THE SOUBEIRAN
& KOG MAGAZINE

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RESPECT

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KAMBALA

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RESPECT

Ms Jane Danvers, Principal

Respect is not what we claim to value; it is what we consistently choose to practise.

At the heart of Kambala is a principle both enduring and generative: a flourishing community is nurtured and sustained by respect. As one of our four core values, respect is more than an abstract ideal or a performative gesture confined to assemblies or inscriptions on walls. It is a disciplined practice, lived, enacted, and continually refined in the texture of daily school life.

In the contemporary landscape of girls' education, shaped by intellectual, social, and technological complexity, respect assumes renewed significance. It functions both as an anchor, grounding young women in a secure sense of self and belonging, and as a compass, orienting them toward ethical participation in a wider world.

What does respect look like in practice? It shapes how we build our community, how our girls learn, how they relate to one another, how we honour our traditions and place, and ultimately, how character is formed.

"For girls in particular, this sense of being known and valued is deeply significant. It shapes identity, confidence, and the willingness to contribute fully."

OUR COMMUNITY

Kambala is far more than a collection of classrooms and curriculum. It is a living community made up of students, staff, families, and Old Girls, each bringing their own stories, strengths, and perspectives. Within such a community, respect is the essential condition that allows us to belong together and thrive.

A substantial body of contemporary research highlights that a strong sense of belonging is foundational to wellbeing, engagement, and academic success. When students feel respected, they experience safety. When teachers feel respected, they experience trust. When families feel respected, they experience inclusion. These conditions shape whether a community flourishes.

For girls in particular, this sense of being known and valued is deeply significant. It shapes identity, confidence, and the willingness to contribute fully. At Kambala, we see this expressed through attentive listening, intellectual humility, and a deliberate valuing of contribution over status. Belonging here is intentionally built.

OUR LEARNING

Education is not a race; it is a journey. Each student arrives with her own starting point, pace, strengths, and challenges. Respect for the learning journey means honouring this individuality and resisting the impulse to compare, label, or accelerate prematurely.

Contemporary learning science emphasises that deep understanding emerges through effort, iteration, and challenge. Moments of uncertainty, struggle, and revision are integral to growth. When a student grapples with complexity, she deepens her thinking.

This is particularly significant for girls, who often experience heightened performance pressure and may be more hesitant to take intellectual risks. A culture of respect reframes this dynamic, positioning effort as valuable, challenge as necessary, and growth as continuous.

01/ Michaela Lakes and Lily Borenstein, Year 2 playing in the playground.

02/ Deputy Head Prefect Laura Janes (L) and Head Prefect Scarlett Levy (R) on Tivoli Lawn.

In an era increasingly shaped by artificial intelligence (AI), respect for the learning journey takes on additional complexity. AI offers powerful tools for efficiency, insight, and support; it also prompts us to clarify what it means to learn with integrity. Respect, in this context, requires discernment. It calls for students to engage with AI as a tool that extends thinking, used thoughtfully, ethically, and transparently. For young women in particular, this presents both opportunity and responsibility: to develop confidence in their own intellectual voice, to question rather than defer, and to ensure that technology amplifies rather than diminishes their agency as learners.

In such an environment, feedback is constructive, expectations are high yet humane, and learning becomes something students actively own. They are not passive recipients of knowledge, but engaged participants, developing agency, resilience, and intellectual confidence.

OUR RELATIONSHIPS

Relationships are the primary medium through which education occurs. Every lesson, conversation, and shared experience is shaped by how we relate to one another. Respect within relationships is therefore central to both learning and wellbeing.

Studies in student development consistently show that the quality of relationships within a school significantly shapes engagement, identity, and long-term outcomes. For girls, relational dynamics are particularly influential, often informing both their sense of self and their experience of school.

In friendships, respect is expressed through kindness, honesty, and the capacity to celebrate others without comparison. In student–teacher relationships, it is reflected in mutual trust: students trusting that teachers are invested in their growth, and teachers trusting that students are capable of meeting expectations.

Importantly, respect is most visible when relationships are tested. Disagreement and misunderstanding are inevitable. Respect does not require agreement; it calls for the capacity to disagree well, with empathy, fairness, and a commitment to preserving dignity.

Within Kambala, such relational respect fosters a culture in which students learn not only how to connect, but how to lead with empathy, discernment, and integrity.

OUR TRADITION AND PLACE

Every school is shaped by its history. Kambala's identity has been formed by generations of students, educators, and families whose contributions continue to influence our present. Respect for tradition involves the careful and responsible stewardship of what we have inherited.

Tradition provides continuity and meaning. It situates students within a narrative larger than themselves, fostering identity and belonging across time. This sense of continuity strengthens students' connection to their community and their developing sense of purpose.

At the same time, respect for tradition requires thoughtful renewal. We honour the past through careful discernment, ensuring its values continue to serve us in a changing world.

OUR CHARACTER

Respect finds its fullest expression in action. It is revealed in the choices we make, particularly when those choices are difficult or unseen.

Character education emphasises that values such as respect are developed through practise, reflection, and example. To act with respect is to take responsibility for one's words and their impact, to repair when harm has occurred, and to stand up when something is not right.

Character is formed in moments of decision. Each time a student chooses integrity over expediency, kindness over indifference, or courage over avoidance, she strengthens her character. Each time staff model fairness, patience, and accountability, they reinforce a culture of respect that becomes self-sustaining.

Even the smallest actions, how we speak, how we listen, how we engage online, how we care for shared spaces, contribute to this moral ecology. Over time, these daily practices define who we are.



01

OUR COMMITMENT

Respect is not a destination, but a daily practice. It is strengthened through reflection, renewed through intention, and sustained through collective effort.

In a girls' school, respect carries particular significance. It shapes how young women come to understand their worth, their voice, and their place in the world. When embedded deeply, respect enables girls to develop confidence, agency, and a strong sense of self-efficacy, qualities closely linked to long-term wellbeing and leadership.

When respect is present, students learn not only to value others, but to value themselves. They come to understand that their ideas matter, their presence matters, and their future matters.

As we continue our shared work, the invitation is both simple and demanding: to enact respect consciously, in our listening, our language, our judgements, and our courage. For it is through respect, steadfast and lived, that we build not only a strong school, but principled young women prepared to shape the future with integrity.

"When respect is present, students learn not only to value others, but to value themselves. They come to understand that their ideas matter, their presence matters, and their future matters."

01/ Sophia Then, Year 11 performing in the *IT'S HER TIME* Gala Ball Choir.



01



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RESPECT AS THE FOUNDATION OF LEARNING: WELCOMING NEW PERSPECTIVES

Ms Carolyn Gedling, Deputy Principal – Academic

At Kambala, respect is more than a value we speak about, it is the foundation upon which meaningful learning is built. When we say that learning occurs at the point of challenge, we recognise that students will only lean into challenge when they feel respected: respected by their teachers, respected by their peers, and importantly, respectful of themselves as learners and constructors of knowledge.

Respect in the classroom creates the conditions required for intellectual risk-taking. When a student feels heard, she is more likely to ask the question she is unsure of. When she trusts those around her, she is more willing to offer an idea, test a hypothesis and persist when learning becomes difficult. In this way, respect is not separate from academic rigour, it enables it. It allows students to move beyond surface-level understanding and engage deeply, confidently, and courageously with their learning.

In a girls' education context, this is particularly powerful. We want our students to develop strong voices, to think critically, and to contribute with confidence. A respectful environment nurtures these qualities. It teaches students not only to value their own perspectives but to engage thoughtfully with the ideas of others. It is through this balance of confidence and consideration that true intellectual growth occurs. This occurs in classrooms, whether it be a Philosophy lesson, a Science or History lesson, or within the International Baccalaureate (IB) Theory of Knowledge lesson. It is equally nurtured in Debating, Future Problem Solving and a multitude of other experiences.

> "…when respect is present, students are not only more willing to embrace challenge, they are better equipped to thrive within it."

What is most important is that this culture of respect is built through small, everyday choices. It is evident when students listen attentively, when they come prepared and ready to engage in each learning opportunity, and when they include others in group work and discussions. I see students building upon the ideas of others, which takes skill, as learning is co-constructed. It is reflected in the way students respond to feedback, with openness rather than defensiveness, and in how they support one another in both academic and other settings.

These moments may seem minor, but collectively they shape the culture of our school. They signal what we value and what we expect of one another. Over time, they build a community where students feel both supported and challenged, a community where respect is lived, not just spoken.

As a school, we are committed to fostering a culture where respect underpins every interaction and every learning experience. Because when respect is present, students are not only more willing to embrace challenge, they are better equipped to thrive within it.

01/ Camilla Levy, Year 10 at New Student Morning Tea.

02/ AnnabelLiandRicki-LiSutton, Year 10 at the Scholars Guild.

YEAR 7: A BEGINNING GROUNDED IN RESPECT

Miss Samantha Gooch, Deputy Principal – Pastoral Care

Respect is most meaningful when it is visible in action. At Kambala, it is defined not only by how we speak to one another, but by how we choose to include, support, and take responsibility for the community we share. Within the Kambala Philosophy for Dispositional Learning (KPDL), this is captured with clarity: we honour the importance of trust in our relationships with peers; we see difference as strength, compassion as power, and we know our participation matters.

The transition into Year 7 offers a clear example of how this understanding of respect is put into practice. Beginning Senior School can be both exciting and uncertain, and the response from our student body has been deliberate in ensuring that no student navigates this shift alone.

Early in the year, our Year 10 Peer Mentors worked alongside Year 7 students in a navigation challenge designed to familiarise them with the Senior School. Through shared problem-solving and informal conversation, relationships began to form, grounded in patience and encouragement. Respect, here, has been expressed through the willingness of older students to guide without assumption and to create space for confidence to develop.

This approach has been strengthened and reinforced through the leadership of our Year 12 cohort. Whether through welcoming students into House groups, facilitating Sisterhood Circles, or connecting as Big Sisters, their role has been to set a tone that is inclusive and steady. Under the leadership of students such as Olivia Baukh (Year 12, Wellbeing Prefect), initiatives have prioritised genuine connection across year levels. Sisterhood Circles, in particular, with learning designed by the Year 12 Athena Circle, have also created structured opportunities for students to engage beyond their immediate peer groups, reinforcing the idea that relationships matter.

The Year 12 Legacy Piece for Year 7 further reflects this commitment. By offering practical advice alongside personal reflection, it has provided a tangible link between experience and aspiration. It acknowledges that transition is not without challenge, while also affirming that support is both available and ongoing.

It seems we have come a long way since Orientation Week, where Year 7 engaged in a range of opportunities to initiate confidence and connection: conversations with Year 8 students, time with Old Girls and targeted wellbeing sessions. These early experiences established a foundation that continues to be worked on over time, reinforcing a consistent message: that each student's presence is valued, her voice matters and her contribution will help shape the community to which she now belongs. We commend our Year 7 cohort for the way they have approached this beginning, with both openness and courage.



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01/ Luella Strikis, Year 7 and Coco Manovel, Year 12 – Big Sister, Little Sister initiative.

02/ Olivia Baukh, Year 12 – Advice to Year 7.

03/ Lara Chersky, Year 12 and Madeleine Casselden, Year 7 – Big Sister, Little Sister initiative.

04/ Emily Isaacs, Year 7 and Freddie Blann, Year 12 – Big Sister, Little Sister.

"Through shared problem-solving and informal conversation, relationships began to form, grounded in patience and encouragement."



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"Respect is listening to our friends and not talking over each other."

Violet Cassen, Year 1

"Respect means working together and learning from each other."

Sofiia Podoba, Year 4

"Respect means being kind and considerate to others and not expecting praise or reward in return."

Catelyn Macarounas, Year 6

RESPECT, BELONGING AND THE POWER OF SMALL ACTIONS

Mrs Sheridan Sweeney, Deputy Head of Junior School

"Our Junior School girls learn that belonging and respect are deeply connected."

"Respect means using your manners and being considerate of others around you. Respect is important because it shows we care about what we do. We can be respectful by holding the door open for people without being asked to and by being fair to people from different cultures around the world," Mia Li, Year 4.

Embedded in Mia's reflection is a powerful truth about respect: it is often demonstrated through small, everyday actions that communicate care, kindness and consideration for others. These seemingly simple moments, such as holding a door open, listening attentively, including others or speaking kindly, play a vital role in shaping the culture of a school community and are fundamental to student wellbeing.

Recently, our teachers participated in professional learning which focused on the impact of micro-practices: the small yet intentional actions consistently undertaken to support student confidence, strengthen student voice and foster positive interactions. They listened to Roger Federer's famous Dartmouth College commencement speech and learned that, despite winning almost 80 percent of tennis matches across his career, he won only 54 percent of the individual points played. He spoke about a consistent approach to excellence and how it led to these small yet significant winning margins.

Our teachers were met with the provocation: What are the small yet significant micro-practices which can be applied to their daily interactions with the students to foster a positive classroom environment where each girl feels safe, respected and included? The learning highlighted that excellence in education, like tennis, is inextricably linked to the consistent application of shared values, expectations and behaviours across a community.

In the Junior School, we understand that the enculturation of respect can only occur when the values of the school actively normalise the actions and interactions that shape belonging and identity. We recognise the importance of explicit teaching and modelling behaviours so that students can develop a clear understanding of what respect looks like. Through the deliberate and sustained implementation of micro-practices, teachers play a critical role in shaping school culture and fostering the social, emotional and relational development of each girl.

Our Junior School girls learn that belonging and respect are deeply connected. When reflecting on Respect in Sisterhood, Sonia Shen, Year 5, wrote, 'Small acts of respect are already engraved into our everyday lives in the Junior School. Such as complimenting someone's success or just saying "please" and "thank you". It can be shown by saying "Hi" to people when you see them in the morning. A friend showed respect to me when I was new at Kambala by inviting me to play with them. Just saying, "Want to play?" is a huge act of respect in others' hearts – even if it feels like a small gesture.'

At Kambala, respect extends far beyond behavioural expectations or good manners. It influences the quality of relationships students build with peers, teachers and the wider community, while also shaping their capacity to collaborate, resolve conflict and engage positively in learning environments. We know that when children are respected, they are more likely to feel emotionally safe, connected and confident in themselves. Classes have been reflecting on respect in practice. Their ideas demonstrate kind, inquisitive and articulate young learners.

01/ Amalia Koczka and Alex Scanlon, Year 3, first day of Term 1.

02/ Bunny Henderson and Gillian Ho, Kindergarten celebrating Day of Friendship.

03/ Massie Playtime.



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02

"Kayla's achievements align strongly with Kambala's mission to challenge and nurture every girl to realise her full potential while embracing diversity and fostering inclusion."



03

01/ Kayla with Jane Chandler, Department of Foreign Affairs and Trade.

02/ Kayla at Gifu Castle.

03/ Kayla at Osaka Castle.

RESPECT IN ACTION: CELEBRATING KAYLA BAKER-PERIS 18

Mrs Joanna Andrew, Head of Boarding

Kambala is proud to celebrate the remarkable achievement of Old Girl and proud Yolngu, Yawuru and Kidja woman, Kayla Baker-Peris 18, who has been awarded a New Colombo Plan (NCP) Scholarship and selected for a First Nations Fellowship. This prestigious recognition reflects not only Kayla's academic and professional excellence, but also her deep commitment to respect for culture, community and learning, a value that sits at the heart of Kambala life.

The New Colombo Plan (NCP) Scholarship Program supports Australian undergraduate students to strengthen Indo-Pacific capability and Asia literacy through extended programs of study, language learning and internships. Its intended outcomes are to develop globally capable Australians who can engage thoughtfully with the Indo-Pacific region, contribute to Australia's strategic interests, and maintain long-term connections with the region through continued learning and engagement.

Being selected for a New Colombo Plan (NCP) Scholarship is a highly competitive achievement. Kayla's selection, alongside her recognition through a First Nations Fellowship, highlights her capacity to engage respectfully with diverse cultures and perspectives while bringing a strong sense of identity, responsibility and leadership to her work. The Fellowship recognises her commitment to honouring First Nations knowledge and voices, and to strengthening cross-cultural understanding through lived experience and meaningful engagement. Since April, Kayla has been studying in Gifu Japan, where she is completing her Honors Double Degree in Communications and International Studies.

Kayla's journey to this point began at Kambala, where she spent six years as a Boarder through a Yalari scholarship. As the second Indigenous student to graduate from Kambala, she carries this milestone with humility and purpose. From the outset, she demonstrated a profound respect for opportunity and education, embracing the challenges of Boarding life with determination and gratitude.

For the past three years, alongside her full-time study, Kayla has returned to Kambala as a Boarding Supervisor, where she leads with empathy, integrity and care. She honours each Boarder's individual story, creating an environment where girls feel supported, valued and encouraged to be themselves. Her leadership reflects the understanding that respect is lived through listening, consistency and compassion.

Kayla's achievements align strongly with Kambala's mission to challenge and nurture every girl to realise her full potential while embracing diversity and fostering inclusion. Kayla has lived her journey openly, ethically and with purpose.

Her story stands as a powerful example to the Kambala community of how respect, when practised with authenticity and courage, can open pathways, strengthen communities and create meaningful impact well beyond the school gates.



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RESPECT IN LEARNING – THE CLASSROOM AS ANTIDOTE TO DIGITAL OVERLOAD

Ms Lauren Walsh, Executive Director – Professional Practice and Learning Culture

As a school, we emphasise the importance of respect in cultivating a sisterhood where mutual trust derives from honouring the different perspectives we contribute. In a learning community of educators this respect is equally integral as we work together to prepare our young people for their future. As such, the Kambala Institute for Teaching Excellence (KITE) is responsible for creating enriching experiences that allow such collaboration to flourish.

Our staff professional development days are guided by the principles of Harvard Graduate School of Education Project Zero, which we translate in Kambala's Philosophy for Dispositional Learning (KPDL), and an informed understanding of best practice for girls. At the start of 2026, we established Kambala Learning Teams with the purpose to build collective efficacy. Our teachers are our storytellers and are united through a shared belief that, as a school, we deliver learning experiences that matter for our students. These teams act as supportive networks across the school, expanding our sphere of influence and sharing a joint passion for learning.

On our Term 2 Professional Staff Development Day, these learning teams engaged with a series of provocations about the future our students will inherit. With an emphasis on having eyes on the future, we examined the ramifications of artificial intelligence (AI), digital screens and women's rights in the law. While the issues themselves were significant, the most powerful aspect of the day was the collective inquiry they generated as we considered how we may use our classrooms to prepare our students to amplify their humanity and meaningfully contribute to their future worlds.

01/ Ms Olivia McAtamney (2), Ms Charlotte Crowley (5) and Ms Jessica Galpin (6) at the International Coalition of Girls' Schools (ICGS) Symposium.

02/ Ms Charlotte Crowley and Ms Jessica Galpin at the ICGS Symposium.



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At a time when artificial intelligence is transforming the way we access information, we understand the classroom as an antidote to the short-changing of knowledge. Therefore, when we come together as a learning community, it is to strengthen learning founded on a shared vision for excellence. Our educators also present in global forums, sharing the innovative work we are doing at Kambala. Most recently, as an extension of our spirit of shared inquiry, the Kambala–Ruyton Girls' School Action Research Alliance created a deep professional learning space for teachers to collaborate across schools and investigate questions that matter to student learning. The recent presentation of this work at the International Coalition of Girls' Schools Symposium highlighted the power of educators learning with and from one another in pursuit of better outcomes for students.

An educator who cares is one who recognises that learning is so much more than test scores. Our antidote to an increasingly digital landscape is to ensure that the classroom, as Futurist and Educator Sinead Bovell highlighted, remains "a place where deep learning is happening and we are raising the bar on knowledge". It is such thinking that reflects the respect we have as educators for the young minds that we are committed to nurturing.



03

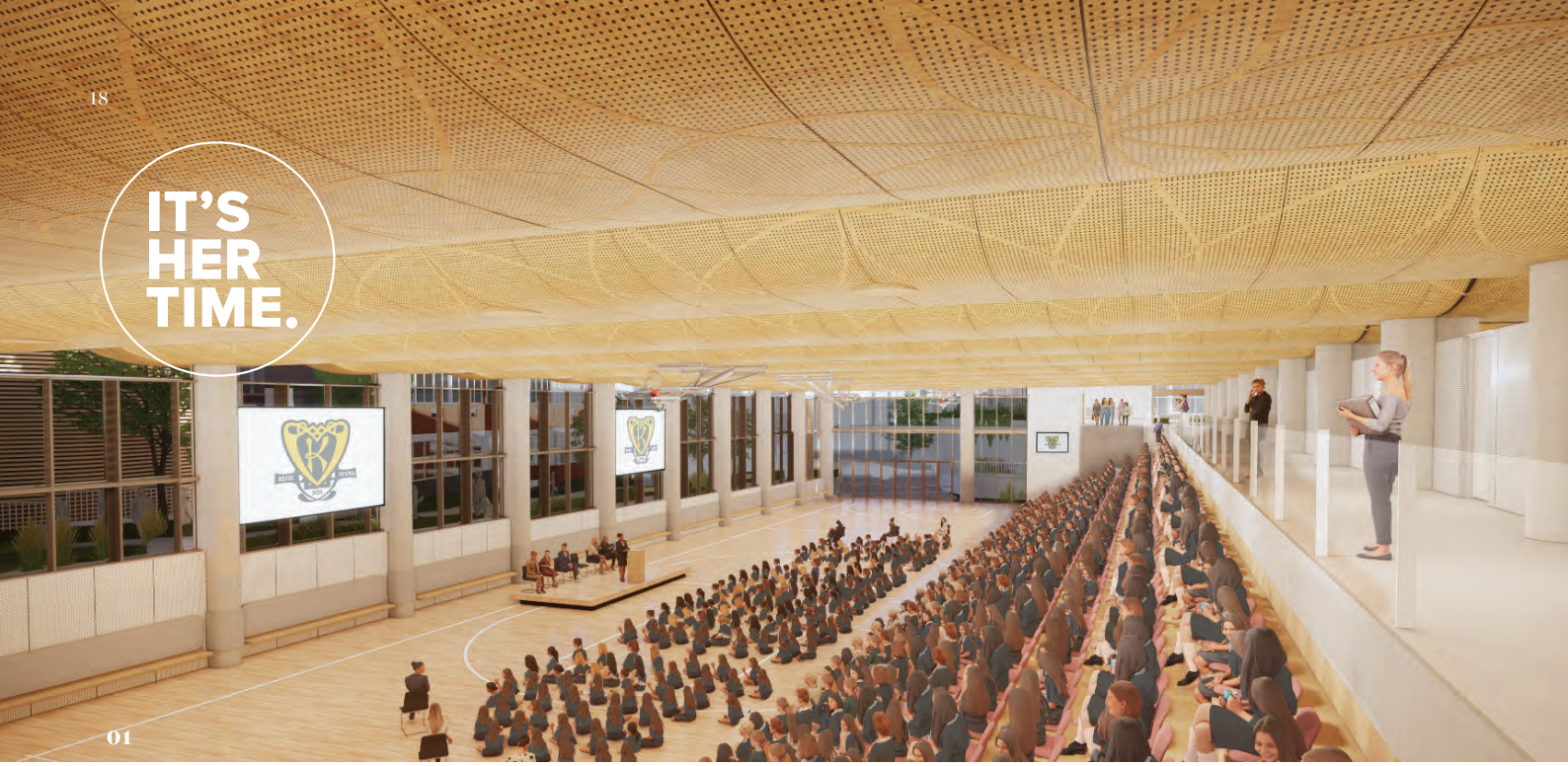
"To teach in a manner that respects and cares for the souls of our students is essential."

bell hooks

01/ Kambala Staff Professional Learning Development Day, Term 2.

02/ StaffdiscusswaysofusingAIin the classroom.

03/ Discussing ways to use AI meaningfully.



01

IT'S HER TIME PROJECT TAKES ITS FIRST BOLD STEPS - THE TRANSFORMATION HAS BEGUN.

Dr Tamara Lang, Deputy Principal – Strategy, Operations and Development

"The official sod-turning ceremony on 11 February 2026 marked a defining moment in Kambala's history."

There is something quietly powerful about watching an expanse of land and knowing what it will become. For the Kambala community, that moment arrived in earnest in Term 1, as the *IT'S HER TIME* Project moved from vision to reality, from architect's drawings and stakeholder conversations into the rhythmic hum of excavators and the sight and smell of freshly turned soil.

Building on the community announcements, including the brochure enclosed with the last *The Soubeiran* magazine, we are excited to bring you the latest update on the Multi-Purpose Auditorium and Sport Precinct.

The official sod-turning ceremony on 11 February 2026 marked a defining moment in Kambala's history. With the momentous first turn of earth, our new Multi-Purpose Auditorium and Sports Precinct moved from aspiration to action. It was a moment of genuine joy, a tangible sign that the years of planning, initial fundraising efforts, and community commitment are now bearing fruit.

For those who joined us at the Kambala Parents' Association (KPA) Welcome Cocktail Party in January, or who have walked past the precinct-branded hoardings now lining the site, the energy of this project is already palpable. Change is here, and it is exciting!

Progress, by its very nature, requires change, and the site has already transformed significantly. The old sports shed has been demolished, cleared to make way for the world-class facilities that will serve Kambala students for decades to come.

With Taylor Construction now leading bulk excavation works, the site has taken on a new energy. Layer by layer, the earth is being shaped to receive the foundations of something extraordinary. Aerial photography of the site documents this progress in striking fashion, what was once an oval is now a canvas, and the first brushstrokes of our new precinct are being drawn beneath the surface.

"Great schools are defined not only by their people but by the environments they inhabit. This precinct will give our students the spaces they need to grow, compete, perform and belong, and that is a legacy worth building."

In the many months ahead, the community will watch foundations laid, walls rise, and a facility take shape that will transform how our girls train, perform, compete, and connect. We will continue to share updates, images, and milestones as the build progresses.

The *IT'S HER TIME* Project is a statement of belief in the potential of every Kambala girl, now and in the generations to come.

01/ TheMulti-PurposeAuditorium.













Demolition and excavation images from February to May 2026.

IT'S HER TIME.

IT'S HER TIME GALA BALL: A NIGHT TO REMEMBER

Mrs Brooke Cassen, *IT'S HER TIM*E Chair – Gala Ball Committee


01

On Saturday 16 May, the Kambala community came together for what became a truly extraordinary celebration, an evening filled with generosity, connection and a shared belief in the future of our girls.

Held at the Hilton Sydney Grand Ballroom, the *IT'S HER TIME* Gala Ball was created in support of Kambala's new Multi-Purpose Auditorium and Sports Precinct – a transformational project that will provide future generations of girls with spaces to learn, create, connect and thrive.

While fundraising was at the heart of the evening, from the very beginning, there was a strong desire for the event to feel like more than simply a campaign. It was about bringing our community together around a shared vision and creating an evening that felt warm, joyful and deeply meaningful.

As guests arrived, they were welcomed into a candlelit ballroom that reflected the spirit and intention behind the evening, an elegant and uplifting setting centred on community. Throughout the night, guests were beautifully guided by Peter Overton, whose warmth, humour and effortless presence set the tone for the evening and carried guests through every moment with ease. Alongside beautiful performances, extraordinary generosity from auction donors and supporters, and many unforgettable moments that carried both heart and purpose, the evening unfolded with a wonderful sense of energy and connection.

A particularly moving highlight of the evening was a breathtaking performance by Amy Manford, whose voice created one of those rare moments where an entire room simply stopped. Jake Moore then brought incredible warmth and energy to the live auction and pledges, helping create remarkable momentum in support of the campaign.

As the evening unfolded, there was an overwhelming sense of excitement and generosity in the room. The support shown by the Kambala community, parents, friends, sponsors and donors was truly extraordinary.

By the end of the evening, together we had raised over $2 million towards Kambala's new precinct, significantly exceeding our fundraising target.

Yet beyond the numbers, perhaps the greatest success of the night was the feeling it created.

IT'S HER TIME was a celebration of the Kambala spirit of community, possibility and the belief that investing in girls and their future creates lasting impact for generations to come.

As the dance floor filled and guests lingered long after the formalities had concluded, there was a very real sense that nobody wanted the evening to end.

For everyone involved, it was a night we will remember with enormous pride and gratitude and most importantly, every dollar raised will help shape the spaces where future Kambala girls will learn, grow and flourish.

01/ MrsBrookeCassenspeakingat *IT'S HER TIME* Gala Ball.



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"By the end of the evening, together we had raised over $2 million towards Kambala's new precinct, significantly exceeding our fundraising target."


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01/ *IT'S HER TIME* Gala Ball Program.

02/ Kambala community.

03/ *IT'S HER TIME* Gala Ball Committee.

04–07/ Kambala community.



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OUR SCHOOL, OUR STAFF

Alison (Ali) Hillary

Personal Assistant to Deputy Principal – Academic and Head of Academic Life

Q: Ali, congratulations on 28 years of service at Kambala! Can you tell us about the different roles you have worked in over the years?

Thank you. Over my 28 years at Kambala, I have progressed from general administration into senior responsibilities, giving me a deep understanding of the school's operations.

In my current role, I focus on academic operations in the Senior School (Year 7 to Year 12). I provide executive support to the Deputy Principal – Academic as Personal Assistant, and I also support the Head of Academic Life. In this capacity, I work closely with Heads of Department and teaching staff to help ensure the smooth coordination of academic processes across the Senior School.

My responsibilities include coordinating meetings, overseeing academic reporting cycles, managing student data on the NESA platform for Year 10 to Year 12, and preparing official transcripts for tertiary institutions and post-school applications.

Q: What changes have you seen at Kambala, and what do you think has stayed most important?

I have witnessed significant developments, including the opening of the Early Learning School and major upgrades to facilities like the Pool, Gymnasium, Hawthorne and Minter Buildings, the Music Centre, and the Bain Library. I have also experienced leadership transitions through seven principals and have had the pleasure of seeing former students return in teaching and leadership roles.

While buildings, facilities, and leadership have evolved, what has remained most important is the continuity of Kambala's core values: a commitment to learning, respect for others, and a strong sense of community and belonging.

Q: What do you like to do during the holidays?

During the holidays, I am happiest outdoors, travelling with my partner and exploring new places. Caravan travel across Australia has been a wonderful way for us to unwind at a slower pace. Some of our most memorable experiences include cycling around Uluru, walking the Kings Canyon Rim Walk, and exploring Kakadu National Park. Although we have since parted with our caravan, we look forward to upgrading and continuing our travels together.

Q: What is your favourite part of your job? And can you share a moment when you felt especially proud to be part of the Kambala community?

My favourite part of my job is working alongside such dedicated colleagues and engaging students. I enjoy the everyday moments, like seeing students smile as they pause to pat Daisy, Ms Gedling's golden retriever, which brings a warm energy to the campus. I feel proud to be part of Kambala because of the strong sense of connection and purpose that underpins everything we do.

Q: How has working with young people shaped your understanding of respect?

Working with young people, alongside my experience as a mother, has taught me that respect is not just about enforcing rules, but about genuinely listening. When young people feel heard without judgment, it builds trust and creates a mutual relationship.

Q: We know you are very close to Ms Gedling's dog Daisy. Tell us about this.

Yes, I have loved watching Daisy grow from a puppy. She has a gentle way of letting me know when it's time for a walk, often appearing from Ms Gedling's office with a soft whimper. When she stays with us, she loves having energetic play dates with Frankie, our neighbour's golden retriever. I would be happy to share a few photos!

01/ Ali with Daisy.
02/ Ali at Ormiston Gorge, West MacDonnell Ranges, Alice Springs.
03/ Ali at Uluru, NT.
04/ AlipaddlinginLawnHillGorge, QLD.


01


02


03

OUR SCHOOL, OUR STAFF

Sarah Thompson

IB Diploma Coordinator

Q: Welcome to Kambala Sarah! How have your first few months been and how would you describe the spirit of Kambala?

I have felt incredibly welcomed by the Kambala community and the support of colleagues, students and parents has made the transition seamless. It has been wonderful to begin to build relationships with Kambala students.

The Kambala spirit is apparent from the moment you walk through the gates: a warm, vibrant community where high expectations are matched by genuine care. The school inspires girls to be intellectually brave, articulate and globally minded, while fostering kindness, connection and a strong sense of belonging.

Q: For those who may not know, what is the International Baccalaureate Diploma Programme (IB DP), and why should students consider it?

The IB DP is a rigorous, globally respected pre-university qualification providing a holistic education. While academically demanding, its purpose extends well beyond the acquisition of subject knowledge. At its heart, the IB seeks to develop curious, reflective and internationally minded young people.

Alongside academic studies, students develop transferable skills including communication, collaboration, research, self-management, and critical thinking. For students who enjoy intellectual challenge, the IB DP provides the best preparation for university and beyond, equipping them with the independence, resilience and skills that are highly valued by tertiary institutions. Kambala has a long and strong tradition of exceptional results for its IB students and I am proud to be the next leader of this outstanding programme.

Q: What moments in your career have shaped you most as an educator?

I have been fortunate to learn across local and international contexts, including conferences in the United Kingdom, Asia, and North America, and a teacher exchange in South Africa. However, the most significant influence on my professional journey has been teaching and leading the IB DP across several Sydney schools. It has broadened my perspective and sparked a lasting passion for inquiry and philosophy.

In your experience, how are IB DP schools different from schools that only offer the HSC?

Having worked in three IB schools and visited many others, I have found IB communities to be outward-looking and globally aware with an appreciation of diverse perspectives. The cross-pollination of ideas, content and approaches between the IB and HSC also enriches teaching practice, strengthening pedagogy and ultimately enhancing student outcomes.

Your career began with teaching Music. What music do you enjoy, and how do you maintain life balance?

My Spotify playlist reflects a love of music across many genres. While my professional focus is now philosophy teaching, music remains an important part of my life through my membership of Sydney Philharmonia Choirs, performing at venues such as the Sydney Opera House with artists and ensembles including the Sydney Symphony Orchestra, London Symphony Orchestra, Andrea Bocelli, and Delta Goodrem. I also try to go to the gym a few times a week and volunteer as a Lifeline Digital Crisis Supporter.

Q: What should a student consider when deciding between the IB DP and the HSC?

The choice depends on a student's interests, strengths and aspirations. For curious, motivated students, the IB DP offers an exceptionally rich educational experience. Its broad curriculum requires studying languages, mathematics, sciences, and humanities, making it ideal for those valuing both breadth and depth.

The IB also develops the whole person through its core components: Creativity, Activity, Service (CAS); the Extended Essay (EE); and Theory of Knowledge (TOK). These components cultivate research, critical thinking, and independence, supporting a smooth transition to university. The IB DP suits students who are organised and want to evaluate ideas from multiple perspectives. Conversely, students seeking a more specialised pathway or alternatives to university may find the flexibility of the HSC better aligned to their goals.

01/ Ms Sarah Thompson.

02/ MsSarahThompsonperforming at the Sydney Opera House.

03/ SarahThompsonatHopeEstate in the Hunter Valley, for an Andrea Bocelli concert.


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WELCOME

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03

OUR SCHOOL, OUR STAFF

Suzanne MacLeod

Junior School Teacher

How do you maintain inspiration and connectedness to the school?

After more than 16 years at the school, it is the relationships and strong sense of community that continue to inspire me most. I value being part of a culture that prioritises both wellbeing and academic growth, while encouraging girls to pursue their interests with confidence and curiosity. Working alongside passionate colleagues and watching students grow in character, confidence and capability each year keeps the work deeply meaningful. I also appreciate that schools are always evolving, which continually invites reflection, collaboration and professional growth.

How do you encourage Respect in a Year 6 classroom context?

Respect begins with creating a classroom where every student feels known, heard and valued. In Year 6, students are becoming increasingly socially aware, so fostering kindness, inclusion and empathy is especially important. I encourage students to listen thoughtfully to differing perspectives, communicate respectfully and take responsibility for their actions and contributions. I also believe students respond strongly when respectful relationships are consistently modelled by the adults around them, helping to create a classroom culture where students feel safe, supported and confident to participate.

Having studied both social science and behavioural science, how has this influenced your approach to understanding and supporting students?

Studying social and behavioural science strengthened my understanding that learning is deeply connected to emotional wellbeing, relationships and environment. It encourages me to look beyond behaviour itself and consider the factors influencing a student's engagement, resilience or confidence. In an all-girls context, it has also heightened my awareness of the social and developmental pressures students may experience as they navigate identity and friendships. This perspective has helped me approach students with greater empathy, patience and curiosity, while reinforcing the importance of creating psychologically safe learning environments.

What do you consider to be the most important learning outcomes for students in their final year of Junior School?

In their final year of Junior School, I believe the most important outcomes extend beyond academic achievement alone. Year 6 is a pivotal time for students to develop confidence, independence, resilience and a positive sense of self as learners. I often remind Year 6 students that everyone's journey is different, and that real confidence comes from valuing their own growth rather than comparing themselves to others. When students learn to appreciate who they are, they are able to approach life with far greater joy and self-belief.

You took part in the Harvard Graduate School of Education Project Zero Classroom. What was a key outcome from that experience that has influenced your classroom practice?

One of the most significant outcomes from the Harvard Graduate School of Education Project Zero experience was a deeper understanding of visible thinking and the importance of making learning processes explicit. It reinforced the value of slowing down classroom thinking, encouraging thoughtful questioning and giving students opportunities to reflect on how they learn. Since then, I have placed greater emphasis on discussion, reasoning and student voice within the classroom. In particular, I have found that thinking routines provide less confident students with a safe and supportive platform to take intellectual risks, share their ideas and collaborate with others. This approach is especially effective in building the confidence of less assured learners, while also creating a more balanced classroom dynamic by encouraging equitable participation in discussions.

What's something our community might not know about you?

I discovered my passion for teaching while teaching English in Taiwan. What began as an adventure and an opportunity to explore a new profession quickly became something I truly loved. Before teaching, my focus was media and communications. While obtaining my undergraduate degree, I interned with a British film production company in London, and later worked part-time for an English-language radio program in Taiwan. Although I enjoyed the creative side of media, teaching ultimately became the path I found most rewarding. This led me to pursue my master's degree in primary education.

01/ MsSuzanneMacLeodatUhuru Peak, Tanzania.

02/ Ms Suzanne MacLeod with family.

03/ Enjoying the outdoors.


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7

SETTING SAIL FOR GROWTH AND TEAMWORK

Ms Brigitte Athas, Acting Deputy Director of Sport

Sailing has long been a popular summer sport in our Junior School and this year marked an exciting new chapter with the expansion of the program into the Senior School. For the first time, students were able to join either a Senior School Racing Squad or a Senior School Development Team, creating new opportunities for girls to further develop their skills and passion for the sport.

Although the program is still in its early stages, participation and enthusiasm have been strong. This past summer, 10 students joined the Senior Racing Team, while a further six participated in the Senior Development Team. In addition, many Junior School students continued to build their confidence and experience through the Learn to Sail program.

Led by coach Euan, the girls have been developing far more than just sailing ability. Through training, they have been learning valuable life skills that extend well beyond the water. Communication has been a major focus, with students learning the importance of both listening and speaking effectively as part of a crew. They have also been developing a deeper understanding of their individual roles within the boat and how each role contributes to the success of the team.

Sailing is a sport that demands awareness, adaptability and respect for the environment. The girls have been learning to work with the elements, reading wind and water conditions while staying alert to changing situations around them. Like many sports, sailing also relies heavily on repetition and drills to build confidence, coordination and muscle memory.

Teamwork remains at the heart of the program. Students are learning how to work collaboratively, support one another and understand the importance of trust and respect within a team environment. These experiences are helping to build resilience, leadership and confidence both on and off the water.

Throughout the winter months, the girls will continue to refine their skills as they prepare to compete in the Sydney schools team sailing league later this year and into next season.

We look forward to seeing the sailing program continue to grow and watching our students develop as sailors, teammates and young leaders.



02

01/ Studentshavebeenlearningto work with the elements, reading wind and water conditions.

02/ Students are learning how to work collaboratively.

RESPECT IN ACTION: AMPLIFYING KINDNESS ACROSS GENERATIONS

Mr Ian Pettit, Future Pathways Advisor



01

As the Future Pathways Advisor at Kambala, I am privileged to witness the diverse ways our students engage with the world beyond our gates. While my role often focuses on helping students navigate their professional and academic futures, I believe the most successful 'pathways' are those that involve the growth of character and empathy. In my daily conversations with girls about their goals, I am frequently reminded that a career is not just about what you do, but how you give back.

The theme for this edition of *The Soubeiran* is our fourth value: Respect. To respect someone is to truly 'see' them, to recognise their dignity, their history, and their value. There is perhaps no better example of this in our community than the long-standing relationship between our students and the residents of Beresford Hall aged care facility.

A LEGACY OF CONNECTION

Four years ago, as Year 9 students, Amelia Darke, Edie Lyons, and Coco Manovel walked into Beresford Hall with a simple, humble question: *"How can we help?"* What makes this story a standout is that it wasn't a 'one-off' community service project. Instead, it has evolved into a four-year legacy of leadership and genuine human connection.

"The most enjoyable part of our experience at Beresford Hall is the friendships we continue to make with the residents", says Amelia Darke (Year 12). "Not only do we love visiting, but it is incredibly moving to watch the faces of the residents as we arrive. It isn't just about the activities we do; it's about mutual respect. I think we get just as much joy out of the visits as they do".

AMPLIFYING KINDNESS

How do we amplify kindness across Kambala? It begins by stepping outside of our own bubbles. For these girls, respect meant more than just being polite; it meant being consistent. By showing up week after week, from Year 9 through to their final year of schooling, they have proven that leadership is found in the quiet moments of conversation and the steady presence of a friend.

We extend our warmest congratulations to Amelia Darke, Edie Lyons, Coco Manovel, Camilla (Coco) Bayard, Alicia Lincoln-Smith and Olivia Baukh. Their dedication shows that the world is in very safe hands with leaders who prioritise compassion.

YOUR PATHWAY TO SERVICE

As we look toward the future, I encourage every Kambala girl to consider how they can amplify kindness in their own lives. Respect is a muscle, it grows stronger the more we use it. Whether it is volunteering at a local facility, mentoring a younger student, or simply taking the time to truly listen to someone from a different background, these actions define the 'Kambala spirit'.

01/ The late Michael Duffett, photographed at Beresford Hall with Kambala volunteers.

HOW DO WE GUIDE OUR STUDENTS TO MAKE THE RIGHT DECISION FOR THEIR FUTURE?

Mr Sebastien Knox, Head of Academic Life


01

At Kambala, Year 10 subject selection is about more than choosing courses for Year 11 and Year 12, it is a watershed moment for students to reflect on their strengths, interests, and aspirations, while developing a deeper understanding of the pathways available to them. Our role is to guide families so that decisions are purposeful and aligned with each student's individual goals and potential.

To ensure every girl gains clarity and confidence, our framework of guidance ensures that the process is highly personalised.

» Evidence-Informed Guidance: Alongside academic reports and Morrisby profiling, we draw on data from Academic Assessment Services and analysis by Mr Andrew Greasley (Data Integration and Analytics Specialist) to identify historical patterns in HSC performance, scaling patterns, and ATAR outcomes. For the International Baccalaureate Diploma Programme (IB DP), we consider international assessment data and global grade distributions to provide context on academic demands.

» Subject Selection Evening: This provides direct access to Kambala's subject specialists. Through conversations with these experts, families gain insights into course content, assessment expectations, and future pathways for both the HSC and IB Diploma Programme.

» Tailored Resources: Families receive a detailed Subject Selection Guide outlining the structure of both pathways, alongside resources available through our Beyond Kambala platform.

» Individual Interviews: A central feature of the process is the individual subject selection interview. Every Year 10 student meets with either Mr. Sebastien Knox (HSC pathway) or Ms Sarah Thompson (IB pathway) to discuss their proposed program of study. These conversations ensure selections align with the student's academic profile. Additionally, Mr Ian Pettit (Future Pathways Advisor) is available to guide families regarding university courses and career pathways.

» Ongoing Conversations: The insights gained form a foundation for academic mentoring throughout Year 11 and Year 12, enabling students to regularly review goals and refine future plans.

Beyond final choices, this process empowers students to develop the habits of strategic decision-making, seeking diverse perspectives, reflecting on their strengths, and weighing competing considerations in order to make informed decisions about their future.

01/ Mr Sebastien Knox.

Kambala Parents' Association Welcome Cocktail Party













Massie House Grandparents' Day













The Festival of Music

















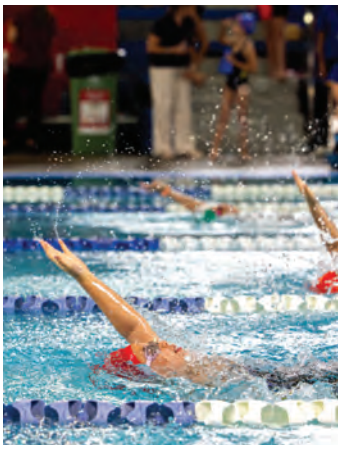






Junior School and Senior School Swimming Carnivals






Mother's Day










Picnic at Hanging Rock











Save Hamlet













Senior School Athletics Carnival











Year 6 Father Daughter Dance



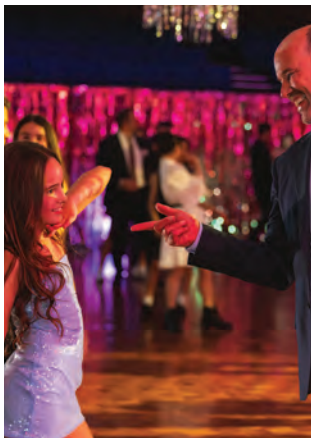












Year 9 Red Earth Cape York Trip























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KOG PRESIDENT'S REPORT

Amanda (Baird) Kirton 88



I am pleased to present the President's Report for the 129th Annual General Meeting of Kambala Old Girls held on 21 April 2026.

2025 has been a year of meaningful growth – in the depth of our connections, the reach of our programs, and the ambition of our community. From career development and mentoring, to reunions, volunteer initiatives and global gatherings, the KOG network continues to evolve as a vibrant, intergenerational community of women united by shared experience and lifelong friendship.

Our community spans more than 7,000 Old Girls worldwide – from our newest Year 13 leavers to those celebrating milestone birthdays – and our program reflects the rich diversity of every stage of life. The moment a Kambala girl finishes school, she joins a network that is there for her for life.

NETWORKING AND CAREER DEVELOPMENT

Expanding our networking and mentoring programs has been a central strategic priority for the KOG Executive Committee in 2025. We believe that strong professional networks are transformative for women's careers, and we have worked hard to create opportunities that connect Old Girls across cohorts, industries and geographies.

In 2025, our Business Breakfast series delivered two standout events. In April, we hosted a spotlight on Career Pivots and Women in Venture Capital at Square Peg, moderated by Jessica Firth 18, with an outstanding panel: Maria Catanzariti (Square Peg), Bree Kirkham 07 (F5), and Olivia Humphrey 94 (Kanopy). The session drew more than 40 attendees and generated rich discussion on knowing your worth, embracing change, and building careers with purpose. Our second event in November, hosted by Portia Cerny 94 (EY) and Michelle Segaert (Dentons) with Jessica Firth 18 as MC, explored how artificial intelligence is reshaping business, law and professional services – sparking lively debate about innovation and ethical guardrails in the age of artificial intelligence (AI).

Building on this momentum, we are proud to have launched our 2026 KOG Professional Insights Series with a sold-out Private Equity masterclass, hosted by Ruveni (Bandaranayake) Kelleher 86 at the stunning Quay Quarter Tower offices of Johnson Winter Slattery. Industry leaders Georgina Varley 99, Managing Director at Adamantem Capital, and Terry Miu Neeland 06, Director at Pacific Equity Partners, delivered a compelling and generous session covering buyout investing, value creation and career pathways into the industry.

What made the morning particularly special was the strong turnout from younger alumni currently at university – watching our newest OGs engage so confidently with seasoned professionals is exactly why this network exists. The depth of experience, insight and generosity in the room was a powerful reminder of what the KOG community is truly capable of when it comes together.

Looking ahead, we are delighted that Vanessa Ferguson, CEO of Adora Fertility, will join us to share her AI journey – from starting at zero to fully embedding automation and AI across her organisation. We are also planning casual networking drinks in the CBD – a relaxed opportunity to reconnect and meet fellow OGs across different industries.

We also hosted a Cultural and Global Citizens Forum at the school, led by Prefect Elisheba-Wendy Adu-Osae, which welcomed Olivia Yasukawa 04

(Bloomberg Originals) and Natasha Zurnamer 89 (Optty) to share their global career stories with current students. The impact on younger OGs and students was clear – every story matters, and we encourage all OGs to share theirs.

MENTORING AND FUTURE PATHWAYS

Supporting our youngest OGs as they navigate the transition from school to career remains a key strategic focus. In 2025, our YOG program encompassed social events, professional development content covering LinkedIn, interviewing and networking, and mentoring. We continue to be at the forefront of alumni associations in catering to the career needs of our younger graduates.

The KOG LinkedIn page is a growing resource for OGs across all stages of career, making it easy to connect with women working in industries that inspire. We encourage every OG to join and engage – every connection has the potential to change a trajectory.

The 2025 Mentoring Program launched with Sophie (Wasley) Todd 93, founder of Mrs Toddy's Tonic, whose masterclass on international business and brand development set a high bar for the year ahead. The program continues to create meaningful relationships between experienced OGs and younger graduates, navigating the transition from school to career – and we are actively growing both the mentor and mentee pools.

We continue to introduce our Graduating Year to the KOG network through LinkedIn workshops and alumni mentoring sessions. Special thanks to Jessica Firth 18 and Bianca Tauszick 21 for welcoming the Class of 2025 and sharing practical, real-world advice.

In March, more than 65 Year 13s gathered with us at the annual Music Festival at the Sydney Opera House – an energetic first reunion that marks the beginning of their OG journey.

THE LINDEN FELLOWSHIP – BUILDING A GLOBAL PIPELINE

The Linden Fellowship at Linden Global Strategies in New York remains one of the crown jewels of the KOG experience, and we are proud to be building an increasingly strong pipeline of Fellows and Interns with genuine global impact.

This year we are proud to recognise our 2025 Fellows, Rebecca Zhou 11 and Josie Dixson 19, who have both made outstanding contributions during their time at Linden Global Strategies. Josie contributed to client briefings following the New York mayoral election and had the remarkable experience of meeting Hillary Clinton and Julia Gillard. Rebecca brought her own impressive professional background to the role and has been a wonderful ambassador for the KOG network in New York.

Over more than a decade, 23 Fellows and 6 Interns have worked alongside Josephine Linden AM 69 through Linden Global Strategies (LGS). Every participant speaks about how the Fellowship expanded their global outlook, built confidence and opened leadership opportunities. The Fellowship is open exclusively to KOG university graduates and is supported by a travel and living scholarship. The KOG-LGS relationship also encompasses an annual networking event in New York, which continues to grow in reach and reputation.

REUNIONS AND SOCIAL CONNECTIONS

This year's class reunions were wonderful celebrations of shared memories and lifelong bonds.

We hosted a beautiful KOG Sydney Lunch at the Royal Prince Edward Yacht Club in Point Piper in March, with Old Girls spanning the Classes of 1954–2019, coming together for an afternoon rich in memories and laughter. A special moment was reconnecting with beloved French teacher Daphne Evans (1962–72, 1974–87), who joined with Janet (Graham) Williams 63.

ACKNOWLEDGEMENTS

I would like to sincerely thank the Kambala School leadership team for their ongoing support and collaboration. Principal Jane Danvers and Council President Ainslie van Onselen have been wonderfully supportive of the KOG, acknowledging the significant contribution that Old Girls bring to the entire Kambala Community.

A heartfelt thank you to the 2025 KOG Executive Committee, who collectively devoted hundreds of hours to connecting, educating and celebrating our 7,000-plus OGs across the globe. Your generosity of time and expertise makes everything possible.

I would also like to formally acknowledge the extraordinary work of Alumni Manager Donna (Kelly) Kelly-Smith 78. Her warmth, enthusiasm and genuine care for every OG – from the newest Year 13 leaver to those attending the Gold Lunch – is the heartbeat of our community. Thank you, Donna.

THIS YEAR

Our strategic priorities include further expanding our mentoring and networking programs, growing the Linden Fellowship pipeline, and deepening our YOG career support initiatives. Highlights on the calendar include:

- Year 13 Music Festival
- Gold Lunch – October (welcoming all leavers up to and including 1976)
- Business Breakfasts, Mentoring Program, and Generations Morning Tea

With more than 7,000 Old Girls worldwide, there has never been a better time to connect, mentor, celebrate and give back. Whether you are building a career, reconnecting with friends, or simply curious about what the KOG community can offer – we would love you to be part of it.

Amanda (Baird) Kirton 88
President, Kambala Old Girls

2026 KOG EVENTS

*Note, these dates and events are subject to change.

KAMBALA OLD GIRLS
Connect · Celebrate

TERM 3

Fri 24 Jul
Generations Morning Tea
9.30am-11.00am
Harbourview Rooms

Tue 28 Jul
T3 Execo Meeting
6.30pm-8.30pm
Tivoli Drawing Room

Sat 29 Aug
Class of 1996 -
30 Year Reunion
6.30pm-10pm
Bibo Double Bay

Sat 5 Sep
Class of 1976 –
50 Year Reunion
School Tour
10.00am-10.45am
Kambala Campus

Wed 16 Sep
Yr 12 KOG Connection – LinkedIn – Linden Fellowship and Internships – KOG website – Personal Emails
12.00pm-1.00pm
Lecture Theatre

Thu 17 Sep Tbc
Business Networking/ Mentoring: AI Breakfast
7.30am-9.00am
Dentons Sydney Office Tbc

Wed 23 Sep
KOG Valedictory Gift presented at Valedictory Dinner

TERM 4

Thu 15 Oct
Gold Lunch
11.30am-3.00pm
Harbourview Rooms | Terrace

Tue 27 Oct
T4 Execo Meeting
6.30pm-8.30pm
Tivoli Drawing Room

Fri 30 Oct Tbc
Year 6 Test and Quest Day: YOG Volunteers hand out KOG treats
Time: tba
Alexander Hall

Mon 23 Nov Tbc
Yr 10 Mathematics Preparedness
KOG Panel
Time: Tbc
Lecture Theatre

Wed 2 Dec
Kambala Speech Day
Year 3 to Year 12

FROM THE ARCHIVE:

BRIDGING GENERATIONS: WHERE HISTORY MEETS HEART



01

Mrs Laura Carmichael, Kambala Archivist

"The stories we captured this term are now a permanent part of our Laurie White Archive."

In the quiet corners of the school archives, history can feel like a collection of inanimate objects – faded photographs, brittle ledgers, and pleated tunics. However, this term, the archives truly came to life. Through a special collaboration with Ms Scevity, Mr Cieslak, and the Year 10 elective History class, we embarked on an oral history project that transformed our records into living breath.

As an Archivist, my role is to protect our school's memory. But memory is more than paper; it is the spirit of those who walked these halls before us. This project was a dedicated enactment of our school value, respect, and honouring those who came before us. We sought to celebrate our shared legacy through the recording of stories that might otherwise be lost to time. Working alongside our KOG Alumni Manager, Mrs Donna (Kelly) Kelly-Smith, we invited several Old Girls back to share their experiences. It was deeply moving to witness the continuity of our school family, including:

- Susan (McCathie) Kelly (1954) and her daughters Mrs Donna (Kelly) Kelly-Smith (1978) and Julie (Kelly) Reid (1977)
- Margaret 'Margie' (Rawling) Merriman (1953)
- Annette (Primrose) Small (1955)
- Dorothea 'Thea' (Carruthers) McKeown (1958)
- Dr Diane Speed (1960) and Susan 'Sue' (Litchfield) Monckton (1954)
- Carolyn (Coombes) Williams (1962) and Janet (Lipman) Robilliard (1972)
- Elaine (Nicolson) Budd (1965) and her sister Jennifer 'Jenny' (Nicolson) Greenwood (1974)

A NEW SKILL IN CONNECTION

Watching our Year 10 students engage with these women was a powerful demonstration of respect. The students developed a vital new skill in the methodology of oral history interviewing, which required a high level of technical preparation, poise, and professional conduct. The students approached each session with the utmost respect for the Alumni, recognising that they were being entrusted with personal and precious memories.

Through this process, history was no longer just a series of distant 'big events'. Instead, students focused on the 'small' moments that define the Kambala experience – the shared laughter in the Boarding House, the evolving traditions, or the quiet nerves of an exam room. Students learned that giving someone your undivided attention is a profound act of kindness; it is a clear acknowledgment that every story is significant and deserves to be cherished.

A SACRED TRUST

The students discovered that active listening is an essential act of service. By recording these narratives, they affirmed that these women's lives are a vital and permanent part of our collective identity. Despite the decades separating the generations, the core student experience remains a common thread of friendship, resilience, and discovery.

The stories we captured this term are now a permanent part of our Laurie White Archive. This project proved that when we lead with the value respect, we do more than just document facts; we bridge time itself. As an Archivist, I see respect as a conscious choice to treat every person's history as a sacred trust. Our Old Girls gave us the gift of their memories; in return, our students gave them the gift of being truly heard. In this exchange, we didn't just preserve history – we strengthened the very heart of the Kambala community.

01/ FirstdayatKambalaforDonna (Kelly) Kelly-Smith 78 in 1973, with oldest sister Julie (Kelly) Reid 77, in their Boarding uniforms.



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09

01/ MargaretRawlingcompetinginthe annual Tildesley Shield Tennis, circa 1953. Photo courtesy of Margie (Rawling) Merriman 53.

02/ RosebyPrefectsandOfficers,1954. Back: Susan McCathie (Captain); Wendy Jackett; Susan Litchfield; Marie Sawyer; front: Jan Oscar; Jennifer Hume; Alexandra Ross; Dorinda Brady.

03/ Senior A. Basketball Team, July 1957. From L to R: Thea Carruthers, Penny Whitlaw, Anne Hawker, Ann Bentley, Penny Bray, Jenelle Joyce, Elizabeth Davie (capt.).

04/ 4thYearPlay,circa1953.Dawn,Sue McCathie, and Annette Primrose. Collection of Susan (McCathie) Kelly.

05/ Susan(Litchfield)Monckton,DrDiane Speed, Chelsea Paleologos, Sofia Longmuir, Audrey Mallos.

06/ LilyanaBickerstaff,AliciaCohen,Thea (Carruthers) McKeown, Natasha Chin, Alexis Cassidonis.

07/ Margaret(Rawling)Merriman,Sienna Howell, Nikita Kamenev, Jessica (Jess) Tredler, Elveyra (Vey) Touor.

08/ Oral history panelist students with from L to R: Carolyn (Coombes) Williams 62, Laura Carmichael (Kambala's Archivist), Janet (Lipman) Robilliard 72 and Donna Mrs Donna (Kelly) Kelly-Smith 78 (Kambala's Alumni Relations Manager).

09/ Jennifer(Nicolson)Greenwood,Elaine (Nicolson) Budd, Chloe Lambert, Penelope (Penny) Holliday, Mrs Donna (Kelly) Kelly-Smith 78.

"This project proved that when we lead with the value respect, we do more than just document facts; we bridge time itself."

"Respect is not simply something discussed in lectures ... it is something practised daily through curiosity, empathy, and the willingness to learn from others."



01



02

BEYOND THE LECTURE THEATRE: LESSONS IN RESPECT

Elisheba-Wendy Adu-Osae 25 and Mrs Donna (Kelly) Kelly-Smith 78

Elisheba-Wendy Adu-Osae served as Kambala's 2025 Cultural and Global Connections Prefect, notably spearheading the 'Global Citizen' alumni forum. She is currently in her first year of studies at The University of Sydney (USYD).

Starting at USYD has been exciting and profoundly humbling. Currently completing a Bachelor of Arts and Advanced Studies, majoring in International Relations and Chinese Studies, this major academic transition has challenged me to think more critically – not only about the world at large but also the way we choose to relate to one another in it.

A GLOBAL PERSPECTIVE

When I first began studying International Relations, I imagined it would mainly involve macro-politics, diplomacy, and global conflict. While those are core components, one of the most vital lessons I've encountered is the fundamental role respect plays in both international governance and personal relationships.

Whether examining historical conflicts or contemporary cooperation, it's clear that respect for diverse cultures, contrasting perspectives, and distinct identities is the foundation for any meaningful dialogue. Similarly, my Chinese Studies major has deepened this understanding. Approaching modern history and political change requires nuance and empathy that constantly challenge my previous assumptions. It reminded me that respectful engagement always begins with a simple, deliberate act: listening.

BALANCE AND GRACE

Outside the classroom, university life has taught me the importance of respecting myself and others daily. Balancing study, work, and friendships can be overwhelming, but independence offers a unique opportunity to shape my own path.

I've learned that respect often takes the form of active kindness. It means giving people grace when they are struggling and recognising that everyone is navigating their own unique challenges.

CARRYING THE TORCH

Looking back, the values encouraged during my school years – particularly while hosting the Global Citizen forum – have continued to shape my approach. Respect is not simply a concept discussed in lectures; it is practised daily through curiosity and a willingness to learn from others.

01/ Elisheba-Wendy Adu-Osae interviewing Olivia Yasukawa in 2025.

02/ Elisheba-Wendy Adu-Osae thanks Olivia Yasukawa with flowers for coming back to school to talk with students.



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GLOBAL CLASSROOMS, GLOBAL RESPECT

Erin Dunn 24 and Mrs Donna (Kelly) Kelly-Smith 78

Last September, I began my Structural Engineering with Architecture degree at The University of Edinburgh in Scotland. Knowing only one other person there – Lani, from Kambala – I anticipated a major shift in my social life, learning to navigate the unique challenges that living away from home brings.

"Respect extends far beyond cultural differences and academic settings. It is the common value that connects students around the world."

While the United Kingdom has not been too much of a culture shock, studying at an institution with a 35 precent international student population means I am constantly exposed to the diverse ways global students celebrate and show respect for one another. During my first semester, I became involved in societies that highlighted these differences through language and behavior. One of my Scottish friends describes everything as "wee", always as a genuine compliment!

CELEBRATING TRADITIONS TOGETHER

A moment that stood out was Guy Fawkes Night on Portobello Beach. Students and locals gathered to set off sparklers, watch fireworks, and sit by bonfires. I attended with friends from the Edinburgh University Feminist Society (FemSoc), and enjoyed seeing people from so many backgrounds come together to celebrate a shared local tradition.

Coming from a Kambala education rich in feminist values, joining FemSoc has given me opportunities to practise respect intentionally. In weekly discussion groups, we engage in respectful debates, as students bring different perspectives shaped by where they grew up and the values they were taught.

COLLABORATION IN THE CLASSROOM

Similarly, in my architecture class, our cohort of 80 students held an installation to showcase portfolio work. Even after their own displays were finished, many students stayed back late to help others set up drawings. This showed me how vital mutual support is within collaborative environments.

In engineering, I have met Scottish, English, and international classmates from countries including Egypt, Ukraine, France, Palestine, America, Belgium, and Spain. Getting to know them has been incredible; I have learned how respect is expressed differently as we bond over shared classroom challenges.

So far, studying overseas has shown me that respect extends beyond cultural differences. Through shared traditions and collaboration, I have learned that while our experiences differ, respect remains a common value connecting students globally.

01/ At the Colosseum in Rome after sketching the Roman Forum and identifying the architectural features!

02/ Erin Dunn standing in front of her 3m x 3m architecture artwork installation after spending the day helping out in the studio.

INSIDE THE LGS FELLOWSHIP: FINANCE, OPPORTUNITY, LIFE IN NEW YORK

Josie Dixson 19



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The Linden Global Strategies (LGS) Fellowship is an exceptional opportunity for anyone interested in finance, business, and the experience of living and working in New York City.

I participated in the LGS Fellowship at the end of 2025. With only a limited understanding of finance and having never been to the United States before, I began the Fellowship with very few concrete expectations – all of which were quickly exceeded. Over three months, I built confidence in my understanding of finance and wealth management while fully immersing myself in one of the world's most remarkable cities.

Each day of the Fellowship brought new and engaging learning opportunities, including attending conferences and events that exposed me to diverse perspectives across finance, business, and global affairs. A particular highlight was meeting an extraordinary range of global leaders, including Hillary Clinton and Julia Gillard – experiences that were both inspiring and unforgettable.

Beyond professional development, living in New York was surreal. From commuting on the subway and exploring iconic landmarks such as Ellis Island, 'The Met', and Wall Street, to embracing the city's arts culture and experiencing winter complete with snow and Christmas lights, New York became an integral part of the fellowship experience. I especially valued building a sense of community and a daily routine in the city – including having my very own fire escape.

The LGS team truly sets the Fellowship apart. Supportive, warm, and deeply invested in Fellows and Interns, they foster an environment that encourages learning, curiosity, and confidence. Conversations with past participants reinforced the program's lasting impact, with many crediting the Fellowship for shaping their confidence and future career paths. An additional benefit is joining an impressive and generous cohort of past Fellows and Interns, who are always willing to share their experiences, insights, and guidance.

I would highly recommend the LGS Fellowship and Internship to anyone who is even remotely interested. I am incredibly grateful to Josephine Linden and the LGS team, as well as Donna Kelly-Smith and the broader KOG community, for their support throughout this journey.

01/ Josie sightseeing near the Statue of Liberty and Ellis Island.

02/ Lefttoright:JosephineLinden AM 69, The Honourable Julia Gillard AC and Josie Dixson 19.

03/ LunchintheofficewiththeLGS team.



LINDEN GLOBAL STRATEGIES

2026 Linden Global Strategies Fellowship and Internship Programs are now full. **Applications Now Open for 2027. Places are limited, so please apply early!**

Linden Global Strategies (LGS) New York Founder and CEO Kambala Old Girl Josephine Linden AM 69 is excited to offer the following two programs for KOGs.

New York City (NYC) based firm Linden Global Strategies (LGS), in the financial hub of NYC, LGS is a wealth management advisory firm providing financial planning, investment management and consulting services to an international clientele.

Since 2015, LGS has mentored 23 Linden Fellows and six Summer Interns in New York.

6–8 WEEK IN-PERSON INTERNSHIP

- The Summer internship offers a unique opportunity to gain hands-on experience in the financial sector, learning directly from an industry leader and Kambala Alumna.
- This is a separate opportunity to the Linden Fellowship.

THE LINDEN FELLOWSHIP

- Three-month program awarded to highly motivated Kambala Alumni who dream of a career in Finance.
- AUD $5,000 scholarship to support their Fellowship in New York City.
- Learn about the finance industry, build confidence, connections and your career.
- High degree of flexibility in the timing and commencement of a Fellowship.
- If you're over 21 years of age and have completed (or almost completed) an undergraduate degree, you are eligible to apply. Please note the Fellowship is for high achieving university graduates.

If this sounds like you, please email kog@kambala.nsw.edu.au, or call Donna Kelly-Smith, Kambala's Alumni Relations Manager on 02 9388 6888, for more details on how to apply.

A SEAT AT THE TABLE

After completing a Bachelor of Media and Communications at UNSW Sydney, Jonty Low 89 embarked on a path that would take her from the corridors of Sydney's civic life to the grandest rooms in the world.

For a decade, Jonty Low led the Committee for Sydney, one of Australia's most respected think tanks, advocating for a city she believed in. From there, she built a career as a consultant and director of a funds management business.

Today, Jonty serves as Executive Chair of Australian Associated Press (AAP), a 90-year-old company. She is the first woman to hold the position of Chair in AAP's history and it is a role she holds with enormous pride and a deep sense of responsibility. Previous Chairmen include Sir Keith Murdoch and Sir Frank Packer.

Last year, that responsibility was underscored in an extraordinary way. As part of a global delegation of global newswire leaders including Reuters, AAP, and peers from around the world, Jonty had a private audience with Pope Leo XIV at Vatican City. His address spoke to the value of independent journalism and the critical role newswires play in holding truth at the centre of public life.



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01/ JontyLow89shakinghandswith Pope Leo XIV.

02/ AprivateaudiencewithPopeLeo XIV in October 2025 where he addressed the global leaders of the newswires around the world.

EVENT WRAP-UP



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GLOBAL TIES AND COSY TIES: THE LINDEN NETWORK CONNECTS

In January this year, KOG President Amanda (Baird) Kirton 88 hosted a beautiful morning tea for past Linden Fellow and Summer Interns, with Linden Global Strategies Chief of Staff Helena Hu 13 visiting all the way from New York, and Josephine Linden AM 69 joining via Zoom from NYC. It was a wonderful opportunity to share reflections, celebrate the powerhouse that is our global alumni network, and extend a huge thank you to Josephine for her incredible generosity, and to Helena and Olivia Kohan 18, for organising amazing personalised Lands' End hoodies for everyone!

A SWEET START: WELCOMING THE CLASS OF 2031

As our Class of 2031 joined us in January, Kambala's Alumni Relations Manager, Donna (Kelly) Kelly-Smith 78, inspired the girls with an introduction to the history, importance, and lifelong power of the Kambala Old Girls network. We welcomed back three of our alumnae from the Class of 2024 – Mia De Oglou, Kiana Finau, and Jess Allen-Waters, who shared tips on navigating high school, followed by KOG chocolate chip cookies from Treats by Pete.

Special thanks to Kambala's Head of Student Life, Julie Laytham, and Year 7 Head of Department, Olivia McAtamney, for helping us launch this new tradition.

HARBOUR VIEWS AND HEARTFELT REUNIONS: YEAR 13 PRE'S

The Class of 2025 made their official debut as Kambala Old Girls at the annual Year 13 Pre-Festival Reception. Set against the iconic backdrop of Sydney Harbour, our newest alumni gathered at the Northern Foyer bar at Sydney Opera House ahead of Kambala's Festival of Music. This special Pre's tradition serves as a formal bridge from student life to the broader KOG community, as we welcome them as valued lifelong members of our global sisterhood.

01/ FromtheClassof2024,MiaDe Oglou, Kiana Finau, Jessica Allen-Waters and Head of Student Life, Ms Julie Laytham, sharing their top tips on navigating high school with Year 7s in the Lecture Theatre.

02/ Josphine Linden 69 AM on Zoom with past and honorary Linden Fellows and Interns at the 2026 Linden breakfast in Tivoli Drawing Room.

03/ SweettreatsforYear7,handed out by Class of 2024 volunteers Mia De Oglou, Kiana Finau, and Jess Allen-Waters with Donna Kelly-Smith (Alumni Relations Manager).



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01/ Dr Tamara Lang 01 at right, with Kambala students she mentored at this year's Kambala, The Scots College, Kincoppal-Rose Bay School Careers Night, held at The Scots College.

02/ Record numbers of KOGs attended our Private Equity Networking Breakfast at Johnson Winter Slattery.

03/ Donna (Kelly) Kelly-Smith 78, Ruveni (Bandaranayake) Kelleher 86, Georgina Varley 99, Terry (Miu) Neeland 06 and Amanda (Baird) Kirton 88 at the resoundingly popular Private Equity Networking event.

04/ ThePrivateEquityNetworking Breakfast Panel. Emcee KOG President Amanda (Baird) Kirton 88 with Private Equity industry leaders Georgina Varley 99, Managing Director, Adamantem Capital and Terry Miu Neeland 06, Director, Pacific Equity Partners.

NAVIGATING THE FUTURE: 2026 COMBINED CAREERS NIGHT

On Wednesday 11 March 2026, the gates of The Scots College opened for the highly anticipated 2026 Kambala, The Scots College and Kincoppal-Rose Bay School Careers Night, and the energy in the room was electric. With over 350 students from Years 10 to Year 12 in attendance, the evening was a powerhouse of networking and ambition. A massive thank you to the 20 guest speakers who volunteered their time – including our very own Dr Tamara Lang 01 – and to Mr Ian Pettit, Kambala's Future Pathways Advisor. From deep dives into emerging technology to traditional professions, students walked away with a clearer map for their future.

A MASTERCLASS IN MARKETS: KOG PROFESSIONAL INSIGHTS SERIES

In April, we hosted the 2026 KOG Professional Insights Series at the Johnson Winter Slattery offices, diving into the dynamic world of Private Equity. Industry leaders Georgina Varley 99 (Managing Director, Adamantem Capital) and Terry Miu Neeland 06 (Director, Pacific Equity Partners) provided an absolute masterclass on buyout investing and career pathways, with the session expertly emceed by KOG President Amanda (Baird) Kirton 88.

We were delighted with the turnout of our younger alumni currently at university. Special thanks to Ruveni (Bandaranayake) Kelleher 86, Sarah Armenis, and the JWS team for hosting us in their stunning offices, with gorgeous thank you florals provided by Ros Antico's Petal Element Rose Bay.

CELEBRATING 126 YEARS OF PARTNERSHIP AT THE INFANTS' HOME

In May, we celebrated the opening of the nature-inspired Outdoor Playground at The Infants' Home Ashfield. The event featured a moving Welcome to Country and smoking ceremony by Uncle Raymond, alongside addresses from Board President Sarah Michael and Patron Mr Dennis Wilson, who cut the official ribbon.

KOG is incredibly proud to have supported The Infants' Home for 126 years of its 152-year history. Celebrating this enduring bond at the opening were KOG President and Board Member Amanda (Baird) Kirton 88, Hampshire House Director Simone Cooke, Wellbeing Curriculum Coordinator Paige Zavaglia, and Alumni Relations Manager Donna (Kelly) Kelly-Smith 78.







PRESERVING OUR HISTORY: THE 2026 KOG ARCHIVE ORAL HISTORY SERIES

This year, the Kambala community celebrated our rich heritage through the 2026 KOG | Archive Oral History Series. By recording first-hand accounts of our Old Girls, this project ensures the unique traditions, spirit, and history of Kambala are preserved for future generations.

We extend our warmest gratitude to our esteemed oral historian alumni, who generously shared their time, reflections, and personal memories for the School Archive:

Carolyn (Coombes) Williams 62, Janet (Lipman) Robilliard 72, Elaine (Nicolson) Budd 65, Jenny (Nicolson) Greenwood 74, Thea (Carruthers) McKeown 58, Dr Diane Speed 60, Sue (Litchfield) Monckton 54, Annette (Primrose) Small 55, Margie (Rawlings) Merriman 53, Sue (McCathie) Kelly 54, Julie (Kelly) Reid 77, Donna (Kelly) Kelly-Smith 78.

Your voices have enriched our school archive and reminded us of the enduring bond that unites the Kambala community.

LEAVING A LEGACY: TIVOLI HERITAGE WALK PAVERS

The history of Kambala is written in our pathways. We are delighted to share that 12 custom pavers from our 2025 Drive were officially laid in the Heritage Walk during Term 1. Our 2026 Paver Drive is now open to any alumni who have graduated. Visit https://events.humanitix.com/2026-tivoli-heritage-walk-pavers to order yours.

ARTISTIC OPPORTUNITIES: GALLERY SALLY DAN-CUTHBERT INTERNSHIP

Following the successful six-month internships commenced in July 2025 by Emilia Rawson-Harris 18 and Willow Wilson 23, the arts network continues to flourish. We are thrilled to announce that Sally (Dan) Dan-Cuthbert 85 has offered Jemima Salt 23 the next available internship opportunity at her gallery.

NEW FRONTIERS: GLOBAL FELLOWSHIPS AND INTERNSHIPS

The future is bright for our global travelers! Coveted Linden Fellowships have been offered to Jade Lin 21, Maya McGregor 17, Arabella Ricardo 20 and Lara Clemson 21, to be undertaken in 2026/27.

In addition, Alice Malcolm 23, Neve O'Neil 23 and Georgie Beer 21 have been offered New York Summer Internships at Linden Global Strategies (LGS) in 2026, and Zoe Beattie 24 has been offered a Winter Internship at LGS in 2027.

A CLASSIC GIFT FOR THE CLASS OF 2026

We are preparing a beautiful surprise parting gift for our 113 Year 12 graduates.

A DIGITAL FACELIFT: NEW KOG WEBSITE COMING SOON

We are moving into the future of alumni connection! The school has generously purchased ToucanTech to power a brand-new KOG website. Kambala's Information System Manager, Sarah Dawson is managing the project alongside the KOG Office and Execo members, with plans to launch the sleek, user-friendly new digital home later this year.

SPORTING SPIRIT: CARNIVAL CHAMPIONS

KOG pride was on full display at this year's Swimming Carnivals and on the athletics tracks. Congratulations to all of our Junior and Senior Champions, who were presented with KOG Sports Prizes (including $50 Westfield Gift Cards) to celebrate their incredible athletic achievements.

01/ Front Row from left: KOG President Amanda (Baird) Kirton 88, President of The Infants' Home Board Sarah Michael and Mr Dennis Wilson Patron of The Infants' Home and husband of the NSW Governor during the opening of the new outdoor playground.

02/ Kambala supporters at The Infants' Home's new outdoor playground opening; Simone Cooke, Director of Hampshire House, KOG President Amanda (Baird) Kirton 88, Paige Zavaglia Wellbeing Curriculum and Donna (Kelly) Kelly-Smith 78 Alumni Relations Manager.

03/ Yr 10 Students with Alumni Relations Manager Donna (Kelly) Kelly-Smith 78, Thea (Carruthers) McKeown and Kambala Archivist Laura Carmichael at Thea's wonderful oral history.

REUNIONS

CLASS OF '71: 55-YEAR REUNION AT VAUCLUSE HOUSE

The Class of '71 showed that some things improve with age at their 55-year reunion at Vaucluse House. Blessed with beautiful weather, excellent food, and a lively atmosphere, the day was a great success. It was wonderful to reconnect with so many classmates, especially those who travelled far to attend. Thanks to Noelene Salmon, Judy Playfair, Tina Mulholland and Sue Weber for their outstanding work organising the event. Sadly, flight cancellations prevented Sue from attending.

To help identify classmates in the outdoor group photo below, the lineup is listed here:

Back and mid row: Jenny (Scott) Quist, Deborah (Markby) Laidley, Cathy Gauld, Judith Meeske, Jeannie Newman, Coral (Mackenzie) Marshall, Sharon Rosenberg, Deb (Titherage) Carrette, Yvette (Ritter) Levy, Lyn (Clifford) Muller, Sue (Emder) Walder, Irina (Dimitriadis) Cassimatis, Elizabeth 'Wooz' (Winning) Malone, Fairlie Kingston, Virginia (Scholfield) Stalenberg, Lynette (Sheaffer) Shaverien.

Front row: Judy Playfair, Brenda (Gawne) Hedley, Anna (Smith) Perera, Ann (Cummins) Edmondson, Sue (Elsass) Muller, Kim (McWilliam) Sandford, Suzanne (Lewis) Thurner, Tina (Jackson) Mulholland, Judi (Davis) Redelman, Victoria Fletcher and Noelene Salmon.

01/ Class of '71, 55 Year Reunion.



01

CLASS OF '86: 40 YEARS AND STRONGER THAN EVER!

Four decades later, and the bond remains unbreakable! The Class of 1986 recently celebrated their milestone 40-year reunion at the 18 Footers in Double Bay – always a popular and spectacular venue for Kambala catch-ups.

It was a truly special gathering, made even more meaningful by the incredible number of classmates who travelled from interstate and overseas to be part of the celebration. The room was buzzing with shared memories, non-stop laughter, and proof that the '86 connection is as strong as ever. As you can see from the sea of smiling faces in the photo, a fantastic night was had by all.

A massive thank you to reunion organiser Stacey Small for bringing everyone together so beautifully. Here's to the memories made, the friendships rekindled, and many more Kambala catch-ups to come!

We are delighted to announce the

50-YEAR REUNION FOR THE CLASS OF 1976

SAVE THE DATE

Saturday 5 September 2026

The celebration will begin with a guided tour of the school, allowing us to revisit familiar halls and classrooms.

A Reunion lunch will be held at a venue nearby.

Further details regarding the lunch venue and arrangements will be confirmed closer to the date.

Event Organisers:
Margot Bain, Tracey Johnstone, Di (Rose) Pembroke , Gabrielle (Briger) Thompson, Sari (Russell) England, Tory (McDonald) Brunninghausen, Meg (McKenzie) Merriman.

"A Reunion is a chance to reconnect with people who have been part of our lives and shaped who we are today."



01/ AllsmilesfromtheClassof '86 at their 40-year reunion.


01

NOTICES

BIRTHS

Lucinda Bradshaw 07

We are absolutely delighted to share some wonderful news with the community. Our very own KOG Secretary, Lucinda Bradshaw 07, has welcomed a beautiful baby boy into the world! Leo Furka born 18 July 2025.

On behalf of the entire KOG community, we send our warmest congratulations and best wishes to Lucy and her family. Some of us have already been lucky enough to meet beautiful baby Leo!


02

Olivia Falkiner 10

Olivia and her husband, Will Michell, welcomed their first child, Matilda Falkiner Michell, on 8 October 2025. Matilda is a healthy, happy baby girl, and we can see why her parents are absolutely over the moon! KOG sends their warmest congratulations to Olivia and Will on their beautiful new arrival.


03

WEDDINGS

Arabella Miranda 18

Arabella Miranda (Boarder, 2013–2018) celebrated her marriage to Alex Bhamra on the 11 April 2026 at the stunning Holy Trinity Cathedral, Wangaratta.

The day was a true Kambala affair, with the Boarding community at the heart of the celebrations. Arabella's sisters and fellow former Boarders, Caterina Miranda 19 and Allegra Miranda 22, stood by her side as bridesmaids, while Emily Hawthorne 18 served as her witness.

The wedding was attended by a wonderful contingent of Kambala Old Girls, both day students and Boarders, along with many parents who became 'family' during Arabella's years in Sydney. Arabella wishes to extend a special mention to Catherine Happ and Rachel Hoffbauer, who were her 'second mothers' during her time at school.

"I wanted to share this moment with the community, as Kambala will always hold a very big part of our lives."

01/ Beautiful beaming boy, Leo Furka was welcomed into the world in July 2025.

02/ Olivia Falkiner 10 with baby Matilda.

03/ ArabellaMirandawithherfather Sam Miranda heading to Holy Trinity Cathedral, Wangaratta.

NOTICES

WEDDINGS

Suzi (Wilson) Clark 78

After a brief but memorable stint at Kambala from 1973 to 1975, the school has always held a special place in Suzi's heart. The bond of the 'Kambala girls' remains incredibly strong. She thoroughly enjoyed reconnecting with her peer group at their 40-year reunion in 2018, catching up with old friends Michelle Brooker, Marina Finlay, Zivia Groom, Liz Chin, and Penny Church.

Life later took Suzi on an unexpected turn. Following a redundancy in quality management, she relocated to Swansea, Wales, and embarked on a rewarding second career as a care support worker. Through this new path, Suzi met her husband, Nick Clark.

The couple celebrated their marriage with two beautiful ceremonies in March 2026: an intimate family blessing in Cardigan, and a legal ceremony at Swansea's stunning Brangwyn Hall.

Suzi is thrilled to share news of her marriage.
To reconnect with Suzi, please contact the KOG Office by email kog@kambala.nsw.edu.au or, phone 02 9388 6888.

VALE

Juanita Francesca (Grant-Sullivan) Baird 63

1946 –2026

Born in Sydney, Juanita spent her childhood moving throughout the Central West of NSW with her father ministering the Anglican parishes in Parkes, Walgett and Carcoar. Her education began at St Gabriel's School Waverley, continued at Cowra High School and finished at Kambala. The years as a Boarder shaped who she was and her most treasured friends were those she met at high school. She trained as a Registered Nurse at Royal Prince Alfred Hospital, married her high school sweetheart, Robert, and had two daughters, Amanda and Joanna. Always adventurous, Juanita and the family moved from Sydney to Launceston in Tasmania and then back again in time for the girls to start high school at Kambala. Hunters Hill, Palm Beach, Carcoar and Alexandria were also beloved homes.

Juanita was a lover of family, friends, animals, travels and books. She was a hater of waste and injustice. She was never late or wrong. She was efficient, brave and naughty. She was a chef and a seafood fiend. She was daring and curious about the world. She loved beautiful French shoes and renovating houses. She was very proud of her work as a nurse. She was a beloved grandmother of Daisy, Harry, Polly, Saxon, Griffin and Piper. She will be missed terribly.


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01/ Suzi(Wilson)Clark78withher husband Nick.
02/ Juanita(Grant-Sullivan)Baird 63.


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