evelyn Wu at the Massie Grandparents' Day
 - 03/ Elodie McMillan-Bush and her Grandmother at Massie Grandparents' Day
 - 04/ Oriana Gu and her Grandmother at Massie Grandparents' Day
 - 05/ Year 6 Father Daughter Dance
 - 06/ Olivia Gill with father George Gill at the Year 6 Father Daughter Dance
 - 07/ Peyton Tiong at the Year 6 Father Daughter Dance



MAKING A HOME AWAY FROM HOME

Ms Briony Davidson, Head of Student Residential Life

The concept of ‘How We Show Up’ holds a unique meaning for our Kambala Boarders as they strive to build a home away from home. Boarding students have to be genuinely engaged in Boarding, be actively involved in all aspects of school life and must work to establish supportive connections that empower the entire Boarding community as well as the individual. At its simplest, showing up in Boarding means being there for one other.

For our Boarding girls, just ‘showing up’ is sometimes one of the most challenging aspects of school. Our girls are away from their homes, families and friends. They deal with homesickness, have to learn to live in close proximity to many others, and need to understand their own independence as well as adhere to a strict daily schedule all at the same time. For our Boarders, sometimes just getting themselves up and off to school each morning with all of these things bubbling away in the background is, in itself, a big demonstration of what it looks like to show up.

Another significant way our Boarders do this is by embracing the diverse cultural backgrounds that converge in Boarding. At Kambala, we have wonderful students who come from all across Australia as well as internationally. This diverse community means that our students have to work to understand their peers at a deeper level, with the cultural nuances of everyday life demanding that our girls work hard to understand each other and build an inclusive and

empathetic community. Research into Boarding schools from Richard Stokes from the Australian Boarding Schools Association, suggests that this unique community has a profound impact on each student’s identity formation, showing that it is crucial to work and build support and inclusivity in such a culturally diverse space.

At its core, the Boarding community acts as a collective family that supports each other through the ups and downs of school life. Showing up for each other involves celebrating achievements, such as Boarders attending the school musical to support our girls performing, participating in Boarding House group competitions with girls from Year 7 to Year 12, to throwing themselves into Boarder chants at the school carnivals to show our pride and sense of unity as a community. Showing up is seen in the big hugs that combat homesickness, the anonymous Tivoli House gratitude notes written to encourage and uplift each other, and even in the willingness to show up for yourself and others and have hard conversations trying to establish your own boundaries when living with 60 other girls. In Boarding, the most important ways we show up for each other are in the little actions we do to support each other every day.

With this in mind, our focus in Boarding this year is to see how we can better show up for each other through relational support. We are exploring how we communicate with each other, what we should focus on, and are determining how we support everyone in the Boarding House including students, gap students and staff members. Part of this effort has been holding workshops with different year levels to enhance our social skills and gain a deeper understanding of each other. This has also been the driving force behind the

01/ Chloe and Layla Potts with mum Emma Chaselings at the Boarders Welcome BBQ

02/ Taylor Hammond, Polly Roche and Annique Burnett after receiving awards at the Boarding assembly this year

Boarding House groups, which is a vertical house system designed to encourage inter-year relationships and bonding to help build this supportive culture of showing up for each other within Boarding.

When we embrace the spirit of showing up in Boarding, we are part of building a culture where our Boarders feel seen, valued and supported. It is something that I firmly believe our Boarding House can and will continue to work and improve on and it will show its success in lasting relationships, stronger resilience, and empowerment for all our girls.



PASSION IN PURPOSE

Ava Kuehn, Head Prefect and Neve O'Neil,
Deputy Head Prefect

“Kambala is a place where our relationships are central and where our education is always challenging and future-focused on what it is to be a young woman right now; one where we come together in a real sense of community and care for each other.”

This quote from Ms Danvers has shaped and inspired our view of Kambala – as student leaders we hope to show up with the values which underpin the day-to-day activities and traditions of our school. Our motto for the Year 12 Class of 2023, ‘Passion in Purpose’, serves as a guiding light, inspiring us to excel not only academically but also in our demeanour, compliance with school policies, and respect for others.

Each morning, when we dress in our school uniform, we contribute to the sense of unity and cohesion that strengthens our school’s spirit, acting as a visible representation of our collective identity and pride in belonging to the Kambala community. By adhering to the uniform guidelines, we demonstrate our commitment to the values and traditions that have shaped our school.

These values include respect, which lies at the heart of our interactions with peers, teachers, and staff members, and by embracing it we contribute to the creation of a supportive and inclusive community. It empowers us to celebrate diversity, recognise the achievements of others, and cultivate an environment that encourages growth and collaboration, while concurrently allowing us to demonstrate our commitment to principles of

humanity and equality through acts of service. This is a principle which has strongly guided and shaped our leadership journey this year and we hope has influenced the wider Kambala community to demonstrate greater appreciation for their peers and learning environments.

Our Year 12 motto, ‘Passion in Purpose’, propels us towards excellence in all aspects of our lives, serving as a reminder that our actions, no matter how small, have the power to make a difference. As leaders of the school, our cohort hopes to embody this theme by exemplifying the values we believe in and encouraging others to do the same. By passionately pursuing our purpose, we inspire those around us to elevate their standards and embrace the ideals of Kambala. We have most proudly achieved this through our commitment to our cohort charity, the Women’s & Girls’ Emergency Centre (WAGEC) which supports victims of family violence and emphasises the importance of ‘women supporting women’ – an ideal which Kambala strongly affirms and nurtures. Not only have we raised \$10,000 for the organisation, but we hope to have inspired a greater understanding of the social justice issues which affect our wider community. We owe a huge thank you to all the individuals and families who have contributed to helping the cohort of 2023 reach this goal through the constant embrace and support of our fundraisers and events.

As school leaders, we encourage and hope to influence students to show up with pride, dedication, and a commitment to excellence.



01



02



03



04



05

- 01/ The Class of 2023 embrace their new motto
- 02/ The official handing over of 'The Soub' by Ava Kuehn, Head Prefect and Principal Jane Danvers to the Class of 2023
- 03/ The Passion in Purpose logo
- 04/ International Women's Day 2023 assembly, where a cheque for over \$5,000 was presented to the WAGEC
- 05/ The unveiling of the Year 12 jerseys

DARING TO LEAD: A FOCUS ON THE LEARNING OF OUR LEADERS

Ms Samantha Gooch, Executive Director Kambala Institute
for Teaching Excellence (KITE)

Brené Brown defines a leader as *“anyone who takes responsibility for finding the potential in people and processes, and who has the courage to develop that potential”* (Brown, 2018).

In the pages of this *Soubeiran* edition, you will read about initiatives and happenings at Kambala that see our staff and students ‘showing up’, in their classrooms, on the sporting field, on the stage or in their staffrooms. A key to instilling this type of courage in our people is having a strong, skilled and united leadership team, one with the passion to keep this as a driving force of what we do and what we hope to achieve.

Leadership is everywhere at Kambala. Within our KITE program, I am fortunate to work specifically alongside our teacher leaders: Heads of Year, Heads of Department, School Directors and influential teachers who are masters of their discipline and who take subtle yet powerful roles in modelling, guiding and mentoring their colleagues. Each of our teachers embraces the responsibility of leadership in their daily work in finding, recognising and developing potential in their students, or opportunities for learning more generally. Our middle and senior leadership teams extend their practice of leadership in their role as academic and pastoral leaders of staff teams. Their role and responsibility in leading both students and teachers is complex and careful work.

Research shows that by engaging in these intricate daily practices, educators who are able to think at a higher level produce students who are higher achieving, more cooperative and better problem solvers (Thinking Collaborative, 2023).

In consideration of this, a key feature of KITE is to provide our middle and senior leaders with development opportunities that capitalise upon and enhance teachers’ cognitive processes so they can respond to the busyness of school life, while ‘showing up’ and helping their people to show up too.

This year, under KITE, each member of our senior and middle leadership team will train as a Cognitive Coach. Cognitive Coaching is a research-based model that sees participants learn the art of intentional conversation, with a focus on how to develop trust and rapport. The course is intensive in that our leaders have spent time practising and applying the four support functions of a cognitive coach: coaching, evaluating, consulting and collaborating.

If a key responsibility of ours as leaders is to see and support potential, then cognitive coaching upskills us as deep listeners who support the thinking of others (not, simply the behaviour). In this way, we assist our people to initiate, make choices, problem solve, take action and produce new knowledge and understanding for and about themselves.

We know it is this type of commitment to professional development that will have the most impact on our leaders, and therefore on our teams and their students.

01/ Education expert, author and thought leader Gavin Grift leading Cognitive Coaching Certification at Kambala

02/ A feature of the training is role play and scenario enactment that focuses on problem solving

03/ Teachers participate in Cognitive Coaching workshops

04/ Teachers participate in Cognitive Coaching workshops

05/ Executive staff participate in Cognitive Coaching workshops



WHY ARE SCHOOL COMMUNITIES IMPORTANT?

Ms Mandy Treweeke, Head of Advancement and Community

To me, the community of a school holds great importance. It's the essence of something very special. Our success and wellbeing depends on relationships, and a connected community – past and present. Having spent 17 years in the independent school sector, I understand how crucial a school's community culture is for its success.

Since my arrival at Kambala, I have had the pleasure of meeting many members of the Kambala community and was touched by their warmth and welcoming nature. I have been asked what the role of the Head of Advancement and Community means. Essentially, my role is to foster and build relationships, support and connection as an inclusive community.

It is clear that the community at Kambala is welcoming, energetic and active. There are many things worth celebrating and recognising, and I have been fortunate enough to participate in a few of them, such as:

The *Festival of Music* held at the Sydney Opera House featured exceptional performances that showcased a rich tradition of music and celebration. The level of talent and energy displayed by the students was outstanding, leaving proud parents, grandparents, staff and peers in awe. It is not often that students get the opportunity to perform at such a prestigious venue.

Our community recently observed International Women's Day, where members of alumni, mothers and grandmothers, staff, and daughters came together. The speakers gave thought-provoking and motivational speeches.



On a chilly May morning, Ms Jane Danvers hosted a morning tea with members of the Kambala community to celebrate the enormous success of the 2022 SHINE Ball.

We celebrated Mother's Day, with mothers and other significant females in our lives, which demonstrated the spirit of our community. It was delightful to witness the Junior School greet Ms Jane Danvers and Mr Stuart Coppin with enthusiasm. It appears that the girls view them as the 'rock stars' of the school!

I had the pleasure of attending the Country City Lunch, a beautiful event held to celebrate and honour the women in our city and boarding communities.

The senior students put on outstanding performances in the jazz production *Chicago: High School Edition*. As they say in the classics; "it takes a village to raise a

child” – students, staff and volunteers supported each other throughout the journey and celebrated collectively. The Year 6 production of *James & Jane & The Giant Peach* showed clear evidence of community support, humour and talent.

As I reflect on the significance of our community, it is reassuring to see the pride at our school. It is evident there is a strong affection for it, highlighting the values of the school and the value of the Kambala community.

Community is crucial, and Helen Keller’s quote perfectly captures its significance: “*Alone, we can do so little; together, we can do so much*”.

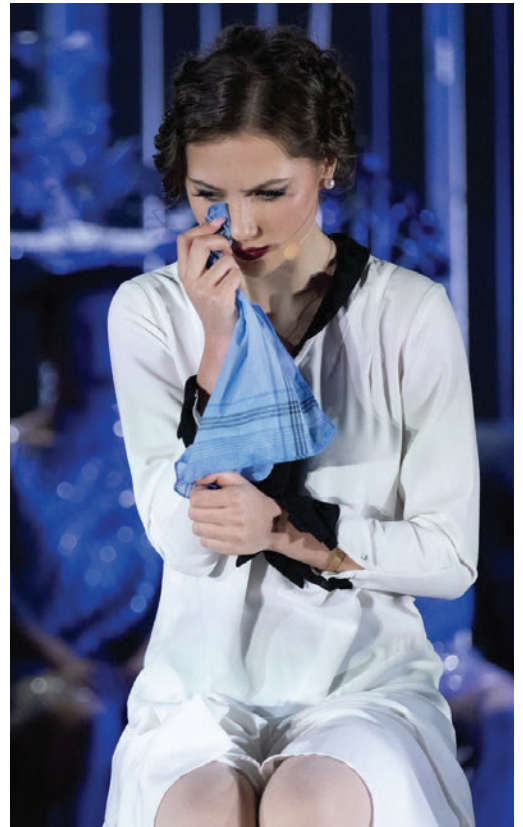
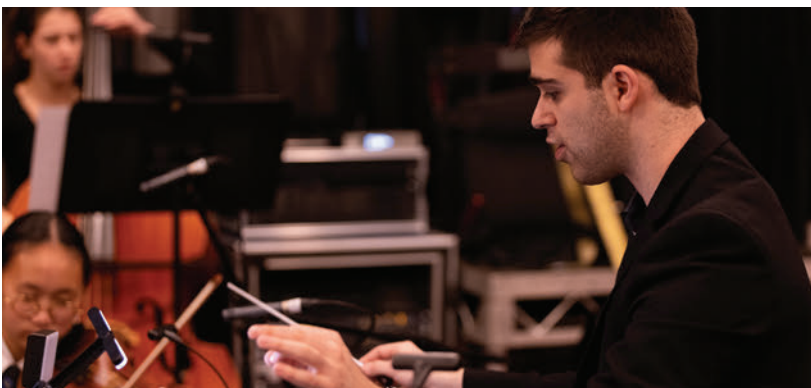


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- 01/ Ms Mandy Treweek, Head of Advancement and Community
 - 02/ International Women’s Day Breakfast
 - 03/ Principal Jane Danvers with Junior School students admiring *STRIDE*
 - 04/ *The Festival of Music*
 - 05/ Mother’s Day Breakfast

2023 *FESTIVAL OF MUSIC*
HIGHLIGHTS



*CHICAGO: HIGH SCHOOL
EDITION HIGHLIGHTS*



JUNIOR SCHOOL HIGHLIGHTS
TERM 1 AND TERM 2



YEAR 6 PRODUCTION
JAMES & JANE & THE GIANT PEACH





STAY CONNECTED

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1 ONLINE

Visit kog.kambala.nsw.edu.au

Go to 'Your Account' and Register or Login and Update your Contact Details

2 PHONE

Call us on **02 9388 6888**

3 EMAIL

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

4 LINKEDIN

Add Kambala to the **education section** of your LinkedIn Profile by clicking on the Kambala logo and join our LinkedIn group at linkedin.com/groups/5118542

CONNECT WITH US ON SOCIAL MEDIA



@kambalaoldgirls

PRESIDENT'S REPORT

Amanda (Baird) Kirton OG88, KOG President



Connect. Celebrate.

Our refreshed logo emphasises the core of our mission to bring OGs together, celebrate our successes and contribute a step up to those following. Thank you to Joanna (Baird) Dean OG90 for all her design work.

We are excited about the year ahead. 2023 has exploded with KOG events and opportunities to connect.

A new Young Old Girls (YOG) subcommittee under the stewardship of VP Jess Lasky OG15 is running a program of events dedicated to leavers from 2010–2022. Social events, mentoring and internship programs and professional development content (LinkedIn, interviewing skills, networking) are part of a suite of ideas to help YOGs navigate the journey from school to work-life and beyond. The depth of involvement and commitment of our YOGs is the envy of many other alumni associations and indicates the strength of our organisation.

On 15 January 2023 the KOG AGM was held at Kambala and as the new President, and on behalf of KOG, I would like to provide a huge thank you to our outgoing President, Jane Poole OG79. During her five plus year tenure, Jane worked tirelessly as an advocate for KOG and during the pandemic ensured that OGs remained connected in the face of isolation. Her leadership of the Execo and focus on forward strategy planning has ensured that KOG is financially strong and well positioned to continue to foster and promote connections and opportunities for Kambala OGs.

We welcome our new Execo member Lucinda Bradshaw OG07 who was elected as Secretary and Public Officer and acknowledge the contributions of those members stepping down – Maria Fidler OG14, Nora (Gazal) Milling OG97, Luisa Gidaro OG08, Cath (Kaye) Scott OG90 and Sarah Swan OG09.

We are delighted with the response to the Donna Marcus sculpture STRIDE commissioned by KOG to commemorate the 135th anniversary of the school. Installed in the Tivoli forecourt, the two sculptural artworks weave a story of the school's history and intimate journey of student to Old Girl and the bonds between the two. STRIDE talks to the school's history and future and the commitment to STEM, with Donna holding several information sessions for current students, explaining the process of trawling through the archives and being inspired by the extraordinary achievements of those in the OG network.

The *Festival of Music* was the first opportunity to welcome the newest cohort of OGs and we were thrilled to host more than 60 Year 13s at the Sydney Opera House in March. For many it was the first catchup with classmates since leaving school and it was a joyful group of young women assembled in the historic Concert Hall foyer for a private pre-show event. Congratulations to Hawthorne for their prizewinning performance.

Our KOG Business Network Breakfast also held in March was a fantastic success with over 20 KOGs hosted by Ruveni Kelleher OG86, Portia Cerny OG94 and myself at the Johnson Winter Slattery offices. Insights into different network opportunities and how these organisations have influenced our careers and shaped our business and personal lives led to some amazing conversations and opportunities for OGs to connect with mentors. There were so many questions about mentoring raised that we have scheduled a Business Network breakfast for Friday 13 October 2023 to focus on this career essential.

KOG organise a mentoring program every year, and we are always interested in hearing from OGs in every field – we would love to build up our database

in order to connect YOGs who are looking for advice with those who have career experience and knowledge. A marketing specific program has kickstarted Mentoring in 2023.

Additionally, the 2024 Internship Program will soon get underway with 12 paid internships planned, plus the unique Linden Fellowship based in New York. Feedback from employers on the quality of interns has been amazing, and several OGs have gone on to full-time employment following their placement. These internships are offered through the Kambala Community; either OGs or families of current students and provide an exceptional way for YOGs to discover new career paths or gain experience in their chosen field. Please email your details to kog@kambala.nsw.edu.au if you can provide an opportunity for a KOG to intern at your own business.

Reunions have come back blazing – Class of 1953, 1965, 1973, 1986, 2002 and 2012 have all celebrated in the first half of this year, with 1986, 2003, 1978 and 1983 still to come.

In May, the Country lunch at Rosby Winery in the Mudgee region was a joyful celebration for almost 40 OGs – with years from 1959 to 1991 represented. Congratulations to the class of 91 for being both the youngest cohort and also the greatest in number! Plans for the next OG Country lunch are underway for May 2024 with the wineries of Orange the planned backdrop. This event is open to all OGs, and is a fabulous way to arrange a mini reunion and a weekend away. It has been wonderful to hear stories from these catch ups, and as always, appreciation of the strength of long-term friendships and support engendered during Kambala school days is an overriding theme. Connection and celebration indeed!

KOG EVENTS TO COME IN 2023

Linden Speaker Series

London Event

New York Cocktail Party

KOG Generations Morning Tea

LinkedIn Presentation

Networking Business Breakfast

YOG treats at Yr 6
Test & Quest Day

Vintage Lunch



FROM THE ARCHIVES: THE LITTLE GIRL IN GREEN

KAMBALA OLD GIRL LETTY STEWART HENRY

Laura Carmichael, Archivist

The Laurie White Archive receives many exciting and diverse donations. In 2019, we accepted a donation from Suellen Henry Bassetti OG69 on behalf of her mother Letty Stewart Henry. Letty was a Boarder at Kambala from 1927–1932. This remarkable collection includes several letters from admirers, friends and family congratulating Letty on her heroism in the *Tahiti-Greycliffe* ferry disaster, among other items representing her time at Kambala.

In 1927, at the age of 11, Letty Stewart was awarded a Certificate of Merit for the heroic rescue of two drowning women following the *Tahiti-Greycliffe* disaster. The ferry disaster occurred in Sydney Harbour on 3 November 1927, when the Union Steamship Company's RMS *Tahiti* collided with the Watsons Bay ferry *Greycliffe* off Bradleys Head. The *Tahiti* cut the *Greycliffe* in half, causing it to sink within three minutes of impact. Tragically, 40 lives were lost in the worst maritime disaster on Sydney Harbour. The Archives contacted the Royal Humane Society of New South Wales and requested a reissued Certificate of Merit and a detail of the incident report. The incident report reads: *Letty Stewart (11) and Eugenie Wise (16) at the time of the unfortunate Greycliffe disaster last November, the two girls were passengers on the Greycliffe bound for Watsons Bay. Letty Stewart (the little girl in green, as described by the Signal Master at South Head) says he did not remember much about it, as it all happened so quickly. Letty is not a good swimmer, but she managed to reach a log of wood to which she clung. Nearby was part of the top deck of the ferry steamer, and she swam over to it. Her friend Eugenie Wise bobbed up alongside of her and got on the raft. The two girls then assisted Mrs Lee-Brown on to the raft. They also assisted another woman on the raft and safety.*

Eugenie Wise, who belongs to the Life Saving Society, said "I did not lose my head once, and when under water could see the propeller of the Tahiti revolving slowly above me.

Letty's mother was travelling with her on the *Greycliffe*, and they were heartbreakingly separated during this tragedy. It wasn't until several hours after the crash that Letty found out her mother had been rescued and was in hospital. According to *The Sun* newspaper 13 of November 1927, Leslie Cox, one of the crew of the *Bonnie Bell*, who assisted with rescuing passengers wrote a letter to Letty, "seeing the awful distress you were in, thinking your mother was drowned, I was overjoyed by the paper to see she was saved". Letty's heroism truly shows the Kambala values of humanity and courage not to mention the spirit of Kambala in making such a positive impact in an extremely trying time.

The Sun newspaper exclaims "but the fate of the green dress! It is torn to tatters, and browned with salt and mud."



20 Richardson St.
Dorlinghurst
18.9.37

Dear Lettie Stewart,
I am taking this opportunity of writing to you expressing what a brave girl you were in the late ferry disaster. Reading in the paper of your bravery, I am sure you are worthy of great praise. With all best wishes for your future.

I remain yours sincerely
Uncle Allen

01



02



04

14.11.37. 144 Ocean St
Edgecliff

Dear Letty,
I am writing to tell you how glad I am that both you and your mother are safe. I am acting as vice captain in your place at school but hope you will soon be back and take it on yourself. I saw your photograph in the paper so I thought I would like to write to you. With much love your school mate

Betty Browne + + + + +

03

RESCUERS

TWO LITTLE GIRLS

COURAGE AT 11

OTHERS TELL OF BRAVERY

To the Signal Master (Mr. A. Gibson), who watched the Greycliffe disaster through a telescope, there was one little figure which won his admiration. It was the girl in green. He saw her drag one woman out of the water on to a raft, and whenever he turned his glass her way she "seemed to be rescuing someone."

Yesterday "The Sun" found the little girl in green.

She is Lettie Stewart, aged 11, of Strathern, Fitzwilliam-road, Vaucluse, and, now that the need for courage is over, she is a very frightened little girl. She cannot bring herself to face a ferry, or even a tram trip.

"I can't remember anything," she says. "It all happened so quickly, that the first thing I knew I was in the water."

She says she is not a good swimmer, but somehow she reached a log of wood. Nearby was part of the top deck of the ferry, with one of the ventilator cowls standing up on it, and she swam over to that. Her 16-year-old friend, Jean Wise, bobbed up alongside, and the two girls helped to drag Mrs. Lee Brown on to the raft. That is all her story.

But others have told more for her. They say that when she was clinging to the log, she noticed a little boy who could not swim. She pushed him on to the log, and struck out for herself to the raft. She and Jean Wise between them saved Mrs. Lee Brown and another woman.

Lettie had been on the ferry with

her mother, and all the time she was crying out for her mother. As they pulled each woman out of the water, she would say: "Here, Jean, this is mummie!"

They were all picked up on the tug Bonnie Bell, and transferred to the Captain Cook, but it was three hours later that Lettie knew that her mother had been rescued, and not until last Friday that Mrs. Stewart recovered consciousness. During that time Lettie has practically lived in Sydney Hospital, to be ready for when her mother came round and asked for her. The mother's first words were, "Where is Lettie?"

"I never lost my head once," says Jean Wise. She is a life-saver, and

she declares that while she was underwater she had her eyes open all the time, and saw the Tahiti's propeller revolving slowly above her.

Leslie Cox, one of the crew of the Bonnie Bell, has written to Lettie: "Seeing the awful distress you were in, thinking your mother was drowned, I was overjoyed by the paper to see she was saved."

But the fate of the green dress! It is torn to tatters, and browned with salt and mud.



Jean Wise



Lettie Stewart

- 01/ Letter of congratulations from Letty's Uncle
- 02/ Letter from relieving Vice Captain of Kambala, Betty Browne
- 03/ P2098_3 Letty Stewart, circa 1930 Generously donated by Suellen Henry Bassetti OG69
- 04/ P2098_20 Letty Stewart and Marjorie Smith at Mt Kosciuszko, circa 1930 Generously donated by Suellen Henry Bassetti OG69
- 05/ The Sun newspaper article, Sunday 13 November 1927

05

INSPIRATIONAL OLD GIRLS

Donna (Kelly) Kelly-Smith OG78, Alumni Relations Manager



The Kambala Inspirational Old Girls Portrait Series recognises KOGs who have demonstrated outstanding professional achievement, inspirational leadership and/or community leadership and service to Kambala.

In March 2023, KOG celebrated the achievements of three new Inspirational OGs – Diana (Winston) Hampshire OG55, Nicky (Breuer) McWilliam OG82 and Chanel Contos OG15. The portraits of these three exceptional women have joined those of other OGs hanging in Alexander Hall, providing inspiration to current students to reflect on the diversity of women's leadership, vision, creativity, innovation and initiative.

The women celebrated in 2023 have excelled in their careers in fields as varied as Law and Mediation, Gender Education and Educational Governance.

Diana (Winston) Hampshire OG55 had an association with Kambala spanning more than 75 years – as a student, KOG Archives, President of KOG, and her positions as both member and President of the School Council. Diana's lifetime service to Kambala was honoured in 2009 in the naming of Kambala's Early Learning Centre, Hampshire House.

Nicky (Breuer) McWilliam OG82 was admitted to the Supreme Court of NSW and the Supreme Court of the United Kingdom, and is a co-founder of Sydney Mediation Partnership, a dispute resolution practice. Nicky is an Associate Professor (adjunct) in the Faculty of Law at the University of Technology Sydney leading research programs, teaching, working as a PhD supervisor and establishing student led community mediation programs. In 2016, Nicky was appointed by the NSW Government to the Independent Liquor & Gaming Authority Board. Passionate about art, Nicky has authored several books on Australian artists.

Chanel Contos OG15, Founder and CEO of Teach Us Consent, was named as NSW Young Woman of the Year in 2023 recognising her work demanding consent education reform in Australian schools. The petition she started, calling for earlier and more holistic consent education as a means of reducing sexual assault, spurred national conversation. Chanel is currently working closely with the Australian Government at both State and Federal levels to push for reform to sexuality education, legislative change and resource reallocation to demolish gender-based violence.

01/ Left to right, Nicky (Breuer) McWilliam OG82, Kambala Principal Jane Danvers, Chanel Contos OG15 and Elizabeth (Hampshire) Burnett OG86 who spoke to senior girls at the Inspirational Old Girls Special Assembly on Wednesday 22 March 2023

WHERE ART CAN TAKE YOU

Donna (Kelly) Kelly-Smith OG78, Alumni Relations Manager

Kambala has a long and rich history of art appreciation, with our school owning a significant collection of works by Australian and international artists.

Recognising the vital role that art plays in the development of our girls, Principal Jane Danvers launched the Kambala 'Student Fine Art Series' in 2022. This initiative recognises the exceptional creativity of our senior girls, with an annual program of student art acquisition.

"I believe in the importance of investing in our students today. By formally including student work into our incredible collection, we honour the truth of how Kambala values the Arts, both historically and as a vision for the future".

In its inaugural year, Ms Danvers oversaw the School's acquisition of an outstanding HSC work by Gemma White OG22 and also the commission of a new painting by Shakira Silverton OG22. These wonderful emblems of student creativity now hang proudly at Kambala and join our permanent collection.

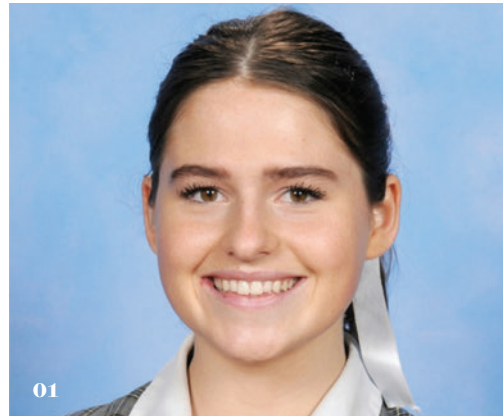
INTERVIEW QUESTIONS

- '1] How old were you when you knew you wanted to be an artist and/or work in the arts?
- '2] Did you ever dream of being anything other than an artist or working in the art world?
- '3] What path have you chosen since you left school?
- '4] If you've studied beyond Kambala, where and what have you studied?
- '5] How do you show up each day/what does a typical day look like for you?
- '6] Where/What/Who inspires you?
- '7] If you could study at any Art School in the world, where would you study and why?
- '8] If you could be mentored by any artist (living or dead) who would you choose and why?
- '9] If you're an artist, what's your favourite artwork that you've created? Tell us about it.
- '10] What is your favourite artwork and why?
- '11] What's your best advice for anyone thinking about pursuing a career in this field?



01

Gemma White
OG22
Bachelor of Arts and
Advanced Studies
University of Sydney



- '1] I always loved art class at school, which we started from a very early age, and it quickly became my favourite subject. In high school I experimented with a variety of different media which not only allowed me to find my strengths but develop a passion for art and all its creative possibilities.
- '2] Whether I pursue art as a career or not I hope to always continue making art and developing my skills.
- '3] Alongside university, I'm continuing my artistic practice by taking life drawing classes at the National Art School to develop my sketching and gain a greater understanding of the human figure. I plan to take a still life and oil painting course to experiment with new media and widen my range of subjects.
- '4] I'm currently studying a Bachelor of Arts and Advanced Studies at The University of Sydney with a major in art history, delving into a variety of works from the Ancient to the Modern World. I hope to apply this knowledge and my passion for art history into whatever I do next.
- '5] While it can be hard to find the time, I try to sit down and draw as often as possible. It can be very relaxing to listen to music and engage in the meditative, creative process of drawing.
- '6] As I enjoy drawing portraits, I take lots of inspiration from all the people around me. I take reference photos and love immersing myself in the intricate study and drawing of a loved one's face. Using portraiture to reveal someone's character and interior world, capture memories and document growth is something I will always cherish.
- '7] A school in Florence as it is the traditional epicentre of Renaissance art and an ongoing site of artistic innovation.
- '8] The artist Chuck Close, highly skilled at photorealism. His innovative and unique photo realistic painting technique, including use of airbrush and a grid method, would provide valuable insight into how to achieve the effect of realism and gain a more restrictive control over my medium.
- '9] *My Grandmother Teacher* is a diptych of portraits of my grandmother and my younger self which I completed for my major work. It explores the passage of time and the ongoing influence of my grandmother as a teacher in my life who has taught me many life lessons that have helped shape who I am. Each work is a life-size scale drawing rendered by layering fine lines of graphite pencil.
- '10] *The Kiss* by Gustav Klimt, however some contemporary artists whose work I love include Clio Newton and the oil paintings of Alex Venezia.
- '11] Always strive to challenge and push personal boundaries within your artist practice and experiment with what you enjoy.

01/ Gemma White OG22, in Year 12

02/ Gemma has gone on to study a Bachelor of Arts and Advanced Studies



Sally Dan-Cuthbert

OG88

Director of
Gallery Sally Dan-Cuthbert

www.galleriesallydancuthbert.com

- ‘1, Even though I was never very good at ‘art’ and didn’t take art for the HSC, I was always drawn to beautiful things and ‘looking’ – I was probably always destined to work in ‘the Arts’.
- ‘2, I was always intrigued by ASIO and thought being a spy sounded fascinating – from memory, I wrote that in my Year 12 yearbook. I enjoy researching artwork histories – perhaps what I identified subconsciously, at an early age, is that I like detective work!
- ‘3, Firstly, I was offered a role as a curator with a commercial gallery, then as an art specialist at Christie’s of London and then encouraged to become a private art consultant. More recently I opened a commercial art gallery and became a gallerist. All different but fundamental components of the art world. I am grateful for each opportunity and I worked hard to grow and be my best in each role.
- ‘4, I completed an Arts degree at UNSW Sydney but unfortunately never made it to do my Masters in Fine Art at The Courtauld Institute of Art in London. I was offered an amazing job but instead chose to start working full-time. I believe in continuous learning though and achieve this as an avid reader of art and design books, magazines, newsletters and blogs. I’m not afraid to ask questions when I don’t know something. Study comes in many different forms.
- ‘5, I rise early and start each day at home, reading and catching up on what has happened in the art and design world overnight. I arrive at the office/gallery around 9.30am and check in with the team to see what everyone is working on and then, depending on the day, I will meet with artists, clients (in person or online), prepare for upcoming exhibitions, art or design fairs or prepare for presentations. I regularly attend art events and often have international calls at night.
- ‘6, Travel, looking and reading – being exposed to cultures and everything cultural. I am in constant awe of artists in all fields, young and old – their dedication to their practice and how they put themselves out there every day.
- ‘7, The Courtauld Institute of Art, London – its fine reputation, and the most beautiful gem of an art gallery in the world. The gallery recently reopened after major renovations and was one of the first places I visited when I was able to travel internationally again post COVID-19.
- ‘8, Not an artist, but Peggy Guggenheim for her passion, independence, thinking and generosity. Her connection to and promotion of the Modern art movement and in particular the Abstract Expressionists (one of my favourite movements). Guggenheim lived globally and was a gallerist, collector, friend to artists and believed in art for art sake. She lived and breathed art, as I do.
- ‘9, NA.
- ‘10, That’s like asking me which of my children is my favourite! I have a passion for Abstraction and Figuration and I am particularly drawn to art and design that tells a story or is exciting through the use of materiality.
- ‘11, Understand that working in the arts is a lifestyle and all consuming. You can’t be in a bubble – you must expose yourself to everything, constantly. You need to be passionate and, I believe, personable. As with all careers, you need to work hard and seek opportunities to succeed.

Libby Knott**OG88**

Senior Manager,
Partner and Client
Relationships,
Art Money

www.artmoney.com



- 1** I have a distinct memory of sneaking outside with the family camera in hand when I was about five years old and taking some photos. By Year 10, I had pretty much decided that after Kambala, I was going to art school and major in Photography. I undertook a series of nudes for my major work, which at the time was a bit controversial, subject-matter wise for the department.
- 2** I thought I could have made a good detective. I had visions of being Australia's version of a cross between photographers Cindy Sherman and Annie Leibovitz, however I realised that I didn't have what it takes to be an artist/photographer. I am however a very good administrator, and have an excellent eye for art.
- 3** After Kambala I went to Sydney College of the Arts (The University of Sydney) majoring in Photography and received a Bachelor of Visual Arts. While I was studying, I worked in different Kodak photo-labs printing photos and shooting Santa portraits. I received excellent business and customer service training there. After art school, I got a job at the Museum of Contemporary Art as a gallery invigilator and working there broadened my social and professional network.
- 4** In 1997, I met an artist who asked if I would manage the sales during a show. This connection saw me later setting up and running an artist-run style gallery in Paddington. Stuart Purves then asked me to manage his Australian Galleries. I worked there for 10 years, around having my two daughters. I also worked for other galleries including Olsen Gallery and managed Marimekko's HO.
- 5** Today as Senior Manager, Partner and Client Relationships for Art Money, a finance company for those seeking to purchase art, I act as a conduit between commercial galleries and their clients. The role provides me the opportunity to combine my passion for art and love of connecting people to art, while helping artists and galleries support a sustainable creative economy.
- 6** Artists, designers, writers and filmmakers in general. Anyone who has the strength and tenacity to pursue being an artist must have an incredible amount of inner courage and will to persist in the making of art. Without these people, our world would be so mundane.
- 7** Some sort of business degree, with further arts administration/curatorial and museum studies. Ideally the studies would take place somewhere in Europe, so I could travel to thousands of galleries (both commercial and public) and museums and soak up the culture.
- 8** I would give my right arm to spend time one-on-one and learn directly from Maya Angelou. What a woman. What a life. What a talent.
- 9** NA.
- 10** Contemporary Australian artist Adam Lee. Adam shows with STATION gallery in Sydney and Melbourne and produced a great painting a few years ago *Name of Names*, 2021, oil and synthetic polymer paint on canvas. His work is quite obscure, colourful yet dark at the same time.
- 11** Art will provide a colourful life because artists, gallerists and curators make great company. Traverse the commercial gallery world, museums and public galleries and dip your toes into each along the way to find what suits you best. I would also recommend taking an arts administration course.

Catherine Nelson
OG88
Artist
www.catherinenelson.com



- 1** My interests always lay in the Arts, whether it was visual art, music or the performing arts. At school I was very focused on piano but visual arts have been a constant in my life. Even working in the film industry, I was always making art.
- 2** It was always going to be something in the Arts.
- 3** After leaving art school I landed in the world of film and visual effects. My first job was working night shifts for a company that created television commercials. I worked on productions from big budget films such as *Moulin Rouge* and *Harry Potter* to smaller independent features. It was hard work but exciting and I learned a lot of the digital skills I apply to my own art today.
- 4** Painting at the UNSW College of Fine Arts, Sydney.
- 5** Shoots always involve a lot of travel. The best times for photography are often mornings and evenings, when the light is soft. To find the shot involves a lot of walking, taking a boat, or even climbing, depending on the locations. Creating my art is labour intensive and time consuming work so the discipline of regular hours and a working week really serves me well.
- 6** I studied painting at art school so I see the world as a painter and consider myself a painter with a camera. I therefore look at a lot of Australian landscape painting but also landscape painting

from around the world and through the ages. Inspiration can come from the most unexpected places.

- 7** Art colleges in Sydney are really impressive places now. I was recently at the graduation show of Sydney College of the Arts. Gallery owners were circulating and young artists were getting snapped up. It was buzzing. I heard the National Art School graduation show the following week was even 'buzzier'. Having said that, if I was to go back to study I would choose one of the UK art schools such as Chelsea or Slade.
- 8** Artemisia Gentileschi is one of the more famous 'not famous' painters in history who was overlooked because of her gender. She was the first woman to be accepted into the Accademia del Disegno fine art academy in Florence in 1616. Just to be around someone who did something she loved doing, which in her case was painting, when everything was working against her, is very inspiring for me.
- 9** My favourite artwork is always the one I am working on, which at the moment is a commission for Kew Gardens Wakehurst in the UK. I am creating three large-scale works ranging from 30 to 47 metres in length, to be printed on a scaffolding wrap. I spent the last European summer taking photos in their magnificent, sprawling gardens and for five months have been using the material to create the artworks. It is one of my career highlights working on something of this scale but also to be working with an institution such as Kew. My installation *Planet Wakehurst* is now open to the public!
- 10** It is a privilege to be an artist. It may not always feel that way with its ups and downs, emotionally and financially, but it is a rich life.
- 11** You never stop growing with your art and the rewards can be great, especially on a personal level. To be able to make a living from it is the icing on the cake.



01/ Catherine Nelson working on her latest commission in Kew Gardens Wakehurst, UK

02/ *Planet Wakehurst* by Catherine Nelson, Visual Air RBG Kew

FLYING HIGH

Prue Wheelwright OG03

How We Show Up – to be present, to be powerful, to have purpose, ambition, desires and dreams.

With the theme, I have been asked to write how I got to where I am and this question ‘How Do I Show Up?’ has driven me to reflect upon and appreciate the tremendous privilege and opportunities that have come my way, especially the unconditional love, support and encouragement of my family and friends and all the prospects derived from a Kambala education.

I am a ‘Yes’ woman and don’t like letting opportunities pass me by.

I believe everybody is capable of extraordinary things, the trick is to put yourself in situations out of your comfort zone and above all to be kind and to respect everybody. You don’t know someone else’s story, never assume you do, and don’t judge people for a different road they take.

I quite literally fell into nursing as a career. I never wanted to be a nurse. I never really knew what I wanted to do. But now I am a nurse/midwife working for the Royal Flying Doctor Service (RFDS) based in Alice Springs.

I have had an eclectic career that has taken me all around the world, and continues to do so. I love the fact that nursing/midwifery can take me from the cabin of a plane with RFDS to working and living in a refugee camp in Ethiopia with Médecins Sans Frontières (MSF).

After school, I took a Gap year to England then returned to go to Charles Sturt University in Bathurst. Post degree, I got a job with Royal Prince Alfred Hospital in Sydney where I spent three years working and also received a Diploma in Midwifery.

A dream that was born in university was made real when I got a job with Médecins San Frontières (MSF)



and was put on a project in Tajikistan working with children with HIV and later had the opportunity to open a 24-hour maternity ward in a refugee camp in Ethiopia. It was a life changing few years.

I worked in a regional hospital in NSW before being called back to the desert, where I got my current job with RFDS as a flight nurse based in Alice Springs.

If you want to know more about my story, I’ve just written a book called *The Flying Nurse*, published by Hachette Australia. Life so far has been an epic learning curve and one I am still learning so much about. If I can inspire one person out there to follow their dreams, to face their fears, to jump into the unknown, then writing my book has been totally worth it. I believe I have ‘shown up’ – will you?

01/ Prue in Year 11

02/ Prue on her first MSF project, surrounded by snow in the picturesque scenery of Kulob, Tajikistan

03/ A typical day as a flight nurse for Royal Flying Doctor Service

CLASS REUNIONS

70 YEAR, CLASS OF 1965

Wow! Can it really be 70 years since a group of about 30 of us started at Massie House. This tradition of celebrating our start began in 2003 at our 50th reunion.

On 3 June 2023, we met with friends who had joined us in primary school and high school to celebrate and reminisce. We looked at the dear little girls in black and white photographs and remembered them all. Anne Marsh joined us from Brisbane, boarders Barb Bonar, Sue Carr and Sally Curlewis, 1953 girls – Robbie, Helen, Louise, Jane, Anne and Sue.

We shared memories, especially the pussy willows, the vestibule with the stuffed animal heads on high, the sweeping staircase to the rooms upstairs and the sandstone stairs to the garden below, and those end of year concerts. We remembered our teachers and so many funny incidents. We certainly had strong little personalities.

After leaving school in 1965, we had our first reunion 12 years later in Centennial Park, and our dear friend and French teacher Mrs Evans joined us. We shared stories about our lives since leaving school and remembered those who had died.

Over the years there were many big reunions where most attended, although sadly over the years we have lost touch with a few. In between these reunions I have organised many small local lunches – such fun. We never fail to leave feeling uplifted after a lot of laughter. Over the years at our reunions we were joined by some of our wonderful teachers – Miss Hawthorne, Miss Watt, Miss Middleton and our dear Mrs Evans who still joins us for lunch.

At our reunion this week, we sang the school song, emotionally remembering the words. We are happy and grateful to have attended Kambala together.



01/ Attendees at the 70 Year Reunion
Back row Sue (Carr) Howell, Kaye Grogan, Barbara (Bonar) Evans, Sally (Curlewis) Best, Liz Mont. **Front row** Chris (Williams) Peel, Sue (Woo) Bayliss, Faye (Robson) Paisio, Jenny (McCallum) Richardson, Jane Waddy, Robbie Bowmer, Anne (Marsh) Bryden, Helen (Nicol) Brady, Louise (Mathieson) Kaye

02/ Attendees at the 50 Year Reunion

50 YEAR, CLASS OF 1975

On a balmy evening in March 2023, 28 ladies gathered at Club Rose Bay to celebrate 50 years since we were at school together. The setting, opposite Rose Bay beach, was perfect, looking up the hill towards Kambala.

From the beginning, there was a buzz in the air which resembled the beginning of a new school year full of excitement after the school holidays, when we would arrive looking forward to friendships and fun times. Classmates from the UK, New Zealand, Brisbane and parts of NSW made this occasion even more memorable. We also paused to reflect on those friends who were no longer with us – Susy Hilton, Debbie Sobol and Serena Hershon.

Since we left school in the 70s, technology has vastly improved allowing us to use Zoom to connect with our classmates in France and play all our music from the 60s and 70s on Spotify.

Memorabilia on display took us back to happy times. We marvelled at autograph books, a school tie with badges and the Massie House Kindergarten class list with addresses and phone numbers.

The evening ended with talk of mini reunions to come in September and October for those visiting from the UK and the USA who were unable to attend.





30 YEAR, CLASS OF 1992

We had 40 girls attend our 30 year reunion held at the Royal Oak Hotel Double Bay on the 3 September 2022.

It was a fun night, with Katie Little giving a comical speech. We enjoyed reminiscing about our school days. We all laughed when Sally Scarborough walked in with her school blazer and Year 12 shirt on.

We are all wanting to catch up more regularly, so hoping to organise an annual casual get together.



21 YEAR, CLASS OF 2002

Welcome 'home' to the Class of 2002, seen here on the Soubeiran balcony prior to their 21 Year Reunion!

A good-sized contingent of 'early birds' clearly enjoyed being back together at school before heading off for a great catch up lunch at the Royal Hotel Paddington. Many thanks to Holly (Gay) O'Neill OG02 for organising this great get together!

NOTICES

BIRTHS

Nora (Gazal) Milling OG97 welcomed beautiful Nixon Oliver Nabil born on September 28th 2022, with older sisters Naya (5), who is in Kindergarten and Novella (4), who started Preparation at Kambala this year.

Felicity Gray OG03 welcomed the arrival of her newest addition, a beautiful baby boy Hugo Wolfe Wiesner, born 4 April 2023, brother to Lucia in Kindergarten and Giselle in Hampshire House.



- 01/ Held at the Royal Oak Hotel Double Bay, the Class of 1992 had a fun night
- 02/ Class of 2002 enjoyed a fabulous catch up at the Royal Hotel Paddington
- 03/ Nixon Oliver Nabil Milling with older sisters Naya and Novella
- 04/ Hugo Wolfe Wiesner with sisters Lucia and Giselle

100TH BIRTHDAY

Kambala Old Girls congratulate Barbara (Mort) Thelander OG39 on her 100th Birthday Milestone on 26th April 2023.

Barbara enjoyed a wonderful celebration with her own family and many of her relatives attending, who were all so proud of her for reaching this fabulous milestone!

She was delighted to receive letters of congratulations from both the Principal Jane Danvers and KOG President Amanda (Baird) Kirton OG88. Receiving these letters meant a great deal to Barbara as she treasures her Kambala school days.

Barbara also received lovely letters from King Charles III and Queen Camilla, the Governor-General and the Prime Minister, to name just a few.



MARRIAGES

Lucinda Bradshaw OG07

Lucinda married Alexander Furka on 18 February 2023. The wedding ceremony and reception were held at the newly opened Sydney Modern Project at the Art Gallery of New South Wales – the first wedding ever held at the Sydney Modern Project! The bridal party included Kambala Old Girls Sophie Turnbull OG07 and Ellen (Ehrhardt) Ehrhardt-Smith OG07.



Ashleigh (Keeling) Whelan OG03

Ashleigh and Phillip Whelan, a pharmacist and country boy from Orange, NSW were married in Canberra by Lake Burley Griffin on 30 October 2022.

KOGs in attendance were Rebecca (Ryals) Beechworth OG03 and maid of honour Anna (Kliger) Beck OG03.



01/ Barbara cutting her delicious-looking 100th Birthday Cake with daughter Felicity Grant

02/ Barbara at Kambala in 1939, back row left

03/ Lucinda Bradshaw OG07 married Alexander Furka at the Sydney Modern Project, Art Gallery of NSW

04/ Ashleigh Keeling OG03 and Phillip Whelan were married by Lake Burley Griffin in Canberra

VALETE

**JANICE (LAMB) YATES OG58****(1941–2023)**

Janice was born in 1941 and started at Kambala in either 1944 or 1945 and left when she was about 16 years old. The principal during her time at Kambala was Fifi Hawthorne (1933–1966).

She married Richard Yates in 1977 and they had three children – Timothy, Robyn and Jennifer.

Janice was an incredible woman. She travelled the world as a young woman, and committed to lifelong learning, studying her whole life until her Parkinson's diagnosis around 10 years ago. She spoke often and fondly of her time at Kambala and was grateful for the privileged education she received.

Janice committed her life to Jesus as a young woman and was a godly role model to us all, including her three grandchildren.

**MARGARET ELIZABETH (BEAR) HARRIS CM OG63****(1946–2023)**

Married to Don for 56 years and still in love, Margaret lost a gallant four and a half year fight with a malignant brain tumour. She is survived by Don and their three children, three children-in-law and six grandchildren.

Margaret loved Kambala and commenced in Kindergarten. She loved her school friends who called her Teddy (Bear) and loved Principal Fifi Hawthorne.

She was always determined to become a nurse. After four years Margaret topped her final year, graduating in 1966 at Prince of Wales Hospital. Her photo appeared on the front page of the *Sydney Morning Herald*, the next day, holding her prizes and receiving a kiss from her fiancé.

After graduating, Margaret ran the Eye Ward, working with Fred Hollows, then the Paediatric Ward and finally the Radiotherapy ward before leaving Prince of Wales Hospital and working at the Royal Far West Children's Health at Manly, closer to her new marital home on Sydney's Northern Beaches.

She was awarded the Centenary of Federation Honors List in 2001, and awarded the Centenary Medal by the Prime Minister, on behalf of the Queen, in recognition of her amazing contribution to volunteer community service.

Circa 300 people attended her funeral and her loving husband Don stated that she had left an indelible mark on her community, family and friends. She and Don were keen rock and roll jivers (dancers)... and they celebrated her life by playing late 50s and early 60s music. Everyone told Don it was the happiest funeral they had ever attended and that Margaret would have been very proud.



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