

THE SOUBEIRAN & KOG MAGAZINE

THE SUMMER ISSUE 2023/24

LIFELONG LEARNING – WHY WE NEED IT

An Attitude
Kambala
Students
Embody
P.07

Endeavour to
Empower
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Cape York
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KAMBALA

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Summer 2023/24

THEME

Lifelong learning –
Why We Need It

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LIFELONG LEARNING – WHY WE NEED IT

Ms Jane Danvers, Principal

The question of ‘What is worth learning?’ has occupied educators’ minds since ancient times. According to Harvard University Professor, David Perkins, what is worth learning in our society today, can be defined as ‘lifeworthy’, or that which is ‘likely to matter in the lives learners are likely to have’. Yet the lives our children are likely to lead is increasingly uncertain. If we consider the exponential changes that have taken place in the last 20 years, the future is hard to predict.

A Kambala girl commencing her learning journey in Massie House this year will graduate in 2036 and will retire sometime in the next century. She is growing up in a time of profound social and economic transformation that has been catalysed by breathtaking advances in automation and artificial intelligence, the possibility of immersive technology and the challenges of climate change. According to The World Economic Forum, by 2030 more than one billion jobs are likely to be transformed by emerging technologies like artificial intelligence, chatbots and cybernetics. Such innovations will revolutionise the future of work requiring different kinds of thinkers and different kinds of learners.

As our Massie House learner progresses through Kambala, her teachers aim to ignite in her a love of learning that will engender the habits of mind to thrive in both her personal and professional adult life. This is no mean feat, particularly as what her future might look like is unclear. Yet

there is considerable agreement in contemporary educational thinking about what ‘lifeworthy’ learning, or preparation for our students’ futures, might involve. Capabilities such as critical and creative thinking, collaboration, resilience, making links, reasoning with evidence, noticing, reflectiveness, self-evaluation, resourcefulness, empathy and adaptability feature on most lists. Underpinning all is the key disposition to be a lifelong learner.

Lifelong learners are curious. They ask questions, always seeking to know and learn more. They try new ways to engage with complex problems and don’t give up when confronted by challenges. They are flexible and adaptive thinkers and problem solvers, transferring their knowledge and skills into new and unfamiliar situations. In essence, learning what to do when they don’t know what to do.

Kambala prides itself on instilling a love for learning in our girls. In a future of unprecedented societal shifts, education is crucial to managing the challenges ahead. Reading, writing and mathematics will always be important. Likewise, literacies such as scientific, data and emotional literacy will be vital to successful adulthood. By exposing our girls to an array of ideas and information, asking them to consider their opinions, encouraging them to consider alternative perspectives and inspiring their interest and curiosity, we nurture their appetite to learn more and never become complacent. Collectively, we play a fundamental role in shaping the citizens of the future. Lifelong learning is the compass that will be their guide.





AN ATTITUDE KAMBALA STUDENTS EMBODY

Ms Carolyn Gedling, Deputy Principal – Academic

The theme of this edition of *The Soubeiran* is ‘lifelong learning’, and with that concept, so many things come to mind. I think back to COVID-19 and how we all took up new hobbies such as baking bread, knitting, sketching, learning a language . . . all ways to keep our brains active. When we had more time than we did previously, we used it to explore and learn new things. This suggests to me that it is in our nature to be lifelong learners. Then I am reminded of what I think is that wonderful ABC docuseries, *Old People’s Home for Teenagers*. The series focuses on relationships but also emphasises learning or even relearning. The skills of interacting with others keep the brain active. To listen, negotiate to empathise and be curious about others feeds the mind and the soul for young and old.

Let me bring this back to Kambala and why I think our students embody lifelong learning. Lifelong learning has seen teachers, and students, navigate generative artificial intelligence in 2023, more so than ever before. The challenges of young people just five years ago, were different to those today. As a result schools, and the people within, need to evolve and we do this by modelling lifelong learning. For our students, they are learning every day in all sorts of ways. We provide opportunities to develop, practise and refine skills. Subjects at school do that in ways that are really explicit. However, opportunities are embedded in a multitude of school experiences. From Assemblies where students practise quiet contemplation and celebration of others, to co-curricular and extra curricular experiences that teach leadership and commitment, then outdoor education experiences that teach students to push the boundaries that they often have imposed upon themselves. We create opportunities and students step up to those. At Kambala we aspire to model the excitement of lifelong learning. We lay the foundations and teach skills that mean new learning is a challenge that we relish.

Most importantly, students are supported in their learning, in taking learning risks which support lifelong learning as an integral attitude that goes beyond the school gates. It can help us to discover new passions, new career paths, new relationships, ways we can contribute to our communities and give us further purpose.

As our world develops at a more rapid pace, we need to be adaptable. In 2021, the OECD published *OECD Skills Outlook 2021: Learning for Life*. This reinforces the role of schools, as well as an attitude of lifelong learning as a central feature for navigating our now and future.



LIFELONG LEARNING – IT’S WHAT MAKES US SPECIAL

Mrs Joanne Sarmiento, Deputy Principal – Wellbeing and Boarding

Lifelong learning is what we do at Kambala. It is what makes Kambala special. We take not only the required curriculum but also the experiences, immersions and character development that create such strong foundations for lifelong learning. We have always looked beyond, with the girls’ learning in mind, to foster their ability to shine within our community and be active change agents in the world. These sentiments are echoed with our KPA, KOG and staff who diligently demonstrate not only an expertise in knowledge, but also the skills to deliver and understand the general capabilities needed and cross-curriculum priorities, as the basis for a program that is designed to support future focused learning.

Preparing young women for the future is done through a number of our pastoral programs and experiences. The girls learn about themselves and others, learn to manage their relationships and learn more effectively. As stated in the *Alice Springs (Mparntwe) Education Declaration (2019)*, Goal 2 for our nation is for all young Australians to be confident and creative individuals who ‘have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing’, with a sense of hope and ‘optimism about their lives and the future’ and become ‘successful lifelong learners’.

One of the areas highlighted in the report for lifelong learning is the productive and informed use of technology as a vehicle for information

gathering and sharing. In our wellbeing time, we have committed to working collaboratively with organisations including enlighten education, ySafe, our local police youth liaison officers and our teacher librarians to learn about how technology can be a positive and negative influence on our learning about each other and the world around us. We have recently introduced our Year 7s to ‘information zoning’. This will help them learn: Why it is important to know the primary purpose of the information we encounter?; How and why do some pieces of information have more than one purpose?; Does the purpose of a piece of information affect its credibility?; What does it mean for information to be verified? We have also created a topic on misinformation where students learn to identify and differentiate between five types of misinformation: satire; false content; imposter content; manipulated content; and fabricated content. These were delivered by our teacher librarians. These collaborative lessons ensure that students graduate with awareness about the world around them and enables lifelong learning.

Our Year 10 program focused on the journey of the individual knowing more about their strengths and areas that they may wish to focus on for their future lives. The Morrisby Careers Guidance Platform helps our students understand their strengths and the study and careers options that may suit them, then provides study suggestions based on the student’s strengths, interests and personality. This helps students make informed decisions about future study, with the guidance of our senior staff. It is through this process that they will fully immerse themselves in a pursuit of lifelong learning that has been nurtured here at Kambala.

LEARNING SHOULD BE LIFELONG AND ONGOING

Mr Stuart Coppin, Deputy Principal – Head of Junior School

2023 was an exciting year in the life of the Junior School. The best teachers are lifelong learners and it is our aim to build collective efficacy through a culture of continuous improvement.

It was exciting throughout 2023 to work with our Hampshire to Year 12 Senior and Middle Academic Leaders at Kambala. This leadership grouping worked in collaborative teams to create Academic Enhancement Plans. Team members across the school analysed data sets to find trends and identify ways they can enhance learning for the girls. Massie Coordinator Alexandra Panagopoulos and Director of Curriculum Ky-Lee Murphy were particularly interested in Mathematics. We already have a proud tradition of mathematical teaching and engagement in the Junior School but we are not a school to rest on our laurels.

Ms Murphy and Mrs Panagopoulos have been using the students Essential Assessment data in Mathematics, Allwell assessments and NAPLAN to identify trends and enhance the learning experience for the girls in the Junior School at Kambala. Key focus areas have been:

- » Understanding the new Math Syllabus with focus on working mathematically: communicating, reasoning, understanding and fluency, and problem solving
- » Explicitly teaching problem solving strategies to enrich all students

Ms Murphy is a passionate proponent of the work of Professor Jo Boaler from Stanford University and the YouCubed initiative. This approach focuses on building a Mathematical Mindset Community which emphasises the open and visual nature of Mathematics and promotes curiosity and risk. This work has dovetailed with the work from Harvard University Academic in Residence Professor Ron Ritchhart.

Deputy Head Katherine Moore and specialist teachers have also been examining the data we gathered yearly from the ACER Social-Emotional Wellbeing Survey as part of the Academic Enhancement Planning process. In response to the data trends, we gather together a Wellbeing Committee comprised of Year 6 students, to develop a Wellbeing ToolKit to enhance student skills identified as areas for consolidation in the ACER survey. Areas of focus included 'asking for help and talking to someone when having a problem' or 'the benefit of strategies like exercise to improve mood'.

Learning should be lifelong and ongoing and we are delighted that Mrs Sheridan Sweeney, one of our Year 5 educators, embarked on a trip to the United States to share her passion for girls' education at the International Coalition of Girls' Schools Conference, linked to her participation in the Global Action Research Collaborative (GARC). Teachers as researchers is a fundamental component of best practice in education. The GARC program has seen Mrs Sweeney conduct research and work with other research fellows from girls' schools around the world. Sheridan's project title is: 'Dreaming About Being a Saviour': Discovering the Impact of a Global Competency Learning Program on Year 5 Girls' Curiosity for Global Knowledge and Participatory Disposition Towards Transformative Global Action.

It is a credit to our fine school to have Mrs Sweeney share her passion, curiosity and research on the global stage.

As our 136th year drew to a close it was wonderful to reflect with pride on our ability to not rest on our laurels but rather seek to find new knowledge and strive for continuous improvement in all that we do as a school.

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- 01/ Junior School staff.
 - 02/ Kindergarten, musical theatre performance.
 - 03/ Junior School Open Day.
 - 04/ The Scots College joined Kambala students at Write a Book in a Day.
 - 05/ Year 6 Graduation Dinner in November.
 - 06/ Global education is at the forefront with the success of the GARC program.
 - 07/ Mackenzie Mancini, Year 2.



LIFE AT KAMBALA TERMS 3-4





ENDEAVOUR TO EMPOWER

Jessica Allen-Waters, Head Prefect and Lucy Scott, Deputy Head Prefect

Curiosity drives the expansion of our passions; courage empowers the heart; humanity celebrates compassionate collaborations; and respect encourages the supportive community at Kambala.

The nurturing of our Kambala school values, propels us through our school pursuits and provides students with an endless capacity for lifelong learning. Through the support and guidance of our teachers and mentors, these values allow us, as students, to delve deep into all aspects of school life, and utilise these opportunities to maximise our potential. The Kambala community ultimately embraces all students, as these values underpin the everyday activities within the classroom, on the sports field, on stage, in the music room and beyond; the beginning of our educational journeys.

Our Year 12 motto as the Class of 2024, 'Endeavour to Empower', seeks to encourage excellence across all aspects of the School, within a collaborative environment, and ensures this message resonates with girls, exceeding this context. As we enter our final year at school, our cohort hopes to emulate this through inspiring and encouraging collective passions that ultimately leave a lasting impact on the girls. The motto inspires students to transgress the barriers that may confine us to certain expectations or discourses, and rather to explore our endeavour through school and beyond. By embodying this theme, we hope to celebrate diversity, stimulate academic and extra-curricular excellence, and cultivate a community that continues to grow both individually and collectively. These principles hold special value within our cohort's leadership journey as we aim to not only embody this, but to inspire it through the growing journey of learning within and beyond Kambala.

Our learning journey has also instilled in us the value of giving back to the community. Kambala has equipped each girl with the foundational knowledge and necessary skills to make a positive impact within not only our own, but the broader community. Each Year 12 cohort puts into practice these learnings through the selection of a cohort charity, which gives back to those in need. Year 12, 2024 has chosen the Sister2sister Foundation. From a young age, Kambala has taught us the importance of women supporting women, and with this at the forefront of our minds, we selected a charity which supports marginalised women across greater Sydney. The Sister2sister Foundation supports these women through a number of initiatives, including mentorship programs designed specifically to equip the girls with skills and knowledge to help them to make positive decisions providing a greater opportunity for their future. Underpinned by one of our core School values, Humanity, Kambala has established in each of us a solid foundation and lifelong passion to recognise and collectively support the community.

With learning at the forefront of our educational journey, Kambala has inspired us to participate in all spheres of academia, and encourages each girl to develop a love for learning which continues beyond the School gates. Beginning in Massie House, our love for learning has been fuelled by the abundance of opportunities available to each girl throughout their time at Kambala. We are consistently encouraged to not only challenge ideas, think critically and outside the box, but also to fuel our imagination, curiosity and love for learning, allowing us to pursue a true career in lifelong learning. Kambala girls question the environment around us and challenge the status quo.



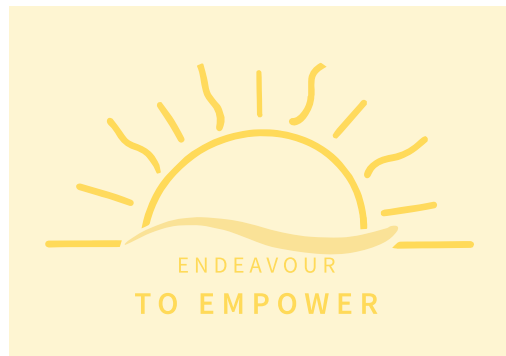
01



02



04



03



05

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- 01/ Year 11 2023 Leadership Camp.
 - 02/ Year 11 2023 Leadership Camp.
 - 03/ The 2024 Year 12 Motto.
 - 04/ Year 11 2023 Leadership Camp.
 - 05/ Leanne Pilkington, Chair of Sister2sister.



THE COURAGE TO EMBRACE

Mr Phillip Bird, International Baccalaureate Coordinator

Brain science indicates that cognitive decline and associated conditions such as dementia and Alzheimer's disease can be affected by lifelong learning habits. A study by Ruth Flaxman indicated that "the association between lifespan cognitive reserve and dementia risk indicated that high lifespan cognitive reserve is associated with a reduction in dementia risk" (2021). In other words, lifelong learning and the plasticity of the brain are closely interrelated concepts. A closed mind leads to stagnation; an open mind leads to sustained cognitive reserves and a potentially richer life.

The Roman emperor Marcus Aurelius stated that "The universe is change". This pithy stoic aphorism resonates with many implications for learning. Given that in life, change is constant, but our response to change depends on our ability to keep learning throughout life. A new teacher, a new subject, a new school – these are all challenges faced by students. Furthermore, changes and challenges after school and onwards in life are unavoidable. What can make dealing with change and challenges easier? An open-minded attitude and growth mindset: both are essential in dealing successfully with change.

The COVID-19 induced lockdowns and remote learning scenarios imposed seismic changes on all aspects of living and learning. Most comfortable assumptions and routines were upended, and uncertainty replaced predictability, in life. One of the key International Baccalaureate learner profile

categories that came into play in this scenario was that of 'risk taking'. Risk taking not in the sense of recklessness in the face of challenges, but courage in the face of change and uncertainty. A lifelong learner approaches the challenges of isolation and learning with the courage to embrace the tools and solutions that enable communication and a sense of community.

Teachers who were not IT gurus became Zoom experts; students who were normally reticent in class could speak and be heard as they occupied an equal space on the computer screen during remote lessons. Questions could be asked through chat functions: both public and private, enabling voices to be heard and conversations to be extended outside the official class time. Both teachers and students who practised lifelong learning strategies were able to meet the challenges of lockdowns and remote relearning with minimal impact on their academic trajectories.

Facts can be absorbed, ideas can be memorised, and responses rehearsed but they are unlikely to be internalised. Wisdom should be our goal however elusive and enigmatic it is. Whether we are faced by a test question, a job interview, or a life choice, an effective confident response will depend on our reserves of learning and our openness to the challenges we can't avoid in life. As Albert Einstein wrote: "Wisdom is not a product of schooling but of the lifelong attempt to acquire it", and this encapsulates the essential goal of lifelong learning: understanding.

WHY ARE SCHOOL COMMUNITIES IMPORTANT?

Ms Mandy Treweeke, Head of Advancement and Community

Since my article in *The Soubeiran* Winter Issue, community events have continued to flourish. It is inspiring to see so many volunteers dedicating their time to nurture and support the community and build relationships. Furthermore, it's important to acknowledge that your support teaches your daughter the significance of volunteering and giving to our community. Pleasingly, many of our girls support and volunteer their time to charitable communities.

As a community, we can make a positive impact on the lives of many girls who would otherwise not have access to a Kambala education. Kambala strives to be an inclusive and diverse learning community where students can learn alongside others from a wide range of backgrounds, beliefs, lifestyles and perspectives. The generosity of past and current donors has already made a significant difference in the lives of many students, and we are grateful for the recent support of the Year 12 2023 families who have contributed to our Scholarship and Bursary fund. Their support is a wonderful legacy of their daughter's time at Kambala.

Reflecting on my Kambala journey, it's hard to list every occasion that typifies community. However, I recently had two experiences that beautifully encapsulate the Kambala community. The first was an encounter with Massie students, and the second was the Year 12 2023 Valedictory Assembly and Valedictory Dinner.

As I was on my way to a meeting recently, I saw a cheerful group of Massie girls walking to their after-school dance class. They were full of energy and engrossed in conversation about their dance attire. However, one little girl was upset because she



had forgotten to bring her outfit. But her friends and teacher quickly reassured her that she would be fine and she could borrow a spare tutu.

While I was observing, a sweet little girl approached me and asked for my name. After introducing myself, I inquired about her name. She then asked me what I teach, and seemed a bit puzzled when I told her that I work at the school, but I don't teach. I wished her a lovely afternoon and she replied, "thank you, I hope you have a nice afternoon too". It occurred to me the value of such innocence, confidence and curiosity. It was heart-warming.

At the other end of the spectrum, the Year 12 2023 Valedictory Assembly was a joyous occasion filled with celebration, camaraderie, inclusiveness, strong relationships, mutual respect, admiration and confidence. The atmosphere was a perfect blend of laughter and tears. To wrap up the Year 12 festivities, a well-coordinated team of parent volunteers and staff members worked together to set up the Alexander Hall for the Valedictory Dinner. The hall was adorned with a stunning 'La Dolce Vita' theme, making it a spectacular sight to behold.

As the Year 12 cohort bid farewell to Kambala, it's the perfect time for them to look back and reminisce on their journey. We wish the girls the very best in their future endeavours and thank them for their invaluable contributions to the Kambala community. If I may offer a piece of advice to these girls, it would be to seize the day and make the most of every opportunity that comes their way.

I cannot overlook the Year 12 2023 parents; it has been a lengthy journey for many, and literally for the boarder parents! We are grateful for your support and advocacy of Kambala, thank you. Lastly, I would like to offer my gratitude to Year 12 parents Nicole O'Neil and Allison Cratchley for their unwavering guidance, support and boundless energy in their commitment to the Kambala community and myself.

The Principal, Ms Jane Danvers, hosted the Donor Appreciation Event on a warm November evening to express gratitude towards those who have generously contributed to the School's philanthropic initiatives. We are immensely thankful to all our donors for their support and generosity.

We extend our heartfelt thanks.

Carpe diem.



- 01/ Ms Mandy Treweweke, Head of Advancement and Community.
- 02/ Ms Jane Danvers, Principal, William Wu and Jing Wang.
- 03/ Donor Appreciation Event in November.
- 04/ Year 6 Graduation pre-dinner drinks in November.
- 05/ Maud Gazal and Nora (Gazal OG97) Milling in front of the new Tivoli fountain.
- 06/ The refurbished Tivoli Corner in the Junior School.
- 07/ Simone, Sophie and Scott Purseglove, Year 12 2023 Valedictory Dinner.



LIFELONG PATHWAYS

Mr Ian Pettit, Future Pathways Coordinator

EXTRACURRICULAR ACTIVITIES

Kambala students have developed an excellent reputation in the wider community for their participation in extracurricular activities. Whether it be leading the national fundraising for events such as the 40 Hour Famine, participating in community service as part of The Duke of Edinburgh's International Award program or participating in a huge range of musical and sporting extracurricular activities. Involvement in these activities provide a terrific foundation for lifelong learning well beyond Kambala.

On Thursday 16 November Kambala hosted a special career networking event allowing Year 10 and Year 11 students to meet guest speakers from a wide range of professions and backgrounds. The afternoon 'speed dating' style of event provided students with an opportunity to hear guest speakers from three out of a total six possible pathways.

Several Kambala school committees are currently working on developing extracurricular connections with the community. Music groups performing for aged care homes, sport groups organising events for Junior School students. Participating in music and sport are activities that can help build skills to last a lifetime. Congratulations to all the Kambala students involved. Keep up the amazing effort!

INDUSTRY IMMERSIONS

Kambala students are developing lifelong learning skills through their involvement in Industry Immersions. Lynna Chen, Class of 2023, was able to spend time on an industry immersion with the Centenary Institute. As a world-leading independent medical research facility, the Centenary Institute's vision is to improve human health through excellence in medical research. Since inception over 30 years ago, researchers at the Centenary Institute have contributed to life-changing scientific breakthroughs across cancer, inflammation and cardiovascular diseases. This industry immersion experience enabled Lynna to develop skills and understanding that will be useful throughout her life. Kambala would like to offer our sincerest thanks to Centenary Institute and the many organisations who are now accepting Kambala students for these regular immersion experiences – a key ingredient of lifelong learning.



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- 01/ Industry guest speakers and Kambala students leading the Career Networking Forum.
 - 02/ Ava Grundy, Kambala Communications Prefect, with Industry representatives.
 - 03/ Ella Lister, guest speaker, Billy Blue College of Design.
 - 04/ Sarah Ong, Senior Student attending the Career Networking Forum.

ACTION RESEARCH: RESEARCH-INFORMED APPROACHES TO GIRLS' EDUCATION

Ms Lauren Walsh, Head of English – Leader of Professional Excellence Girls' Education

At Kambala, we remain up to date with current trends to ensure that our commitment to best practice translates to innovative, research-informed pedagogy. We are always searching for ways to cater for the rapidly evolving educational needs of students, and this has a particularly pertinent place in single-sex schools. As part of our KITE initiatives to ensure teaching excellence across the School, we have embraced Action Research through our support of the International Coalition for Girls' Schools (ICGS) Global Action Research Collaborative on Girls' Education and our own research alliance with Ruyton Girls' School.

The Global Action Research Collaborative on Girls' Education (GARC) involves educators from around the world participating in rigorous action research. Our Year 5 teacher Sheridan Sweeney was Kambala's first GARC Fellow, whose research topic 'Discovering the Impact of a Global Competency Learning Program on Year 5 Girls' Curiosity for Global Knowledge and Participatory Disposition Towards Transformative Global Action', focused on building global literacy. She presented her findings in Cleveland at the ICGS global conference. Currently, I am the 2024 Fellow and researching the extent that collaborative approaches to writing build confidence and connection in the English classroom. Ky-Lee Murphy (Director of Curriculum, Junior School) will be starting her GARC journey soon, as a 2025 Fellow.

When the benefits of Action Research extend to the broader educational community, the process and purpose is highly "contextual to a particular site," Dr David Smith, 2023. We have established an alliance with Ruyton Girls' School, an independent girls' school in Melbourne, to pilot an on-site action research project to focus on the specific interests, needs and engagement levels of our students. Our first participants in the program are Harriet Wilson (Mathematics Faculty), Greta Beaumont-Kennedy (English Faculty) and Samantha Nahum (History Faculty). We have identified key priorities across both schools, providing fertile ground for sharing and comparing our findings with a similar school context.

Our alliance also includes the involvement and influence of Academic Mentors, adjunct Associate Professor Dr David Smith and Professor Emerita Robyn Ewing (AM, FACE, BEd(Hons) PhD). Both academics have contributed significantly to understanding the importance of action research in education. For Dr Smith, the importance of Action Research is that "it produces raised awareness and understanding of the problems being investigated by teachers, leaders, parents and students", and evaluates the benefits of any interventions and changes with "a higher level of reliability and validity". Their role in the Kambala-Ruyton Girls' School Alliance is to offer their expert knowledge and understanding of action research for our participants to engage in a rigorous and accurate data collection and reflection process.

As action research is a cyclical process that involves continual implementation, reflection and evaluation, this exciting project enables us to provide enriching learning opportunities for our girls in a way that is contemporary and relevant.

-
- 01/ Members from the respective schools' leadership teams came together with the researchers to launch the project.
 - 02/ Teachers spent a day at Kambala working together to determine research inquiry areas.
 - 03/ Kambala and Ruyton Girls' School Researchers, Rachel Criticos, JJ Zhang, Greta Beaumont-Kennedy, Harriet Wilson, Samantha Nahum and Lisa Carolan.
 - 04/ Mrs Sheridan Sweeney, GARC 2022/2023 Fellow (International Coalition of Girls' Schools).
 - 05/ Year 5 students took part in Mrs Sweeney's research project as 'change makers'.



CAPE YORK CULTURAL IMMERSION 2023

Ms Paige Zavaglia, Head of Year 9 / Global Politics,
Aboriginal Studies and History Teacher



One of the most memorable and challenging experiences for Year 9 at Kambala was the Cape York Cultural Immersion in May, where the cohort joined together to undertake a rich learning journey to the Northern Territory. Over the course of 10 days, the cohort was invited to visit various Aboriginal homelands, was welcomed to Country, partook in cultural practices, and heard stories of spirituality, hope and hardship from Traditional Owners.

Between morning and evening yarns around the camp-fire, students participated in weaving and other art-making workshops, storytelling and rock art tours, land regeneration talks, and spear throwing lessons. Many also learnt from Elders how to make damper on the fire and roast dinners in the traditional underground ovens. Most importantly, throughout the immersion and preparation program facilitated in the months prior, during Pastoral Care sessions, students were invited to explore with curiosity the concepts of cultural identity and belonging, diversity and inclusion, sovereignty, and most pertinent to our ongoing citizenship responsibility, Reconciliation.

Equally as important, however, were the moments of learning in the in-between, in which students encountered situations which challenged their assumptions held about themselves, their nation, its history, and current political landscape. Feedback gathered from students has once again been overwhelmingly positive, with each having deepened their resilience, risk-taking and reflective capabilities.

Upon their return, Year 9 joined together to reflect upon and showcase their learnings to the Kambala community, in turn contributing to the ongoing process of Reconciliation by responsibly sharing the knowledge taught to them on Country with those at home.

A short reflection from a few of our students is included below.

DANICA ZHENG - BLUE GROUP

The immersion is an experience which we will never forget! Blue Group first travelled to Wurrey Homeland, where we met the lovely Bernie and Cheryl, then to the Yungee Homeland, where the Bowen family resides. Throughout the immersion, we got to know the Traditional Owners of the land on which we stayed and saw their perspective on current issues surrounding topics such as Aboriginal education, specifically in rural areas. It was such a bittersweet moment when we had to leave the homelands, as we made so many amazing connections with the Elders and learnt so much.

LARA CHERSKY - GREEN GROUP

Green Group went to Melsonby for three nights followed by Guurriil for four nights. Taking part in traditional practices and being immersed in Indigenous culture on Country was something that we will be forever grateful for and will cherish as a lasting memory of our time at Kambala. The relationships we built with the Traditional Owners and rangers: Helen, Julie, Ginger, Bula and Ray at Melsonby, and Deleece, Lilian and Richard at Guurriil, as well as the little children Colt and Bondi, will always stay with us as a highlight of our immersion. Their immense hospitality made us all feel welcome and at home, and it is something we are truly grateful for.

OLIVIA BAUKH - YELLOW GROUP

Yellow Group travelled to Panamuunji and Binthiwara. We all thoroughly immersed ourselves in the experience and particularly looked forward to the nights spent by the fire, playing the ukelele with everyone singing along and participating in reflections. Throughout the trip, we spent time building connections with the Traditional Owners, and getting opportunities to ask them questions and learn more about them.

KAMBALA PARENTS' ASSOCIATION

Ms Coreena Cochineas and Ms Laura Goldberg, KPA Committee 2023

The Kambala Parents' Association (KPA) actively supports the School, engages with parents and caters through organised events to build and strengthen community spirit. All parents and carers are members of the KPA and are encouraged to attend KPA meetings held once a term. These meetings provide a great opportunity to hear from KPA Executive, our Principal and other members of the School regarding current matters. Scheduled meetings are listed on the KPA Sundial page.

Highlights from recent months include our hugely successful Father's Day stall, which was held in August, with more than 500 gifts sold. Discerning students selected the perfect gift from a stall run by a dedicated team of wrappers, stackers and sellers. Planning is already under way for the 2024 Mother's and Father's Day stalls.

After a successful Kambala country /city lunch held last May, the Boarder community raised close to \$7,000, with a wish for the money to go towards upgrading the Boarding Houses. The KPA was delighted to contribute an extra \$12,000, and the combined funds purchased outdoor electric heating, lounges, dining tables and chairs, as well as bedside tables, lamps and some resistance training equipment. This is the result of a great community effort.

Liz Oyada continues to superbly supervise our canteen and volunteer helpers. A new seasonal menu has been introduced for Term 4 and the KPA continue to focus on improving food variety, while reducing waste and using recyclable and

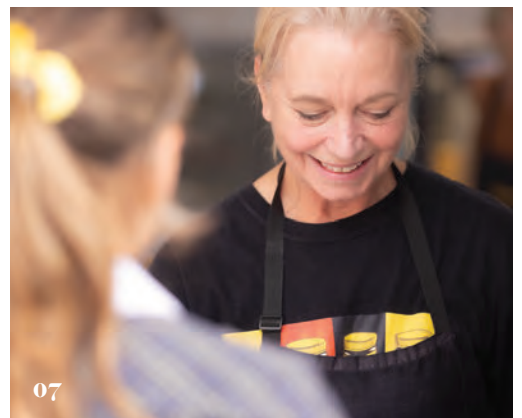
biodegradable materials. We were also excited to launch our own Kambala Sustainable School Shop online platform for students and parents to recycle and sell school related items, including textbooks and uniforms.

Our wonderful Class Parent representatives in every year group have planned various functions and gatherings throughout the term, from bowling to picnics. Parent volunteers also wrapped 250 Grown Alchemist items for our amazing teachers in celebration of World Teachers' Day on 27 October – this is a small token of appreciation from the KPA for everything that our teachers do.

The Kambala event team worked with parent committees to organise a glittering Year 6 Father/ Carer Dance and a spectacular Year 12 Valedictory Dinner for our Year 12 graduates. A volunteer parent committee also organised a superb Year 10 Formal at Doltone House. Preparations for the Year 6 Graduation Dinner and Year 12 Formal kept us busy. The effort involved in making these moments memorable for students is tremendous.

Our recent President, Nicole O'Neil and Co-Vice Presidents Allison Cratchley and Coreena Cochineas concluded their terms on 29 November 2023. We warmly thank them, together with Emma Ward, Theresa Liang, Charise Chan and Rebecca Mancini, who also concluded their appointments. New appointments were confirmed at the KPA AGM on 29 November 2023. We wish a heartfelt thank you to all KPA Committee members and parent volunteers for their enduring service and support of Kambala.

-
- 01/ Current and outgoing KPA Committee members Amy Hyder, Allison Cratchley, Nicole O'Neil, Maude Tzaneros and Coreena Cochineas.
 - 02/ The Father's Day gift stall sold more than 500 gifts.
 - 03/ Students with their purchases for Father's Day.
 - 04/ Setting up for the Year 6 Graduation Dinner.
 - 05/ The 2023 Valedictory Dinner held in Alexander Hall, set up by the KPA included large head shots of the graduates.
 - 06/ 'La Dolce Vita' was the theme for the Valedictory Dinner.
 - 07/ The Kanteen continues to be staffed by our wonderful volunteer helpers.





STAY CONNECTED

Update or register your contact details using one of the below methods:

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](https://www.linkedin.com/groups/5118542)

CONNECT WITH US ON SOCIAL MEDIA



@kambalaoldgirls

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ANNUAL GENERAL MEETING NOTICE 2024

Notice is given pursuant to the constitution of the association of the Kambala Old Girls' Union Incorporated that the 127th Annual General Meeting will be held on Tuesday, February 13 2024 at 6.30pm in the Tivoli Drawing Room.

Nominations are sought for the following positions on the Committee of the Association for 2024:

- » President
- » Vice President (2)
- » Secretary
- » Treasurer
- » 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 the 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 Lucinda Bradshaw, KOG Secretary, 794 New South Head Road, Rose Bay NSW 2029.

Items of business will include: Committee reports on the activities of the Association, election of the 2024 Committee Positions for the Association, election of the 2024 Kambala School Council Nominees, annual financial and other financial reports and statements for year ended December 31 2023, and any other business.

All enquiries should be made to the Secretary Kambala Old Girls:

Lucinda Bradshaw

KOG

794 New South Head Road

Rose Bay NSW 2029

kog@kambala.nsw.edu.au

PRESIDENT'S REPORT

Amanda (Baird) Kirton OG88, KOG President



Dear OGs,

Welcome to our newest cohort of Kambala Old Girls – the Class of 2023. We look forward to a long and close connection with the whole KOG community for years to come. From our newest recruits to our cherished Vintage OGs, lifelong learning is core to activities and events filling the OG calendar. We love highlighting individual OGs and paths taken since leaving school, and in this edition, shine the spotlight on women in the education field.

The KOG Business Network held its second 2023 Breakfast in October, hosted by Portia Cerny OG94 of Ernst & Young. Over 30 KOGs, representing diverse fields of law, architecture, banking, IT, Health and the Arts, engaged in a stimulating conversation on the benefits of career coaching. We were excited to have Justine Baker, former CEO of Solotel and Non Executive Director/consultant, and Rowena Curlewis OG88, CEO and Co-founder of Denomination, lead the discussion. Connections made at the event have been hugely successful in developing strong career relationships across cohorts.

We are keen to expand the reach of the KOG Business Network to the whole Kambala community and would love to invite current Kambala families to become involved in career networking to further opportunities for current and future OGs. It has been fantastic to have so many OGs take time to talk with current students, discuss career paths and give insight into what opportunities are available. Business Network events are in planning for 2024, including mentoring and internship programmes, so please get in touch if you would like to be involved and check the KOG calendar for dates.

We are thrilled that two KOGs were been accepted as Linden scholars in 2023. Bianca Tauszik OG21 and Siqui Yue OG22 will travel to New York for three months to work with Josephine Linden AM OG69 at Linden Global Strategies (LGS). The relationship between the KOG and LGS has gone from strength to strength to embrace a networking Fellowship of scholars, an assembly to introduce current students to these international opportunities and an annual KOG event in New York. Congratulations to the current scholars!

The Vintage Lunch celebrates KOGs who left the School over 50 years ago, with leavers from 1973 having the opportunity to be the youngest in the room. The event brought together more than 60 OGs, who were all young at heart, with special mention to Margie (Rawlings) Merriman OG53 celebrating her 70th year leaving school and a crowd from 1963 celebrating their 60th year reunion. It is a highlight of the KOG calendar welcoming back this diverse and enthusiastic group of women, and it certainly was a day of celebrating the strong ties established years ago. We encourage all OGs up to and including 1974 to connect with school friends and organise to attend this year's Vintage Lunch on 17 October 2024. Last year, 1963 set the bar with 11 of their cohort attending! Many thanks to Laura Carmichael, the School archivist who put together a fantastic display of photos and articles donated to KOG, including a hand-painted David Jones Kambala School Uniform poster from the 1930s, discovered in Vinnies by an eagle-eyed OG!

The Generations Morning Tea is another opportunity to celebrate the ties that continue to link KOGs to Kambala. Over 60 KOGs who have current relatives attending Kambala from Hampshire House to Year 12 were welcomed back to the School, and it was wonderful to see so many generations of KOGs with grandmothers, mothers, aunts and godmothers enjoying this annual tradition.

Another event for your 2024 calendar – the Country Lunch is back again on 4 May 2024 in Orange. After the success of the Vineyard Lunch in Mudgee this year, we encourage everyone to organise with classmates and family, head away for the weekend, book in some accommodation and be prepared to enjoy another long lunch at a winery – make it a mini reunion! All invited – it's not just for Boarders or those living in the country. It's a great excuse to head out of the city at a magnificent time of the year – catching up with friends is an added treat.

This year, the Young Old Girl program will be back, and we look forward to Uni events, volunteering opportunities and pub socials as well as supporting current students as they hit 'real life'!

Kambala Old Girls is a thriving organisation, with a diverse calendar, both professional and social, for young and old. We would love any suggestions you have to increase the range of events and programmes. In researching the article on The Infants' Home for this edition, a charity supported and embraced by Kambala since 1899, I was struck by the generosity of spirit of KOGs over the years.

Consider connecting with the Execo and be involved. There are over 5,000 KOGs and we welcome the opportunity to connect and celebrate with all.

2024 KOG EVENTS CALENDAR

ARTEXPRESS Tours – February TBC

Execo Strategy Day – 3 February

AGM and Term 1 Execo Meeting – 13 February

Business Network In Conversation – 29 February

New York Cocktail Event – March TBC

Yr 13 Music Festival – 17 March

Infants' Home Morning Tea – 19 March

Country Lunch – 4 May

YOG Drinks – 9 May

Term 2 Execo Meeting – 15 May

Year 7 & Year 12 Fluoro Night Treats – TBC

Linden Fellows Special Assembly – 18 June

Generations Morning Tea – 25 July

Term 3 Execo Meeting – 30 July

LinkedIn + KOG Connection for Yr 12 – 14 August

Business Network Breakfast – 19 September

Vintage Lunch – 17 October

Term 4 Execo Meeting – 22 October



**Please note, dates are subject to change.*

LIFELONG LEGACY:

THE STORY CONTINUES

Laura Carmichael, Archivist



01

In the Winter 2023 edition of *The Soubeiran*, I wrote a story about *The Little Girl in Green – Letty (Stewart) Henry OG32*. I wanted to share some further information about this article from our Kambala community.

Louise (Roseby) Leverrier OG55 contacted me to share her personal connection to Letty (Stewart) Henry. Please recall that Letty Stewart saved Mrs Ada Lee Brown and others from drowning in Sydney Harbour during the *Greycliffe* ferry disaster on 3 November 1927.

Louise stated

“there is more to this story, as my husband, Frank Robert Leverrier (Bob), is the grandson of Mrs Ada Lee Brown mentioned in the article. Mrs Lee Brown, or Ade, as Bob and Ann (Leverrier) Sheahan OG51 called their grandmother, had gone to the city to have her hair cut. Unfortunately, or fortunately, as it turned out, the hairdresser was not available. So, when the accident happened and she was in the water, Ade was grabbed by her longer hair and rescued. We always thought it was by some Grammar boys! Ade’s husband Dr Robert Lee Brown was also on the ferry. He worked at Long Bay Jail and had a practice in the city. The story we have known was that he ran for the ferry and jumped on, as it was leaving Circular Quay, and he was drowned. Ade did not know he was on the ferry, as he had jumped on at the last minute.”

I also spoke further with Suellen (Henry) Basetti OG69, about her mother. Suellen showed me the watch that was gifted to Letty from Robert Lee Brown, the son of Ada, who Letty saved, as well as the original certificate awarded from the Royal Humane Society. She also generously donated the original newspaper article from *The Sun* in 1927, which recounts the heroism of Letty.



02

Interestingly, she mentioned that her mother was wearing a blue dress and that the water made it appear green!

Suellen recounted what her Mother Letty (Stewart) Henry had told her about this fateful day.

“At the age of 11, Letty accompanied her mother, Rebecca Ivy, into the city, as it was a school sports day, and she had a cold. Letty was allowed to go out with her mother and they caught the ferry, from what was known as Bracey’s Wharf, on the southern point of Parsley Bay.

Later that day, Letty and her mother caught the little ferry Greycliffe and proceeded back home. This was known as the school ferry, but fortunately because of the school sports there were fewer children going home at that time of the day than usual.

As the ferry approached Garden Island, it was split in half by the liner Tahiti. Letty was a competent swimmer and dived consistently down bringing several people up to the surface. When I asked her about the incident she simply said, ‘I was not a heroine. I was just trying to find Mother!’

Letty’s father, Harold went with his wife’s best friend, Ada Hughes, to Sydney Hospital in Macquarie Street, looking for his wife. When they arrived at the hospital,

01/ Letty Stewart and Marjorie Smith at Mt Kosciuszko, c. 1927–1932, P2098_20.

02/ Letty Stewart’s watch, 1927. Gift from RK Lee Brown. Inscribed “In appreciation of the kindness and help shown to my Mother Nov 3 1927 RK Lee Brown.” 0A0A3491.

they were told that she had been 'put out with the dead' on the verandah. Harold was commiserating with a friend when Ada said, 'I think that's Ivy' (as Rebecca was fondly known), with that she lifted the upper lip of the 'body' to detect a new gold filling which was the reason for the trip to town, but her husband didn't know about it! Ivy was alive. As the hospital could not cope with the number of patients, Harold contacted a fellow Mason, who was a surgeon, and had her admitted to another hospital where she recovered (with no, as I remember, visible scarring) and she lived another 50 odd years, to the ripe old age of 94!"

As both mother and daughter were sitting inside the ferry, right near the boiler, (which was made of timber in those days) Ivy was covered in splinters when the boiler exploded on impact, and presumably of very bad colour having been almost drowned.

Ferries were almost the only transport to the area, so almost every family in Watson's Bay and Vaucluse had lost a family member or very close friend.

After the incident Letty became a Boarder at Kambala, presumably because Ivy was recovering. Best friends Letty and Joyce (Knight) MacGregor OG32 regaled me with their antics such as, with fishing lines and hooks, hoisting fresh bread out of the baker's basket below and raising the bread up to their level above the kitchen door while the baker was 'smooching' with the kitchen maid!"

Thank you to Suellen Bassetti and Louise Leverrier for sharing these remarkable stories with the Archive and Kambala.

01/ Suellen Bassetti holding the Royal Humane Society certificate awarded to her Mother Letty Stewart in 1927.



THE INFANTS' HOME

MAKING A DIFFERENCE TO THE LIVES OF VULNERABLE CHILDREN AND FAMILIES

Amanda (Baird) Kirton OG88, KOG President

A Kambala
relationship
spanning
125 years.

Established as a rescue operation for abandoned children in 1874, The Infants' Home now provides integrated early childhood education and at-risk family support services across Sydney.

Kambala has supported Infants' Home for 125 years and with The Infants' Home celebrating its 150 years in 2024, we too celebrate the long and deep connection with this organisation that changes the lives of children and families. Sydney was a harsh city in its early years, particularly for unmarried mothers. In 1874, a group of courageous and forward-thinking women fought against the accepted wisdom, the Church and the press and prominent citizens of the day, to establish the Sydney Foundling Hospital in response to widespread public concern regarding high rates of infanticide and child abandonment.

The Sydney Foundling Hospital championed the notion that mothers and babies must be kept together in the first instance and was the first and only home in Australia to do so. It was also unique for the time in being governed entirely by women and its management comprised an all-female Board until 1973.

One of the most pressing concerns for The Infants' Home during its early years was the high child mortality rate. During the first year, of the 45 children admitted, 26 deaths occurred. A move to rural Ashfield and the dedication of Matron Louise Taplin saw the mortality rate gradually reduced. By 1889 there were 130 children and 67 mothers residing at the newly renamed Infants' Home, with the first kindergarten opened on site in 1897 to provide stimulation to children aged between three and five years and to train the mothers in early childhood care.

1899 saw the beginning of the enduring relationship between The Infants' Home and what was then



known as the 'Kambala Ladies' School'. The welcome donation of clothing ('40 frocks') and £1 5s for a Christmas tree by the pupils of Miss Gurney of Kambala, Bellevue Hill was recorded in the 1899 Annual Report. Over the ensuing years, Kambala students made clothes and donated items such as petticoats, red felt pinafores, dolls, cot covers and other toys to The Infants' Home, making many visits to the children in its care, as well as hosting children's parties at Massie House. When Miss Gurney and Mademoiselle Soubeiran retired in 1914, it was decided that the Cot Fund supported by KOG since 1908 should be funded in perpetuity.

Over the years, *The Sydney Morning Herald* social pages and *The Kambala Chronicle* reported on the substantial fundraising efforts of KOG at the annual Balls held to raise money for the Cot Fund. A garden fete in the school grounds in Bellevue Hill in 1910 included pony rides, games for children and a competition of teddy bears, netting £190. In the same year, a half penny whistling tax was imposed at school to raise funds for the Christmas Toy Appeal. In 1920, a dance at the Wentworth Ballroom decorated with 'golden marigolds and blue lupins' raised £106 16s 06d. In 1922, a dance at the Paddington Town Hall organised by Miss Maude Watson was decorated with "pale yellow flowers and streamers, with supper tables decked with Icelandic poppies and ferns." In 1926 an advertisement appeared for a renewed subscription appeal for The Kambala Cot Fund.

In 1934, the *The Sydney Morning Herald* reports on the Kambala Ex-Students Golden Tones Dance where "Gold dominated in the decorations, the golden scheme even being carried out in the appointments of the supper table. Plenty of balloons, mingled with the golden flowers added a gay note." In 1949, brave "Mr and Mrs Jim Fitzhardinge motored from Bowral

01/ KOGs Mrs Violet (Gordon) Macarthur-Onslow and Mrs Wood at the Infants' Home Fete, Kambala grounds c. 1924.



through rapidly rising flood waters to be present.” In 1970, sisters Mrs Geoff Howard and Mrs Jackie Roughton wore elegant pantsuits to the Melbourne Cup luncheon held by KOG to raise funds for The Infants’ Home in Ashfield.

KOG continues to make regular donations to this organisation, which remains relevant via their ongoing review and assessment to provide support in a contemporary setting.

Today The Infants’ Home is a leading provider of integrated early childhood education and care and early intervention for children from birth to school age. The organisation also provides family day care, postnatal services, community playgroups and parenting programs, all aimed to support young children and families, with a particular focus on those impacted by vulnerable circumstances.

The Infants’ Home commits to at least 30 per cent of the children enrolled in its long day care centres being children who require the organisation’s specialist integrated early intervention and early childhood education services. Many of these children face significant challenges and barriers to reaching their full potential and some have been turned away by other services because they have

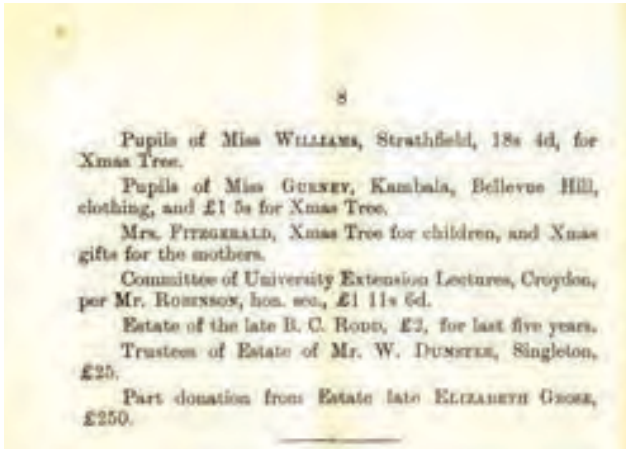
been deemed ‘too hard’ to support and care for.

As The Infants’ Home celebrates 150 years in 2024, KOG hopes to encourage the Kambala Community to continue the wonderful tradition of support started between them and The Infants’ Home all the way back in 1899. We believe in their vision and hope current Kambala students and future KOGs are inspired to continue expanding the vision of the many Kambala girls who have worked tirelessly over the past 125 years to support The Infants’ Home.

There are many ways to get involved – volunteer, make a donation, check if your company has a Corporate Day partnership.

Visit <https://theinfantshome.org.au/article-category/ourstories> and read personal stories of people whose lives have been positively impacted by their work. KOG stands steadfastly beside The Infants’ Home on its journey for the next century and will continue to provide our support for this venerable organisation and its worthy endeavours.

01



03



Elegant pantsuits for sisters Mrs. Geoff Howard, at left, and Mrs. Jackie Roughton, who attended the Cup Day luncheon organised by the Kambala Old Girls' Union to aid the Ashfield Infants' Home. Mrs. Howard's white embossed-cot-

02



Helping to organise the Kambala Old Girls' Union Ball at the Trocadero tonight are SUE PRIMROSE, of Rose Bay, CHRIS WAITE and ELIZABETH ANDERSON, of Vacluse. Proceeds of the ball go to the Ashfield Infants' Home.

04



Early days ... Infants' Home residents with their supplier of milk.

05

- 01/ The Infants' Home 1899 Annual Report.
- 02/ Sisters Mrs Geoff Howard and Mrs Jackie Roughton, Melbourne Cup Luncheon, *The Australian Women's Weekly*, 18 Nov 1970.
- 03/ The Infants' Home cots 1890s.
- 04/ Sue Primrose, Chris Waite and Elizabeth Anderson, Trocadero Ball, *The Sydney Morning Herald*, 18 March 1954.
- 05/ Infants' Home residents with their milk supply.

EDUCATION SPOTLIGHT

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

We asked four Kambala Old Girls three important questions about their lifelong learning:

1. What does lifelong learning mean to you? What have you studied? What are you currently learning? – this can include a new hobby or skill that you are trying to master.
2. If you could tell your Kambala student self one thing, what would that be and why?
3. What one thing is the most important thing you think you've ever learnt, why, who taught it to you?

THE STUDENT – OLIVIA THOMA OG22

To me, lifelong learning means the continual process of improving myself as a friend, worker and unique individual. Currently, I do most of my learning at The University of Sydney where I am studying a Bachelor of Primary Education. I'm really enjoying this course, and believe that the ever-evolving and dynamic nature of teaching is something that will allow me to continually challenge myself and grow personally. I certainly believe that it is important to continue to academically grow in order to understand more people and show more kindness. However, I think it's important to note that while I do value academics, my personal growth can definitely be more attributed to the people surrounding me and our shared experiences.

One thing that I have only really started to understand but wish I understood when I was at school, is that it's not the final goal that matters, but the process. During high school you spend so much time focusing on the end result and marks, that you forget the importance of how you got there. It is always those times that are the most special, the moments when you finally understand how to do something, or are struggling with your friends. It is in those times where you learn the most and build the best friendships.

It sounds a bit cliché but from the moment I could speak, my mum taught me and my siblings to say “I am brave, strong, healthy, smart and kind”. What I have found is in a world where the media is constantly telling women that they are not these things, having learnt that these traits as almost intrinsic to who I am and who I am meant to be, I have taken on many challenges with confidence and without doubt.



01/ Left, Olivia's Year 7 buddy Claudia Rose now a Year 8 student, with Olivia Thoma OG22.

02/ Left, Olivia Thoma OG22 with Phoebe Then OG22.

THE TEACHER – JESS LASKY OG15, KOG VICE PRESIDENT

Embracing lifelong learning means an ongoing journey of self-improvement and personal development. While many associate this concept primarily with acquiring job-related skills, I believe it extends to a deeper understanding of oneself. Upon leaving Kambala, I initially pursued a Law degree, not out of genuine interest but because it seemed like the ‘smart’ degree to do. Four years later, after completing three corporate internships, I found myself discontented and disillusioned with the future.

It was during this period that I discovered the profound impact of self-discovery and the importance of disregarding external pressures. I realised the power of learning about my true passions and disregarding societal expectations that had previously influenced my decisions. Despite the daunting prospect of veering away from the conventional path towards law firms and investment banks, I chose to follow my heart and pursue my passion for helping students by becoming a high school teacher. This decision brought immense happiness into my life and I am now excited about my career. While I know that my wants and needs will continuously change throughout my life, I now feel prepared that I can continue to adapt to what I want to do and continue to learn about myself and my profession.

Uncover the true motivation behind your pursuits, whether they revolve around sports, music, academic subjects, or your choice of a university degree. Ensure that you engage in these activities and subjects out of genuine enjoyment, rather than being swayed by societal expectations or external pressure. While it is commendable to seek a well-rounded life filled with diverse experiences, it is equally crucial to prioritise your happiness and wellbeing. Striving for balance should not come at the cost of your own contentment or negatively impact other aspects of your life. You will find greater fulfilment and happiness when you take charge of your choices and savour every moment spent in activities that genuinely resonate with you.

One of the most valuable lessons I have embraced is the art of inquiry and curiosity. While this lesson certainly holds significance in academic pursuits, I believe it extends far beyond the confines of the classroom. In my earlier years, I pursued a passion for golf at an elite level, participating in a wide range of tournaments. These competitions included



01



02

prestigious world championships, where I competed against the best junior golfers globally, as well as local club tournaments featuring players old enough to be my grandparents. Spending over four hours each week with strangers on the golf course cultivated my ability to ask meaningful questions and glean insights from those around me. This aptitude led me on a journey of discovery, delving into diverse cultures, exploring various professions, and even sharing in the camaraderie of bad dad jokes.

What I have come to realise is the immense power in connecting with others through genuine curiosity. Through this practice, I have forged deep bonds with a diverse array of individuals, delving into their unique life stories and experiences. While sharing our own narratives and information is important, I have discovered that my most profound lessons have arisen from the invaluable practice of active listening and learning from the lives of others.

01/ Jess Lasky practising cutting out with scissors in Prep.

02/ Enjoying life as a high school teacher.

THE LECTURER – DR PRUDENCE GIBSON OG86

Dr Prudence Gibson is Lecturer in Environmental Art at the School of Art & Design, University of NSW. She is Lead Investigator on a national research project, partnering with the Royal Botanic Garden Sydney. Her latest book is *The Plant Thieves*, 2023.

Learning means asking lots of questions. Learning means allowing myself to disappear down rabbit holes of enquiry ... sometimes for great lengths of time. When I jump on Zoom calls with academic peers in Canada, the United States, Europe and India, I learn about the incredible climate change and plant science research people are doing. It sometimes completely blows my mind, such as experiments that evidence plants' capacity to learn, remember, communicate and to electronically synchronise across vast tracts of land.

When I was a student at Kambala, my school reports regularly fed back that I was easily distracted and tended to daydream. These days, I have a tendency and capacity for conceptual, abstract thinking. Sometimes, I look back on those reports and can see that I was daydreaming with purpose, something that has fuelled my research and writing. I wish I'd known, back then, that daydreaming is completely fine.

Being an academic requires a deep knowledge of philosophy and theory. But sometimes I think that knowledge gets in the way of good writing. My very dear friend and world-renowned plant scientist Monica Gagliano has bravely turned her back on her professorial university positions, and now communicates to large-scale general publics, such as via her recent book *Thus Spoke the Plant*. I'm influenced by that approach, although I'm not ready to give up my university research and teaching role quite yet.



01/ Dr Prudence Gibson is Lecturer in Environmental Art at the School of Art & Design, University of NSW.

02/ A big smile from Prue for her school photo in 4th Class.

THE LEARNER – TRICIA ROSE OG64

Though Anthropology was only a minor part of my Bachelor of Arts, it still fascinates me. I have lived in California for 22 years now, and reading about America's pre-Columbian history helps me understand this country, even its current divisions. Life is a continual learning process, especially when we actively pursue and follow areas of interest. For example, I'm fascinated by the United States Geological Survey 3D Elevation Program currently developing an accurate virtual reality map of the United States via a laser system called LiDAR (Light Detection and Ranging). LiDAR is opening up so many new sites, and primary research is so accessible on the internet: it is an exciting time to be learning.

Throughout my working life, private study has been a solace, recreation and escape from commerce and the necessities of getting and spending. I continue to learn every day – I can look up any source, hear any music, find any poem, disappear down any rabbit hole through my computer, it is magical.

The friendships we made in school will last a lifetime.

French! Mrs Evans was such a good teacher, and when I first arrived in France it was heady to understand and to be in that world. We had a house in France for 11 years, and though that is long gone, I still enjoy reading in French (slowly!), and my Anglo/Belgian husband and I plan to spend a summer there. J'aime apprendre!



01/ Tricia at home in San Francisco.
02/ Tricia is in the centre of the front row beside her forever friend Paddy Mullin.



COME TO THE 2024 COUNTRY LUNCH!

**SATURDAY 4 MAY
BORRODELL WINERY, ORANGE**

Another great event for your 2024 calendar – the Country Lunch is back again on Saturday 4 May 2024 at Borrodell Estate Vineyard in Orange <https://www.borrodell.com.au>

With lots to do in Orange year round, weekends are particularly busy, so to avoid missing out on your preferred accommodation that weekend, we recommend booking now.

Visit <https://www.orange360.com.au> for places to stay, or call the **Orange Information Centre** on **1800 069 466** for their local tips.

After the success of the Vineyard Lunch in Mudgee this year, we encourage everyone to organise with classmates and family, head away for the weekend, book in some accommodation and be prepared to enjoy another long lunch at a winery – make it a mini reunion!

All invited – it's not just for Boarders or those living in the country. It's a great excuse to head out of the city at a magnificent time of the year. Catching up with friends is an added treat.



CLASS REUNIONS

2024 REUNION REMINDERS

Class of 1954 – 70 Year

Class of 1964 – 60 year

Class of 1974 – 50 year

Class of 1984 – 40 year

Class of 1994 – 30 Year

Class of 2004 – 20 Year

Class of 2014 – 10 Year

APOLOGIES TO THE CLASS OF 1973

Under Class Reunions in *The Soubeiran* Winter Issue 2023 the heading was incorrect, it should have read 50 Year, Class of 1973 not 1975.

CLASS OF 1993 – 30 YEARS

These Old Girl Boarders came from all over the country to get together the night before the whole school 1993 reunion for a dinner at bibo Wine Bar, Double Bay in October 2023.

They were missing just five of their cohort who were unfortunately unable to make the night. We had comments from the venue who had never known a group to laugh so much as we reminisced about our wonderful Kambala Boarding experience!

We all have such special memories of the Boarding House and our wonderful cohort of 17 Boarders.

CLASS OF 1986 – 37 YEARS

On Saturday 5 August, 42 girls out of a possible 92 from the Class of 1986 got together for a fun restaurant lunch in Surry Hills.

We were lucky to have Susie (Poole) Willeke out from Germany, Rebecca Shane flew up from Melbourne and even Nicky (Shepherd) Kennedy came all the way from Mt Isa. The lovely Dani Klein got up and said some words and chatted about the teachers and what some of the girls were up to. We have started up a WhatsApp group, so we can easily keep in contact. It was a great day and everyone wants to do it every year!

CLASS OF 1983 – 40 YEARS

The Class of 1983 gathered for their 40 year reunion on Saturday 7 October at the 18 Footers in Double Bay.

It was a wonderful afternoon spent reminiscing about school days as well as catching up on lots of news from more recent times.

Michelle (Kemeny) Fisher kindly organised the gorgeous commemorative 40 Years badges, and of course a reunion would not have been complete without some grey, yellow and white colour in the balloon decorations!

Everyone agreed that waiting 10 years for the next get-together is too far away, so plans are underway for something a bit sooner than that.



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01/ Class of 1993 at a reunion dinner at bibo Wine Bar in Double Bay in October.

02/ The Class of 1986 got together for a fun restaurant lunch in Surry Hills in August.

03/ The Class of 1983 gathered for their 40 Year reunion at 18 Footers, Double Bay in August.

NOTICES

JUST FOR FUN

Elaine Budd OG65

Elaine Budd OG65 was unable to attend the 2023 Vintage Lunch but has driven across the Nullarbor to Perth to attend a 50 year reunion of the girls she lived with at the YWCA in London with old girls from London, New Zealand, Melbourne, Fremantle and Sydney.

Elaine is wearing her soccer champions medal and polo shirt. She was so excited with their overall win she tells us she wore the medal for two weeks!



BIRTHS

Sarah (McLean) Holland OG07

Sarah and her husband Reece Holland welcomed a baby girl, Scarlett Eileen Holland, on 25th June 2023. Also, congratulations to new grandmother Susan (Storey) McLean OG77.



MARRIAGES

Sarah (McLean) Holland OG07

Congratulations Sarah McLean OG07 who married Reece Holland on Saturday 3 September 2022 in a beautiful ceremony at Terrara House near Nowra.

Tricia Rose OG64

Tricia Rose and her husband Francis Rubinstein on their wedding day. Francis was a physicist at Lawrence Berkeley Labs and a widower, born in London but sounds just like a Californian. Tricia was married by her Business Coach and friend Dr Kirsten Cameron at her house in Bel Marin Keys, on the full moon 13 July 2022.



Maria Fidler OG14

Past KOG Treasurer Maria Fidler OG14 looked stunning when she married Samuel Murray at St Mary's Cathedral on 11 November 2023, followed by a reception at the Calyx in the Royal Botanic Gardens. Maria's school friend Debbie Zhou OG14 was among the wedding guests. Maria and Samuel spent their honeymoon on a spectacular Safari in South Africa's Kruger National Park.



- 01/ Sarah and her husband Reece welcomed a baby girl, Scarlett Eileen.
- 02/ Congratulations to Sarah McLean OG07 who was also married last year in September 2022.
- 03/ Tricia Rose OG64 married Francis in Bel Marin Keys, Marin County, California.
- 04/ Maria Fidler OG14 married Samuel Murray at St Mary's Cathedral in November 2023.
- 05/ Elaine Budd wearing her soccer champions medal and polo shirt.



VALETE



LADY MARGOT (THATCHER) BURRELL OG58

(1940–2023)

Margot Thatcher was born in 1940 and started at Kambala when she was five years old. Sadly, she grew up as an only child because her older brother died when she was only seven years old.

Margot enjoyed her school days, loved sport and all the activities Kambala offered. She was Head Prefect of Kambala in 1958 and House Captain of Roseby.

When Margot left school she went to College and did Occupational Therapy. She enjoyed working at Concord Hospital during this period after leaving school.

In 1961, she travelled to Mont-Tremblant in Québec and completed a ski instructor course. She taught skiing for many years in Züri, Austria and Thredbo, Australia, and became the Australian representative for the German ski and sportswear company Bogner, which she loved.

At Thredbo, she met Raymond Burrell and they married in 1971. They had two children Andrew and Catherine and four grandchildren. Margot later inherited Raymond's family title and became Lady Burrell. They enjoyed many activities together including skiing, tennis, golf and horse riding. Margot was diagnosed with lung cancer in 2012 (having never smoked) but was able to manage it for many years. The last 18 months she suffered greatly but never complained. Margot died in January 2023.

MARCELLE HODDLE OG66

(1950–2023)

We are sorry to announce the sad passing of Marcelle Hoddle OG66 in March 2023.

The photo from her memorial was shared by her sister Georgie.

The Hoddle sisters in Kambala uniform photo: Antonia (Hoddle) Kitching OG64; Marcelle Hoddle OG66; Georgina Hoddle OG67; Silvana (Hoddle) Dickinson OG69; Marina (Hoddle) Lee-Warner OG76.

01/ Marcelle Hoddle OG66.

02/ The Hoddle Sisters. Marcelle is second from left.

03/ Lady Margot (Thatcher) Burrell OG58.



Lucy Scott Deputy Head Prefect
2023/24 and Jessica Allen-Waters
Head Prefect 2023/24.

2020 JOYCE GIBBONS
WIND ORCHESTRA
2020 KAMBALA CONCERT BAND
2020 SYMPHONIC
WIND ORCHESTRA
2021 NETBALL
2021 JOYCE GIBBONS
WIND SYMPHONIC
2021 SYMPHONIC
WIND ORCHESTRA
2021 ADDAMS FAMILY
ORCHESTRA



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