

A ROUND A BBOTSLEIGH





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The cover depicts a Year 8 Science experiment called 'Methane Bubbles'. Methane gas is bubbled into a big bucket of soapy water. Methane is less dense than air and is highly flammable. As the bubbles of methane float, they are ignited mid-air producing a flaming ball of gas.



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Our School. Our Girls. Today and Tomorrow

Abbotsleigh: The opportunity to do more, so our amazing girls have the ability to *be* more.

It gives me great pleasure to introduce this edition of *Around Abbotsleigh*, which provides a wonderful glimpse of some of the myriad activities in which our girls and members of our Abbotsleigh community are involved.

I am delighted that our second Headmistress, Miss Margaret Murray's legacies of strength, courage, integrity, perseverance, forward and outward thinking, as well as her care and compassion and belief in the importance of 'student voice' have been featured. These dispositions and values have certainly been a powerful part of who Abbotsleigh has been throughout her 134 years of rich and strong history, and of course, they are very evident in the day to day life of Abbotsleigh in 2019.

Especially clear evidence of this can be seen through our robust Junior and Senior School Student Representative Councils who meet regularly. We believe passionately in 'student voice' and are delighted with the responsible, thoughtful and creative manner in which our girls represent their fellow students so well in their desire to make their great school even greater. Some of their suggestions this year have led to skateboarding being trialled in the Junior School and further efforts being made towards environmental sustainability in the Senior School. The girls have also been instrumental in developing their own guidelines for the responsible use of technology at school.

Our 2018/19 Prefects truly embody the values and dispositions espoused by Miss Murray's legacy. The girls' theme of Look Up, Reach Out and their Service Project, Connect our Community, have inspired girls across the whole school to be kind and to reach out to one another within our community as well as to others in the broader community. The

girls' empathic and hands-on activities are indeed making a positive difference in the world of today and tomorrow.

Global connections are also very much a part of who we are. The fantastic trip to NASA – 'Almost to the Moon and Back' highlights this, as do our Old Girls, who are scattered far and wide, but remain connected to our unique and very special Abbotsleigh community. As well as events in Sydney, it has been a huge privilege for me and Mrs Rennie to have been able to attend reunions and get together as far away as San Francisco, New York, London and Singapore, as well as in country New South Wales.

Our parent bodies, the APA and the ABPA are very supportive, vibrant and hard-working members of our community, too. Their constant desire to support their daughters and Abbotsleigh as a whole is inspirational and we are grateful for the great work they do.

It is though, our girls' learning – the heart and centre of all we do at Abbotsleigh, that is captured most vividly throughout the pages of this journal. From the crucial importance of our girls' engagement in STEAM (Science, Technology, Engineering, the Arts and Mathematics) to the wonderful learning beyond the classroom that our girls enjoy through an almost limitless number of co-curricular activities, we certainly see Abbotsleigh shining as a learning community where our girls have the opportunity to do more, so that they have the ability to be more.

I commend to you this edition of *Around Abbotsleigh*. I really hope you gain as much pleasure from reading it as I have done.



From the Chair of Council



It is with great pleasure that I take the opportunity to share with the school community the work of Abbotsleigh's Council and its vision for the future.

During 2017 Council worked closely with School staff and the broader Abbotsleigh community to develop a new Strategic Plan, 'Our School. Our Girls. Today and Tomorrow', launched at Speech Day celebrations in December 2017. Abbotsleigh's well established Vision and Purpose statements have been carefully considered and are fit for the future of our girls – today and tomorrow.

During 2018 and into 2019, Council has been busy developing a new Master Plan – the realisation of which will provide state of the art facilities and infrastructure for both the Junior and Senior campuses. Informed by the Strategic Plan, national and international research and directions in education, the Master Plan is a very exciting project in which to be involved.

Council has identified a few key priority projects on which we have commenced concept design work during the first half of this year. We remain on track to share both the Master Plan and priority projects with the Abbotsleigh community during 2019 revealing a roadmap that creates opportunities for **our girls to do more** so that they have the **ability to be more** today and tomorrow.

I look forward to continuing to serve, and enlarge my acquaintance of the Abbotsleigh community today and tomorrow.

Paul Fontanot
Chair of Abbotsleigh Council



House Choir Competition

Kimballi Harding, Director of Music, explains the new process of an old and much-loved Abbotsleigh tradition

The annual Abbotsleigh House Choir competition is a musical extravaganza that has been part of the Senior School for more than 40 years. The House Choir title is highly contested and in 2019, Gilmore proudly sang their way to glory, breaking Tennant's back to back winning streak.

The event is held at the beginning of every year and is designed to foster house spirit, connection, teamwork and some pretty fabulous music skills. The Year 12 students lead the entire program; choosing the annual theme, arranging the music, leading rehearsals, conducting their choirs and staging the final event. It is a wonderful way for the Year 12 leaders to get to know their new Year 7 house members and a joyous way to ring in the new year.

The theme of 2019 was ABBAtsleigh; a fitting tribute to the iconic band that started its international juggernaut in Australia. Choosing the theme is a lesson in negotiation and diplomacy. The Year 12 students democratically decide upon a theme and present it for consideration to the Heads of School and Director of Music. Abbotsleigh girls clearly demonstrate respect, integrity and creativity in their choice. They are always considerate of their younger peers, the representation of the School, entertainment factor and fairness to all houses.

This year the judging criteria and process were also re-examined by the students and Director of Music. Together they arrived at a modified judging criteria that equally weighted musical and performance skill, with teamwork and engagement; a truly democratic and student led process throughout.

Over eight short rehearsals, the houses must put together an entirely live, student performance of the set work (a traditional hymn) and their own choice. For two weeks the campus resounded with strains from 'Take A Chance', 'Mamma Mia' and

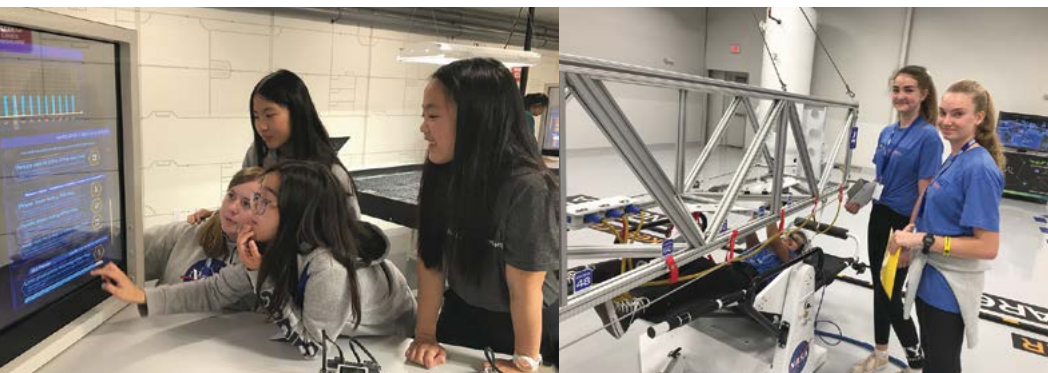


'Angel Eyes', to name a few. For many of the Year 12 students, the task of finding appropriate musical material, arranging the instrumentalists, rehearsing their house in proper choral technique, creating costumes and choreographing movement is daunting. In fact, this process would be daunting for any professional musician! 2019's Vice Head Prefect Houses Clementine Hobill Cole and Music Prefect Stella Leonardi not only acted as MCs and entertained the energised audience between each number, but they also performed a perfectly synchronised homage to *Muriel's Wedding* and led a particularly vigorous House Prefect dance number. 2019 House Choir ABBAtsleigh was an absolute smash, and each year the students set the bar higher for what can be achieved through exceptional teamwork, generosity and perseverance.



Almost to the Moon and Back

Elizabeth Russell, Science Teacher, joined a group of students and staff on an excursion to the United States that was out of this world



On the day after Speech Day in December 2018 when many Abbotsleigh students were enjoying a sleep in and a lazy day at home, 10 Year 7 students, 20 Year 8 students and four staff (Ms Linda Emms, Ms Mary Ann Grant, Miss Claire Stubbs and Dr Elizabeth Russell) were meeting up at Sydney International Airport to head to Florida and Washington DC for the most amazing STEAM trip.

After a long flight, our adventure began at the seaside town of Cocoa Beach with three days at the Kennedy Space Camp. Each day after the security check we were issued with our special T-shirt for the day. On the first day we started with a tour of the Kennedy site. We saw the launch sites for the Shuttle Program, the Vehicle Assembly Building (this building is so large that each star the of the American flag painted on the side is 2 metres wide), a reconstruction of the command centre for the Apollo missions, a hangar detailing the history of space flight and the moon landings, including a genuine lunar module. We all touched a piece of moon rock and walked on the very bridge walked on by Neil Armstrong and many others prior to climbing aboard the command module.

The space shuttle *Atlantis* is in the museum at Kennedy and this was a breath-taking moment. From learning about how to go to the toilet in space through to how to be fastened into bed, this was an amazing start to our trip.

On the second day we did the astronaut training program. Watching each other trying to pick up a dime wearing an astronaut's glove was very funny, but realising that astronauts when out on space walks have to keep the gloves on and you really have no sense of touch, highlighted the intense training that they undergo. We handled space food and were blown away by the cost of each item and the expertise in designing a menu that is nutritious for each astronaut. The best part of the day was time spent on the simulators.

The third day was Mars Expedition Day. We learnt about the research going into being able to grow crops on Mars, with a hands-on experience of planting seeds and making measurements of seedlings that have been grown in conditions that can be produced in greenhouses on Mars, through to controlling robots to clean off solar panels and the decisions that must be made when resources are limited; which do you need more, warm water for showers or power to make contact with home once a week? These three days at Kennedy exceeded our expectations.

After our last day at Kennedy we transferred to Orlando for four nights. Our first day in Orlando was spent at the Universal Studios theme park. For many of the girls this was their first trip to a large theme park. They had so much fun planning



their time around the rides – from the simply fast to virtual reality, from Hogsmead Station to Diagon Alley and more.

Our next day was to Crystal River where we swam with manatees, an endangered species. The educational presentation covered the adaptations of these creatures and their migration behaviour and then we got fitted out in wetsuits before heading out in small groups on boats to the warm water springs where the manatees migrate during the cooler months. They come to the springs to maintain their body temperature. None of us quite knew what to expect. We'd seen photos of these animals, but the reality was so much more. Their size and gentle nature was breathtaking. They glide through the water with literally not a ripple. An amazing day. The evening included dinner and a show at Wonderworks – a bit like Questacon – with more than 100 educational and entertaining hands-on exhibits.

Next day it was back to Universal for a behind the scenes educational experience. The girls had voted to do the Rip Ride Rockit encounter. We learnt about ride design, the physics and the engineering, the teamwork involved and then in small groups we went out to analyse the ride before skipping the queue and experiencing the ride itself.

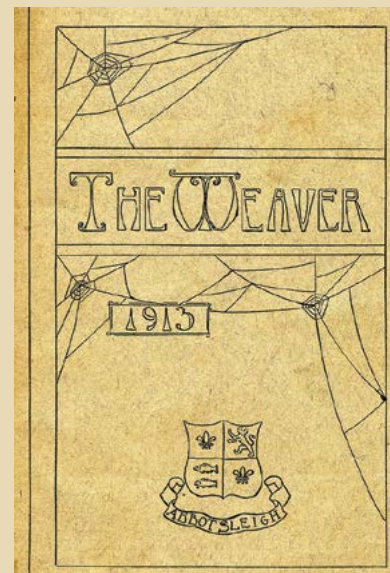
Before moving on from Orlando we had one more experience. Across the road from the hotel is iFly, where

we had an interactive presentation on flight followed by fun demonstrations in the wind tunnel before each of us had a chance to 'fly'. After iFly we were off to the airport to fly to Washington DC for two nights. We had an action-packed time in our one full day. Our morning was spent at the Smithsonian Natural History museum. So much to see and too little time. From the Hope Diamond to the exhibit on Epidemics in a Connected World to the Ocean Hall there was something interesting for everyone. Lunch at the museum was followed by a walk up Constitution Avenue to the Capitol Building where we had a tour of the historic areas in this spectacular structure. In the evening we went on a tour of the main sites of Washington DC from the Christmas tree at the White House to the Lincoln Memorial.

What a wonderful trip. Every girl and teacher came home with stories to share and memories to last a lifetime and we are so looking forward to our next trip in December 2020.

Miss Murray and the Tides of Change

Abbotsleigh Archivist, **Julie Daly**, introduces us to Miss Margaret Murray, our second Headmistress, whose grace and foresight laid the foundations for many traditions still valued highly today



The foreword to the newly-established Weaver, the first edition of which was published in December 1913.

Following on from the influence of our first headmistress, Miss Marian Clarke, one of the women who had the most tangible effect on Abbotsleigh and how we saw ourselves was our second Headmistress, Miss Margaret Egerton Murray.

A member of a respected Tasmanian family, Margaret was educated at the Ladies' Grammar School, Hobart, graduating in 1901. Her first teaching job appears to have been at Miss Ellen Clarke's school, Normanhurst, at Ashfield. Ellen was Marian Clarke's sister, who was instrumental in Marian herself coming to Australia in 1884.

When the time came for Marian to retire, paving the way for an injection of new energy and vision into Abbotsleigh, Margaret Murray purchased the school for £10,000. This appointment saw Margaret leave her role as Headmistress of the New England Girls' School (NEGS) in Armidale, a position she had held since 1907.

Marian Clarke called her gracious and capable, and Marian's other sister, Emily, who was Abbotsleigh's Elocution, French and Singing Mistress, called her 'tall and fair, and very pretty, and she wears the most beautiful clothes.'

Writing in the Armidale Chronicle on 17 December 1913, Miss Clarinda Murray, the new Headmistress of NEGS, reported that one of the first things she noticed when she came to the school was the high moral tone throughout; the feeling of friendliness

and kindly affection among and between mistresses and girls was most marked, and a thing to be thankful for ... and that was largely due to [Margaret Murray], of whom it had been said that:

'she [Margaret Murray] looked beyond the world for truth and beauty,

Sought, found, and did her duty.'

Prior to Margaret Murray, Abbotsleigh girls wore no school uniform – the only crested items at this time were the hatband and school badge. There was no sports uniform, we played no interschool sport, and girls were unable to share their views as there was no school magazine. Even though Marian Clarke had a global vision in the way she educated her girls, she looked inward, whereas Miss Murray allowed the girls an avenue for sharing their own views and interpreting the outside world in their own words through the creation of *The Weaver*. Here follows a pattern, for one of the first things she did in her first year of being Headmistress of NEGS was also to create a school paper.

'We were successful this quarter in starting a school paper, which we hope will be appreciated by past as well as present pupils and will be valuable as a means of keeping their interest in their school fresh in the hearts of our girls after they leave us.' (The Armidale Express and New England General Advertiser, 20 December 1907).

The same sentiments were expressed in the first issue of *The Weaver*; 'Most

of all we want to weave together the past and present life of the school, so that past girls may read of, and still be interested in, the records of the school as it is now...'

The first school uniform holds familiarity in the black blazer with gold ribbon bindings and the school crest on the pocket. This blazer was introduced in 1917, and was introduced in order to, in Miss Murray's words, 'check the unsuitable dressing of some girls.' Soon the similarities fade, as the tunic introduced in 1920 was a deep navy blue and was worn as both everyday and sport clothing.

Prior to 1913, any school sport played was played only amongst each other, usually in the form of class sports or House girls (boarders) versus day girls. In 1913 our girls played their first matches against non-Abbotsleigh girls – tennis was played against SCEGGS Redlands. Unfortunately, Abbotsleigh girls lost this landmark match, but it marked our entry into competition sport.

A large part of Miss Murray's time at Abbotsleigh was spent suffering from arthritis, a crippling and debilitating condition which saw her sell the school to the Church of England for £12,500 in 1924. Abbotsleigh becoming a Church school made sense for two reasons in particular: Miss Murray was a devout Christian woman who kept a small, luminous crucifix of alabaster on her mantelpiece; and secondly, as a way to ensure a certain future for the

Foreword.

The first number of a school magazine seems to demand some word about our aims and objects in such an undertaking, and we can perhaps make those most clear by some explanation of our name—The Weaver. We want our school paper to play its part in weaving into a perfect whole all the varied interests of the school, the work and the fun, the lessons and the sports, the ideals and enthusiasms. We want the girls to whom cricket and tennis are the most important part of school life to feel proud when they read of honours and rewards won by their fellows, and to resolve secretly that some day their names shall figure in the Honour Rolls of the school. We want those who care only for their books to feel a thrill at the account of some stirring cricket or basket ball match, and to wish that they too could find a place in the school tennis. Most of all we want to weave together the past and present life of the school, so that past girls may read of, and still be interested in, the records of the school as it is now, and may follow with eager interest and sympathy such doings of those of their own day as we may be able to record from time to time, and that present girls may learn to realize that the school means not only the story of their own few short years, but that it reaches out to a past in which we read already a fair record of work and achievement, and forward to a future rich in promise of good things to be.



1905 Abbotsleigh girls on an excursion – note the Abbotsleigh crest on the boater – along with the school badge, this was our first official piece of branded Abbotsleigh uniform.



The first uniform created in miniature by a past design teacher, Mrs Lesley Sykes.

school that she and Marian Clarke had worked so hard for and loved for almost forty years.

Her obituary in the June 1935 Weaver highlights her strength of character: 'As the years passed and ill-health became constant, a wonderful courage asserted itself, and though racked with pain, she kept the reins of government till she handed over the school to the Church Council. Miss Murray's influence will never die. Her personality has stamped itself on so many of the characters she moulded, and her old girls will pass on her ideals to their children and their children's children. She "lives again in lives made better by her presence," and her memory will be as the savour of sweet incense for all time, to those who were privileged to come with the circle of her far-reaching influence.'

Margaret retired to Tasmania but remained on the School Council until her death in 1935, helping to guide and nurture a school she cared so much about.

Miss Margaret Murray would find deep satisfaction if she were to see her school in 2019. With the same black blazer and school magazine, our sporting prowess, moral character and Christian values, she would be extremely proud that the changes she introduced to Abbotsleigh have remained, and to her our current girls owe a large part of their school identity.



1920 Physical Culture.



1920 Junior School girls wearing the first rendering of our school uniform – navy box-pleat tunic, black socks and white blouse. The blazer was black with gold trim – very similar to our current version.



The gracious Miss Murray, taken in 1922.



Miss Murray, image not dated.



Miss Murray, photographed in her later years by one of her students.

Agriculture: The Original STEAM Subject

The Abbotsleigh Agriculture Club has embraced learning opportunities through competitions at the Sydney Royal Easter Show, writes **Susan Filan**, Head of Environmental Education

School competitions at Sydney's Royal Easter Show involve both a learning project and the practical experience of growing animals or plants.

The Steggles Meat Pairs Competition is a real eye-opener for students as cute little chicks turn into hefty 3.5 kg broiler chickens in 6-7 weeks. After raising prize-winning birds on turkey starter feed in Term 1 2018, the girls decided to run a feed trial comparing turkey starter to meat bird feed in Term 2. The two feeds have different amounts of protein and the graph shows the effect on growth from chicks hatched in the same batch. This experiment provided them with evidence of the effectiveness of high protein turkey starter in order to raise top quality meat chickens.

Raising competition birds involves careful measurement of both the growing birds and their food supply. Students must calculate the feed conversion efficiency of their flock. This is a measurement of how many kilograms of food go into each kilogram of live bird. The 2018 competition birds had a feed efficiency of 1.4. This is an amazingly low number compared to approximately 6 for feedlot cattle. This efficiency makes barn-raised poultry the most environmentally friendly land-based meat.

Students prepare a project that reports on the growth and husbandry of their birds, as well as the poultry industry in

Australia. The project component helps students gain a better understanding of primary production and the importance of Australian agriculture. Despite the Australia Day ad campaigns, the average person consumes 49 kg of chicken meat and only 8.2 kg of lamb each year. Chicken has been our most popular meat since 2009 and continues to increase in popularity.

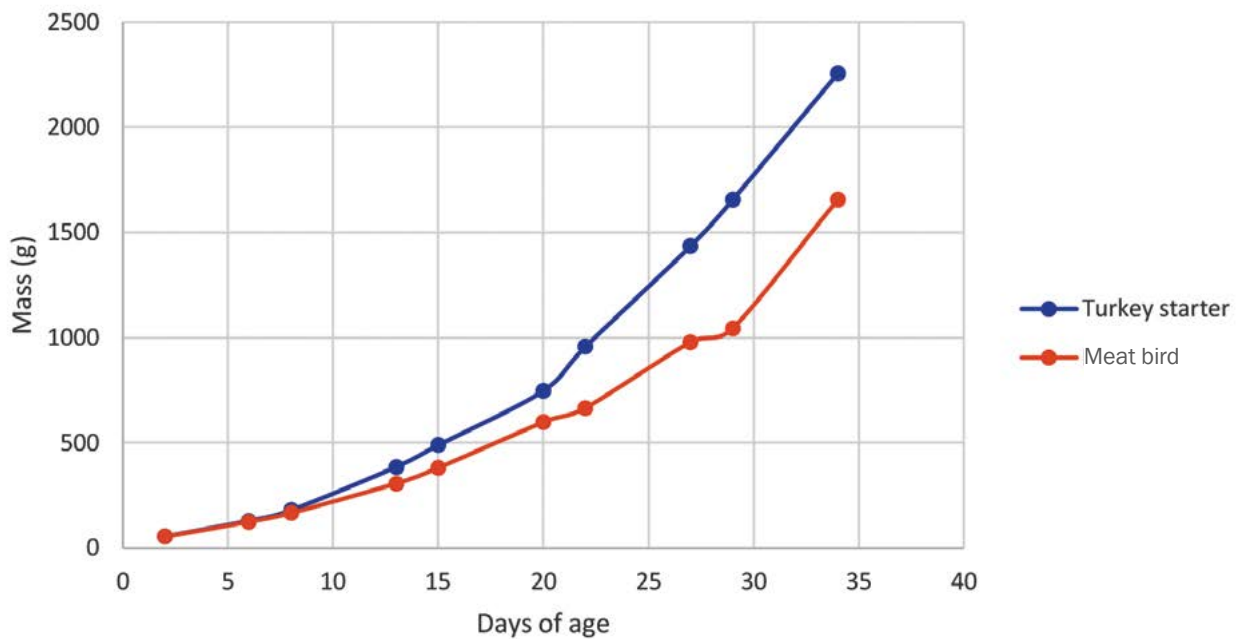
In addition to the meat bird competition, girls learn about egg production in the Purebred Layers competition. They also prepare a project about their care of the birds and the egg industry in Australia. The 2019 flock was composed of friendly Australorp hens that were sourced from the Central Coast Poultry Club. Girls demonstrated their bird handling skills and breed knowledge during the School Showmanship competition.

The club has branched out into produce for 2019, entering both the vertical garden and normal garden competitions. As for all school competitions, there is a project component in which students must learn about fruit and vegetable production and consumption in Australia. Creativity comes to the fore as students must present at least five different types of produce in a themed basket.

Agriculture offers many opportunities to enjoy time with animals and plants, learn about primary production and get creative in preparing exhibits for the Sydney Royal Easter Show.



Growth of broiler chicks on different foods



Bringing Warmth to the Streets

A small but dedicated band of students and staff are bringing some homemade comfort to those in need, writes **Julie Daly**, Abbotsleigh Archivist and Patron of the Senior School's Wool for Warmth Club

Abbotsleigh Senior School's knitting and crochet club, Wool for Warmth, is made up of keen knitters and crocheters from Years 8-12, as well as teachers Mrs Harding, Mrs Pickering and Mrs Cootes. We meet each Monday lunch in the Senior School Library Seminar Rooms.

On Monday 13 May, we had the wonderful job of handing over our collection of knitted and crocheted scarves and blankets to the charity we support, City Care Lunch, which is run by Church Hill Anglican in Sydney's CBD. We were thrilled to be able to hand over the items to Dylan Chalwell, who is a teacher in the English Department and is a volunteer for City Care Lunch.

City Care Lunch is an event which happens six times a year, helping more than 100 men and women living on the margins. Church Hill puts on a big barbecue with steaks, gourmet salads and tasty desserts, and volunteers and guests sit together, sharing food, conversation and the gospel of Jesus. Alongside the food, there are also clothes and toiletries, which each guest is welcome to take.

The church gets plenty of donations of items that are given out at the lunch, but often these are of a practical, mass-produced or second-hand nature (toothbrushes, large batches of unsold clothes, second hand clothes, etc).

So what is special about the items of woolly goodness made by Abbotsleigh's Wool for Warmth is that each item is personal, made with care and love; they are distinctive and warm, which is especially important for Sydneysiders sleeping rough.



Fowl Play in Year 1

A missing hen allowed Year 1 girls to use their imagination and investigative skills to solve a very eggciting mystery and apprehend the culprit, writes **Ronelle Tang**, Year 1 Teacher

The Year 1 girls were immersed in a week long Jack and the Beanstalk mystery. It all started one Monday morning when they ventured into the classroom to find the Jack and the Beanstalk display in disarray. The hen was missing, gold coins were scattered and footprints had appeared on the carpet. Evidence was discovered along the rainbow wall and these were examined for further clues. Video footage was viewed and the girls were on the hunt for the teacher disguised as the giant taking off with the golden hen.

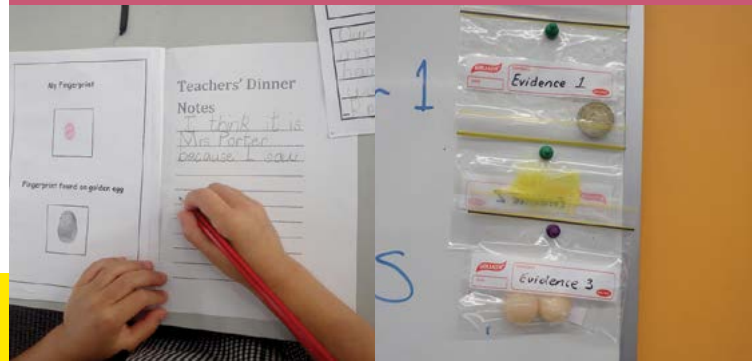
Throughout the week, the girls wrote wanted posters and put them up around the School and compared their footprints to those found in the classroom, along with those of some teachers. Feathers were found scattered near Mrs Coventry's office and Ms Keyter's Art Room. Fingerprints were taken and analysed. Teachers entering Year 1 needed to be fingerprinted.

Invisible ink messages had been sent to the classroom from the hen and the girls had to work out how to read them using watered down paint. They then made their own.

The Year 1 girls were relieved to finally solve the mystery of the missing hen. The giant disguised as Mrs Vergheze has come forward. The hen was safe. The hen was so happy to be back in Year 1 that she laid golden eggs for the girls to enjoy.



'I was so scared that our hen went missing.' – Georgia Whyburn.



'I think Mrs Vergheze was the giant because I have seen her run like that before.' – Amy Ma

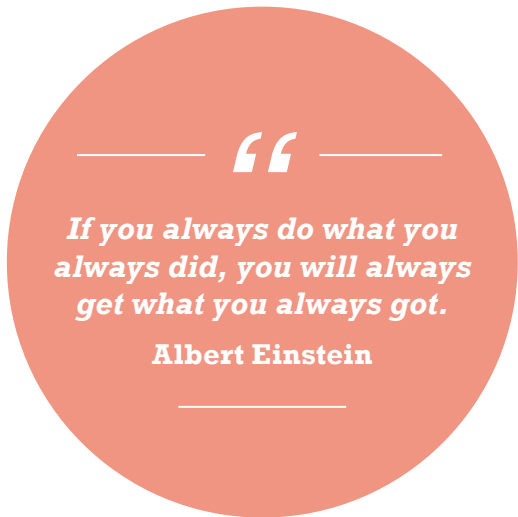


'I knew it wasn't real, but it was fun trying to guess who it was'. – Aaradhya Peddy Reddy



'I think it might be Ms Porter because she has brown hair and she comes into our classroom.' – Amelia Paynter Groat

Year 4 in the Shark Tank



If you always do what you always did, you will always get what you always got.

Albert Einstein

Developing agile thinking, logic and empathy are skills that will see our girls able to solve unknown challenges as they move into the future, writes **Dani Salt**, Year 4 Teacher

How then are such skills and mindsets taught in a primary school? We harnessed the skills of entrepreneurship with our girls in Year 4 as a means of responding to the challenge of not doing *‘what you always did’*. The Shark Tank Innovation and Invention Pilot Project was introduced to a single class of students in 2017 with an aim to develop creativity, curiosity and a passion for developing ideas.

Students began by learning about modern day inventors as well as the skills needed to become a successful entrepreneur. Opportunity was provided to research the market and develop an idea into a prototype. Materials were tested and the girls used a range of handheld tools to create a product that responded to an area of passion. Reflection and further iteration occurred as girls were required to record ideas, progress and feedback in a journal. The girls astounded educators with their levels of purposeful engagement and independence. The open-ended nature of the project meant that a diverse set of 26 different products was created.

In 2018 the Shark Tank was introduced to all Year 4 students. This second year saw the introduction of the

concept of empathy. One criticism that can be levelled at the entrepreneur mindset is the selfish focus that can eventuate. Thus, the second iteration encouraged girls to work collaboratively in small teams to design a product for a determined audience and had to facilitate portage. While such structure ensured girls design solutions were outwardly focused, these constraints also limited creativity. In 2020 the project will only task the girls with solving a problem for a target audience.

In the final stages of Shark Tank, a panel of ‘sharks’ including IT Integrators, Science and Mathematics Specialist Teachers and Heads of School was formed to evaluate and assess the problem-solving skills of the girls while they present their prototype using technology and a written speech. Costs, profits and possible losses were also discussed. A number of products were ‘invested in’ and each girl received feedback. This year, the students will display their prototypes and sell products at a parent evening.

The entrepreneurship methodology has delivered purposeful engagement and deep learning.





Tildesley Then and Now

Rob Winslow, PDHPE Teacher, takes us on a journey from where this much-loved competition began, and where it is going into the future

2019 will be the 101st year of The Tildesley Shield Tennis Tournament. Miss Evelyn Tildesley, Headmistress of Normanhurst School (Ashfield) was the prime mover behind what has become Australia's longest running tennis tournament. The purpose of the carnival was to promote mass participation as opposed to competition between a handful of players as seen in external semi-professional tournaments. As a result, each school's entries are based on the number of students enrolled at the school rather than nominations. However, a lot has changed over the course of 101 years. Many IGSSA schools now have very talented players, even some that have represented their country and played Junior Grand Slams. As a result, 2019 will see some changes to the rules that allow the more elite players to enter the draw at later stages in an effort to maintain the amateur spirit upon which Tildesley was founded and what makes this carnival great.

Tildesley is taken very seriously here at Abbotsleigh. Training begins in Term 4 when a Tildesley squad is formed. During the summer holidays, a three-day camp is then held at the School. During this camp, Tildesley squad members spend time training through conditioning sessions and engaging in match play. Training then continues throughout Term 1 where the Tildesley squad practises three times a week. Finally, 'Wimbledon in Wahroonga' is held just before the Tildesley carnival where staff play doubles with a Tildesley player in a sign of support and to reward the players for all their hard work. This event is always highly anticipated by the Tildesley squad as it is a light-hearted bit of fun and usually includes prizes such as signed memorabilia and a barbeque dinner.

As far as tennis tournaments go, there is nothing more special than Tildesley. In 2019, there are 25 schools that compete for the Tildesley shield, with 456 players. Combine this with each school providing linesgirls, chair umpires and a bunch of teammates cheering, and you have a very unique atmosphere

for tennis. One that is unmatched in any tennis tournament in Australia.

The carnival is held over two days – Wednesday and Thursday, with Friday as the ‘back-up’ day in case of poor weather. Singles is played on Wednesday and doubles on Thursday, with finals for both doubles and singles played on Thursday afternoon. When writing this report, I asked our Tildesley Captains (Indigo Pontin, Caitlin Oschadleus and Olivia Hogg) what they most enjoyed about Tildesley and the response was unanimous. It is its ability to unify a school and to make the solo sport of tennis a team event. This is what makes Tildesley special.



I Was an Australian Open Ballkid

Emma Ross, Year 9 student, describes her experience as a Ballkid at the 2019 Australian Open



In January over the holiday period, I was fortunate enough to be one of 300 teens selected from across Australia and other countries to be a Ballkid for the 2019 Australian Open tennis tournament. I applied a year ago and after two selection trials in Sydney, travelled to Melbourne for further selection trials for the Australian Open Squad. I had to travel to Melbourne more than half a dozen times throughout 2018 as part of an elimination process. In this cut down process we trained hard over the weekend and had training sessions that were up to four hours long a day. We had to practise servicing the player, as well as our agility and hand eye coordination in rolling and receiving the ball.

There were more than 3,000 applicants across Australia and other grand slam countries associated with the Australian Ballkids Association. The final squad of 312 Ballkids was selected late last year. There were five people chosen from NSW and two from each other state in Australia with the majority of kids from Melbourne as well as a small percentage from Korea, China, India and two from France. I was overjoyed

and excited to be selected as it made this year-long process and training all worth it.

I was required to be in Melbourne for three weeks in January because we were Ballkids for the qualifying rounds as well as the Australian Open. Each Ballkid was assessed each time they went on court and given a rating. This determined which matches you were given the following day. I was fortunate enough to be chosen to go on Rod Laver Arena centre court and be a Ballkid for lots of top players including Roger Federer, Novak Djokovic, Serena Williams, Simona Halep, Ashleigh Barty, Maria Sharapova and Caroline Wozniaki. It was such an honour to be a Ballkid for these amazing tennis players. I also was given the opportunity to do a media afternoon with the Prime Minister, Scott Morrison. I was one of five girls to meet the Prime Minister where he announced a large government contribution towards promoting girls' tennis.

Overall I thoroughly enjoyed this experience. It is one I will never forget and I have learnt so much along the way and what it takes to be a Ballkid.



A Way With Words

Last year, **Alison Fell**, Dean of Middle School, and **Jane Meenahan**, Head of English, decided to share their love of solving cryptic crosswords with interested girls by creating a Cryptic Crossword Group

The joy of solving a cryptic crossword clue is both an intellectual puzzle and an enjoyable pastime, and what started as a small group has blossomed as more students have learnt the fun of word play and thinking critically about language. As one of the girls exclaimed at a meeting early last year, 'It is just like a Dad joke!'

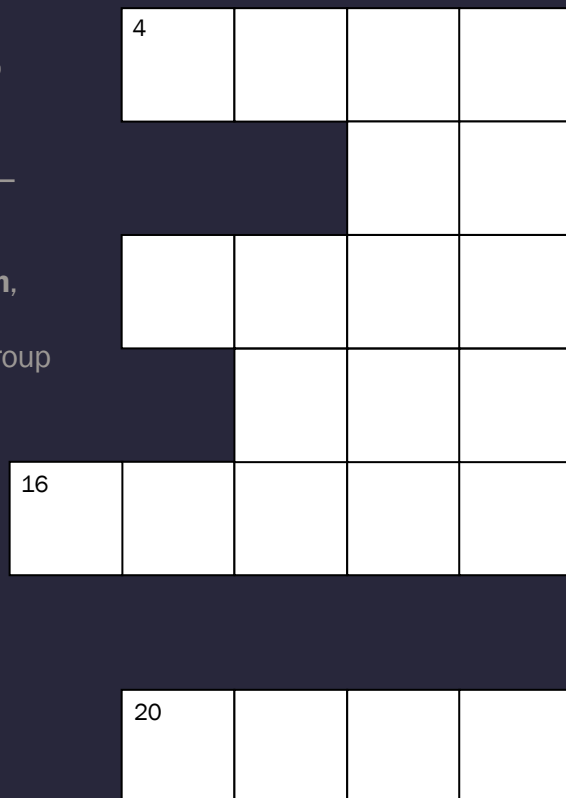
The girls in our group struggle at times to solve the clues but achieve a wonderful sense of satisfaction when they do. Not only is it lots of fun, but it fosters learning about how to think more laterally, something that is important for the development of critical thinking skills.

Moving into our second year, our newest members provided us with a great opportunity to differentiate the activities provided. Of course, we could just ask the members from last year to teach the new girls but that would detract from their opportunity to grow as cryptic crossword solvers. Hence, we do our

best to meet the needs of the different levels of experience. One of the ways that we have done this is to use an online crossword generator to compile crosswords of clues that we feel that our novices are ready to solve, while providing more challenging opportunities for our more experienced girls.

For those of you who are new to cryptic crosswords, there are some 'rules' which make those seemingly incomprehensible clues make sense.

Firstly, all clues have a real or literal component, as well as a cryptic component. The cryptic component tends to follow a set of well-established rules or guidelines. Probably the easiest to identify is the anagram, which requires the clue solver to rearrange the letters of words to provide a synonym of the literal clue. Another type is the double clue for which both the literal and the cryptic clue have the same answer. The type of clue that our girls find the easiest is the



hidden clue, which is a cryptic clue that is 'hiding' in plain sight.

There are at least six other types of clues ... but we only want to share these with girls who are committed to being members of our Cryptic Crossword Group. If you are interested in learning how to solve cryptic crosswords, then David Astle, who writes in the Sydney Morning Herald 'Spectrum' each week, has a book that provides more detail. Like our girls, you too can stretch your minds and have fun playing with words.

Anagram clue

This type of clue contains a particular word that points to the need to rearrange the letters such as 'scrambled', 'destroyed', 're-designs' or 'makes'. For instance, the clue 'Being unable to sleep, I rebuilt mansion (8)' has the answer 'insomnia' which is a rearrangement (or rebuilding) of the letters of mansion (i.e. an anagram of 'I mansion').

Double clue

An example of this is 'Solid company (4)', which has the answer 'firm' which means both solid and company (think business).

Hidden clue

The clue 'Some trophy brides demand a car that uses petrol and electricity (6)' has the answer 'hybrid' which is hidden as shown in bold. A hybrid car is one that uses fuel other than just petrol.





Young Endeavour

Seasickness and stormy weather were not enough to prevent novice sailor **Annika Tonuri**, Year 10 student, spending her holidays on the high seas on an epic voyage of self-discovery

It was with great trepidation that I boarded the Young Endeavour on an 11 day journey from Brisbane to Newcastle on 6 October 2018. We ventured down the east coast of Australia anchoring at Tangalooma and in the waters off Southport, Coffs Harbour, Port Macquarie and the idyllic sanctuary of Port Stephens before finishing in Newcastle.

With no sailing experience whatsoever, just determination, grit and perseverance, I met my fellow 22 youth crew members from several states and territories in Australia on board along with nine Royal Australian Navy Crew. The focus of the experience is self-awareness, collaborative teamwork and

leadership skills, aiming to create community responsibility among the youth crew.

The words 'watches', 'ice breakers', 'setting', 'furling', 'lines', 'topsail yard' and 'top gallant' were new to me, but before too long I was on top of this terminology and climbing to the top gallant, the highest sail on the ship. We were broken into three groups or watches and at night our groups would perform four-hour watches where you keep lookout, steer and set or furl the sails. Words cannot describe the bonding between the youth crew that occurred watching the sunrise or sunset, seeing the dolphins frolic in the ocean and enjoying the sea breeze

blowing in our faces. Most of us at some stage succumbed to the dreaded sea sickness, but what would a sailing adventure be without that!

One of the highlights of the trip was Command Day, which is when the youth crew takes control of the ship for a 24 hour period. We were given a list of around 25 tasks to complete including navigational instructions along with fun challenging tasks such as 'build a hammock that can fit all of the youthies on it'. This took me completely out of my comfort zone but gave me a tremendous sense of personal achievement.

Perhaps the most rewarding part of my journey was participating in a community day sail with students from a special needs school in Newcastle. This provided the opportunity for those who may not be able to take part in an extended voyage to spend a day on the Young Endeavour. I was able to teach them what I had learnt over the previous days and to see the smiles on their faces was unforgettable.

Being out of my comfort zone on the high seas and climbing the to the top gallant on a challenging voyage, largely due to inclement weather, tested me but also left me with new friends and lasting memories. The Young Endeavour voyage was a great opportunity and an incredible adventure, and one of the most rewarding experiences of my life.

'If you want to go fast, go alone. If you want to go far, go together.'



3,589
people
reached

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Making a Splash in the Junior School

When flippa ball and water polo replaced softball in the Junior School, the girls took to it like ducks to water, writes **Paul Guirrerri**, JS PDHPE Coordinator

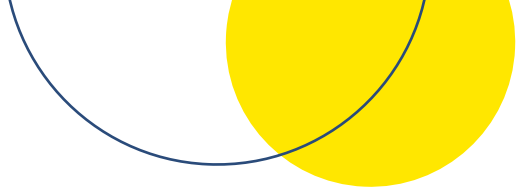
As part of a review that was conducted by Heads of Schools in early 2018 into IPSHA Girls Saturday Sport, several recommendations have seen some major changes occur in this space. Due to declining numbers and concerns over safety, girls' softball has been lost to the Junior School landscape as a result.

To compensate and provide another avenue of opportunity for Junior School girls, IPSHA introduced water polo and flippa ball – a modified progression to water polo – into the IPSHA Girls Saturday Sport options for Term 1 2019. Such was the interest from our Junior School girls, we had more than 40 girls participate across four teams in its inaugural year, wearing our new water polo caps with great pride and excitement each week of competition.

Amber Johnson reflected on her participation in Year 5 flippa ball by saying, 'Flippa ball was so much fun! It was different to other IPSHA sports I have tried previously. This modified version will be a great stepping stone into water polo for me in Year 6. I think all Junior School girls should give flippa ball a go if they get the chance!'

Annabelle Ohara, who was named Year 6 water polo's best and fairest player in her debut season added, 'It was so much fun to try water polo for the first time. I loved how the skills required for





success focused around teamwork and communication. We loved having our two amazing Year 12 Senior School coaches Stella and Jessica come down to coach us – they taught us so much!

2013 Junior School Captain and current Senior School Firsts Water Polo Captain, Stella Leonardi, took on the challenge of returning to the Junior School to coach our first ever Year 6 water polo team in partnership with Jessica Jennings. Stella said, 'Jess and I had so much fun with the girls throughout the term and we now have many super prepared water polo players heading up to the Senior School to strengthen the ranks!'

In the sport's inaugural year, we hosted flippa ball in our own newly renovated pool with many visiting parents and staff commenting on the wonderful facilities.

We look forward to seeing flippa ball and water polo continue to develop from a Junior School perspective and are excited at the prospect of having our girls arrive in the Senior School in Year 7 with a brand-new skill set and readiness for the IGSSA water polo competition.





Bridging the Gap

NAPLAN results in 2010 led **Sally Ruston**, Head of Junior School, on a quest to discover what environmental factors and cultural bias exist that privilege male access to careers in STEAM

W

Why is it that girls are so poorly represented in the STEAM domains? This equates to up to 50% of our population not sharing in thought generation and solution finding to world problems.

Surely a girls' school is ideally placed to create the optimal learning environment that isn't impacted negatively by bias. In the Junior School the quest began in 2010 when trying to understand why our girls in Years 3 and 5 in National Assessment Planning – Literacy and Numeracy (NAPLAN) testing performed poorly in numeracy when compared to literacy outcomes. While the data shared here shows that the phenomena was not peculiar to our school, and our results when compared with State averages are exceptionally good, we felt that action needed to be taken.



Year 3	Abbotsleigh Year 3 Top Band % in Reading	State Year 3 Top Band % in Reading	Abbotsleigh Year 3 Top Band % in Numeracy	State Year 3 Top Band % in Numeracy
2010	63%	28%	31%	22%
Year 5	Abbotsleigh Yr 5 Top Band % in Reading	State Yr 5 Top Band % in Reading	Abbotsleigh Yr 5 Top Band % in Numeracy	State Yr 5 Top Band % in Numeracy
2010	62%	17%	40%	21%



When determined to impact and drive change, it is my belief that a single action rarely creates the desired effect. In fact, I would argue that at least four initiatives need to be undertaken to see change attained. To that end in 2010 we sought to change the way we viewed and taught Mathematics with the following initiatives:

- **Increased Teaching Time for Mathematics**

While we certainly ensured our girls met the regulatory minimum time for course delivery in Mathematics of 4.5 hours per week, we accepted the research that pointed to ‘time on task’ being a strong predictor of outcome. So in 2011 we added an additional hour of lesson time to the timetable for all students K-6.

- **Professional Learning in Mathematics**

A program of professional learning in Mathematics was mapped out and delivered to our staff. Emphasis was given to building teacher capacity in delivery of programs that focused on fluency and concept building, as well as explicit teaching of the range of problem-solving skills that adapted to real life mathematical challenges.

- **Analysis of Data**

We are fortunate to have a Mathematics Specialist Teacher in the Junior School, who analysed NAPLAN and competition data to identify areas of comparative weakness. While girls

are as cognitively as able as boys, there is strong evidence that they are weaker in their spatial ability. Thus, we went about changing the physical environment to provoke spatial play.

- **Games and Scootering Introduced**

The challenge was to provoke interest in the girls who in the main enjoyed passive play over games that would build their spatial awareness. Initially we introduced lots of large-scale board games with giant chess and drafts pieces, blocks and sporting equipment. The girls responded positively and were regularly seen engaging in more robust play. Yet it was when our oldest girls wanted to bring their laptops to the playground that I realised we were losing the battle. I had read of schools in New Zealand who were introducing bike riding after establishing bike and fitness tracks, and while we didn’t have the space for such an undertaking, we realised that scooters could have a place. This break time activity was an immediate success. The benefits included learning how to measure, take risks and manage speed, balance and coordination. As spatial awareness skills grew, so did social cohesion and fitness.

We know that we have been successful in raising the profile, attitude and success rates in Mathematics. Our 2018 NAPLAN results show how we have markedly closed the literacy/numeracy gap.

Year 3	Abbotsleigh Yr 3 Top Band % in Reading	State Yr 3 Top Band % in Reading	Abbotsleigh Yr 3 Top Band % in Numeracy	State Yr 3 Top Band % in Numeracy
2018	78%	31%	71%	20%
Year 5	Abbotsleigh Yr 5 Top Band % in Reading	State Yr 5 Top Band % in Reading	Abbotsleigh Yr 5 Top Band % in Numeracy	State Yr 5 Top Band % in Numeracy
2018	50%	19%	56%	14%

The following table shows that we are heading in the right direction.

Higher School Certificate Year	2013	2014	2015	2016	2017	2018
Student numbers undertaking university undergraduate courses in Engineering	2 girls	4 girls	6 girls	11 girls	10 girls	10 girls

Finding the will and the means to deal with weaknesses in process, environment and mindset have enabled us to do our part in growing girls with the capacity and enthusiasm to engage in the intellectual pursuits of STEAM based learning.

A Riot of Light, Colour and Sound

Can art, music, science and technology intersect in student learning? **Louise Keyter**, Visual Arts Teacher and **Stephan Kooper**, Head of Junior School Music, discover how well these areas combine

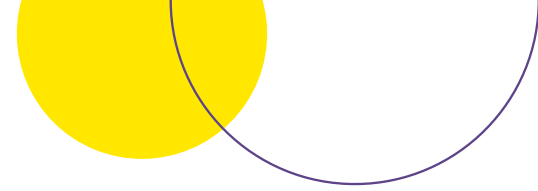


This project commenced when the girls were asked to create a textile design using felt with a signature feature of an LED light. Light could be used metaphorically, allowing girls to move away from just a literal interpretation. A light used to illuminate a candle was deemed a shallow response. A light use to create a halo effect of hope saw a much deeper interpretation of the theme. Skills in stitching, threading and how to combine light and music into an artwork were progressively taught and developed. Equally important were the development of skills in how to set up a circuit and then embed this within the textile artwork.

This project was successful in its first iteration with the girls gaining an extensive skill set and being very proud of their end product. Yet, upon reflection, a project that highlights light and sound as creative elements would be even more engaging and challenging as increased depth of learning and enterprise was demanded.

This enabled the girls to produce a work of art that required an emotive response using both visual and auditory senses.

Thus in 2018 our collaboration saw this project shift gears to a new and enhanced level. The textile and light components were reimagined to encourage the girls to use the light as a focus that would be further enhanced through the inclusion of sound. In music lessons the power of music in evoking an emotional response was explored. The girls were given a broad range of instrument options including iPad apps and personal and school instruments. They were encouraged to use instruments in an unusual way and to explore music programs such as Audacity to create sound effects. Focus was given to develop extended percussive techniques and to build understanding of the music elements including timbre, pitch, pace, dynamics and texture. Again, the emphasis was on using metaphor in music, rather than literal effects. Once the sound scape was



recorded, support from the IT Integrators allowed the musical composition to be accessed while viewing the art work through the use of a QR code.

We were both intent on helping the girls understand that music and art go beyond the essential concrete skills pertinent to each domain. For art and music to reach their zenith, works need to evoke emotion and point to the broader metaphor inherent in such endeavour. As shared by Greg Lake, 'Music is an emotional experience, and that is what imprints itself on the soul. And any great art is art which communicates human emotion.'

When science and technology are used to facilitate such an emotional response in the minds and hearts of 11-year-old girls, we see education fulfilling its brief.





The St Lucy's Maker Project

In 2018 Abbotsleigh's Year 3 students collaborated to design and make products that would solve real-world problems relevant to the lives of people they cared about, writes **Brittany Black**, Year 3 Coordinator

The St Lucy's Maker Project, as it was known, involved Year 3 students partnering with children from St Lucy's School, a local school for children with special needs. The driving force behind this annual Service Learning program is that of reciprocity. Throughout the program, both Abbotsleigh and St Lucy's learners benefit as they build new friendships and a genuine appreciation for the abilities of others. Shared drama and music lessons provide the perfect stage for students to interact, question, cooperate and bond.

To begin the project, the girls were prompted to investigate the needs of the St Lucy's community. They surveyed the teachers at St Lucy's School and found that the teachers spent many hours producing specialised instructional social skills videos as well as visual resources for their students.

Armed with a greater appreciation for the needs of the school, the girls set out to design and make social skills videos and visual resources. The girls were split into two groups: the social skills group and the visual resources group.

The social skills group was assigned a social concept, such as sharing or safe play. They were then required to script and storyboard their video, requiring methodology and imagination. Students were also challenged to learn simple sign language as it was important that signing was included

in the video. After refining their storyboards and scripts, the girls underwent a 'IT boot camp' where they learnt elementary videography and editing skills. Girls took turns to film scenes, focusing on shots, timing and lighting. Finally, the girls polished their videos under the guidance of IT Integrators.

The visual resources group was required to plan and create instruction cards for group games like 'duck, duck, goose' or 'pass the parcel'. To begin, students engaged in a computational thinking exercise where they completed a task analysis and broke their game into manageable steps. Students designed images and devised appropriate language to illustrate each step. Finally, the girls combined the information into user friendly game cards. In order to create these resources digitally, the girls had to improve their formatting skills. While students were provided with a basic template, they were still challenged when mastering complex publishing skills.

The St Lucy's Maker Project demonstrates that Service Learning and the STEAM movement can be united and see valuable outcomes for students in myriad learning disciplines, and the successful delivery of the project promotes the notion that STEAM based learning can lead to more authentic social-emotional connections, student ingenuity and open the door to inspired teaching and learning for all.



Show Your Support for Academic Excellence

Speech Day is one of the most memorable events of the year as we celebrate our girls' efforts and achievements. Each year many generous members of our school community encourage excellence by endowing a Speech Day prize.

Donors endow prizes for many reasons: celebrating achievement and inspiring others to reach great heights; acknowledging personal experience of their daughters' or granddaughters' experiences at Abbotsleigh; being particularly passionate about an area of study or simply taking the opportunity to give back to Abbotsleigh.

We are extremely grateful to our current and past prize endowers who have shown their commitment to encouraging each girl to reach her potential and strive for personal and academic excellence.

A gift of \$1,000 to the Foundation endows a prize for five years. A gift of \$5,000 to the Foundation will endow a prize in perpetuity with the option to name the prize. All prize endowers are offered VIP seating at Speech Day and each endowment is acknowledged in the prize citation in the Speech Day program.

Prizes currently available for endowment

Junior School prizes

- Carlsund Sisters Prize for Excellence in Art
- Citizenship and Effort in Year 5
- Citizenship in Year 1
- Debating
- Margaret Read Prize for Citizenship and Effort in Year 4
- Mathematics in Year 6
- Sports and Sportsmanship in Year 6

Senior School prizes

- A G Lang Esq Prize for Mathematics in Year 12
- Ancient History in Year 12
- Barbara Fulton Prize for Geography
- Business Studies in Year 12
- Creative Writing in Middle School

- Creative Writing in Senior College Archdale
- Creative Writing in Senior College
- Cynthia Bidence Prize for Art in the Senior College
- Debating in Senior College
- Earth and Environmental Science in Year 12
- Gerda Kuhn Prize for Best Performance in Extension Science
- Japanese in Year 12
- Latin in Year 12
- Music Composition Prize
- Phyllis Arnott Prize for Three-Dimensional Art in Year 12
- Physics in Year 12
- Ross and Barbara McDonald Prize for Theology in Year 12
- Technology and Applied Studies in Senior College

If you would like more information on prize endowment, please contact Sasha Carrel, Fundraising Manager at carrels@abbotsleigh.nsw.edu.au or call 02 9473 7738.



New Beginnings

The beginning of any term brings excitement, but Term 1 in boarding is a particularly exciting time for the community, writes **Victoria Rennie**, Deputy Head and Head of Boarding

At the start of the year, all the boarding team and I enjoyed welcoming the girls back to school and meeting many new and existing parents on their return. We began our week with our new Year 7 boarders' arrival and it was lovely to hear Lynton House filled with their excited voices.

Of course, for our Year 7 girls, coming to boarding school can be a daunting prospect and life as a boarder is quite a different to what many have experienced before with long periods of time spent away from parents and family. So much of the first few weeks of Term 1 are spent keeping our girls busy with them spending time with the Year 11 'big sisters', barbecues and a variety of outings and activities. The highlight of Term 1 is our boarder weekend in – a time for celebrating being together and building new and positive relationships. Rosie Meares and Annie Verhuel, our Head and Vice Head Boarder Prefects wrote the following :

'On the first weekend of the school year, as is tradition, the boarders enjoyed a 'closed' weekend packed full of activities



and fun – definitely a weekend not to be missed! The boarding community, from boarders to staff, came together to celebrate the beginning of the new year and in celebration of both our return and the arrival of all the new boarders to our community.

‘On Friday night we kicked things off with a movie night in the Peter Duly Concert Hall. Dressed down in our pajamas and rugged up in our doonas, we snuggled up to watch the classic rom com *Bride Wars* – a great way to help everyone relax into a weekend of fun after a tough first week back. The Year 7s also enjoyed a pizza night with their Year 11 ‘big sisters’, They organised fun activities to help everyone get to know each other and to help the new Year 7s settle in.

‘On Saturday all the girls were lucky enough to have a sleep in before our day at Wet ‘n’ Wild, which, despite the wet ‘n’ wild weather, ended up being a really exciting and fun afternoon, and thanks to the weather, the queues were a lot shorter! On Sunday, we held our annual Sunday Funday, where all the boarders dressed up in different colours and headed up to the oval where we had several inflatables set up for the planned activities. We had a giant maze, dunk tank, bungee basketball, giant foosball and a pitch burst. All the girls got quite wet, thanks to the pitch (water balloon) burst and the dunk tank, which was nice considering the warm weather. Each team also made up a performance fulfilling criteria set by the Boarder Prefects, and judged by Mrs Krimmer and Mrs Rennie. After the day’s event, the Year 11 ABC leaders organised some fun games in the pool to help everyone cool off. Overall it was a fantastic weekend and a great way to spend the first weekend back.’





From the President of the Abbotsleigh Boarder Parents' Association



Hi to the fabbo Abbotsleigh community! How exciting it is to be well into 2019.

The ABPA's first meeting was a huge success with a wonderful turn out of parents. A big thank you must go to all the parents who make such a big effort to come to the ABPA meetings. At this meeting we finalised our plan to compete at the 2019 City2Surf as a collective Abbotsleigh group. This is being led

by mums Cristine Weston, Kate Phillips and Juliet Meares. We would love to see a big contingent of Abbotsleigh families at this iconic event on Sunday 11 August. Please contact Heidi Grout, Community Relations Manager, on 9473 7736 for details on how to register with the Abbotsleigh Boarding team.

We had a fantastic role up at our Boarder Round Up – we were so well looked after this annual boarder parent welcome event and a super fun night was had by all.

This year has seen the introduction of weekly boarding. The girls that have taken this up have been wonderful additions to the boarding houses and we are grateful that this facility has been provided by the School to cater for girls that may need to just come in for a week or two at a time. Boarding is also especially lucky to be graced with the presence of our outstanding Head Prefect Caitlin Oschadleus in Wheeldon House.

While I have the opportunity, the ABPA, on behalf of the boarding community, would like to say a big thank you to the Abbotsleigh day community. We have a lot to be thankful to them for. The countless kilometres day parents have driven our boarders around for sport, had them for weekend leave, delivered pizzas to the boarding house, supplied birthday cakes, provided a roof over a boarder mum's head or hosted a party or three! The boarding community appreciates all that you have done and continue to do for our girls who are so far away from home. THANK YOU.

Mrs Rachael Laurie
President

Wellbeing in Senior College: Reasons to be Grateful

Relaxation, gratitude and wonder have been the focus for setting our Year 12 students up for life, writes **Emily Liddell**, Year 12 Coordinator

Students in Year 12 continued their visits to Thomas and Rosetta nursing home as part of their focus on service in the Senior College wellbeing program in Term 1. The residents were absolutely delighted to be entertained by the girls who performed their two House Choir songs; the well-known hymn, The Lord is My Shepherd, and a chosen song from the theme this year, ABBA. Both songs were familiar to the residents and many joined in singing the hymn. Following the performance, students sat and talked with the residents, asking questions about their life stories or taking the school's guide dog in training, Zac, as pet therapy to the residents. At the conclusion of a session with Prichard house, one resident said, "You girls give us confidence that we are leaving the world in good hands!"

Year 12 also focused on relaxation, gratitude and wonder for wellbeing in Term 1.

Liz Cannon, Director of Wellbeing and Counselling, provided our students with space to learn and practice relaxation techniques. We have evidence that students draw upon these exercises regularly, particularly during their final year of study at Abbotsleigh, to reduce anxiety and to assist in focusing on assessment tasks.

The areas of wonder and gratitude are well known for their mental health benefits and are increasingly used in our culture.

Robert A. Emmons, PhD, the world's leading scientific expert on gratitude, states, 'those who regularly practice grateful thinking do reap emotional, physical, and interpersonal benefits.' This term, Year 12 students could select from a smorgasbord of approaches to gratitude including gratitude journals, gratitude jars, writing thank you letters or starting prayer diaries, to use as a one-off or daily practice. Those students who have continued in their practice of gratitude have reported a higher sense of satisfaction and a more positive approach to the year ahead.

Einstein defined 'wonder' as a precondition for life. He wrote, 'whoever lacks the capacity to wonder ... has already closed his eyes upon life'. Year 12 were able to escape the busyness of school life for a moment to connect with either nature in the beautiful surrounds of our campus or art in the Grace Cossington Smith Art Gallery. This enabled them to slow down, reconnect with themselves and the surrounding environment and experience wonder.

This approach to wellbeing in Senior College is part of the school's wellbeing framework, which provides tools for our students in each stage for a life that is well lived.

The gratitude and wonder sessions were inspired by Ariana Huffington's book Thrive.



ABBOTSLEIGH DAISY CLUB

RAISING CAPITAL BY RAISING CATTLE



WELCOME TO THE DAISY CLUB

The Daisy Club is an initiative of the Abbotsleigh Boarder Parents' Association. It was started by a group of boarder parents who were keen to find a way for boarding families to give back to Abbotsleigh. Since its inception in 2007, with generous support of past and present Abbotsleigh families, the Daisy Club has raised more than \$100,000 for a variety of projects, with both the School and the ABPA suggesting areas requiring funding.

There are many ways that all parents and friends of the School can become involved. The Daisy Club purchases cattle, which are then run on boarders' farms. The proceeds from the sale of these cattle return to the Daisy Club. Proceeds from grain and sheep sales can also be donated.

I HAVE A FARM

1

Host cattle or sheep on your property

The Daisy Club pays for the purchase of the animal and the proceeds of the eventual sale of the animal are returned to the Daisy Club. In real terms, the boarder parents are donating the agistment of the animal.

The stock are:

- identified by way of special ear tag
- managed by the host in the normal course of their business
- sold by the host in their normal selling manner

I DON'T HAVE A FARM

2

Build a fridge herd

Introducing an exciting new range of bull, cow and calf magnets. Build a herd on your fridge and add to it on an annual basis. A great option for people who would like to support the Daisy Club, but cannot manage a cow in their backyard.

If you have ever yearned to own a cow, this is your opportunity.



CALF

\$50



COW

\$100



BULL

\$200

Visit www.trybooking.com/290831 to purchase these items.

DAISY DOUBLE UP

OR...

3

This allows day or non-farming boarder families to share ownership of a calf with an Abbotsleigh boarding family. A family contributes \$500 directly to the Daisy Club and this amount covers half the initial cost of the calf. Then, a boarding family will manage and raise the calf until it is ready to be sold.

The supporter family receives two ear tags with the Daisy Club logo that could be used as key rings, bag tags etc. A third tag is sent to the agisting boarder family to identify the calf. The boarder family will send the supporter family photos and updates of their shared calf. When the calf is sold as a weaner, the proceeds return to the Daisy Club. What a great way for city and rural families to interact.

OTHER DAISY CLUB MERCHANDISE



Show your support on the sporting sidelines with a stylish Daisy Club cap.



Sick of those stick families? Purchase Daisy Club stickers and grow a herd of cattle on your car instead!

Purchase Daisy Club merchandise through Trybooking: www.trybooking.com/290831

Thank you for your interest in this important fundraising project supporting your daughter's school. For further information, please contact John and Selena Sylvester at selena@sylvestercattleco.com.au or on 0427 468 125.

Rising to the Challenge

School camps are not what they used to be, and we cannot underestimate the benefits reaped from an Outdoor Education program, explains **Belinda Robertson**, Outdoor Education Coordinator*

Years 7 to 9 completed their Outdoor Education programs incorporated in the aptly named Challenge Week in Term 1, where the girls are encouraged to step outside their comfort zones. They must be willing to take risks, make mistakes and learn new strategies. They are encouraged to understand how persistence in extending one's self-imposed limitations can bring success in the most challenging of situations – be they physical, emotional or social. Learning in an outdoor setting cultivates the relevant emotional intelligence needed for effective leadership and develops the confidence and competence needed to persevere in stressful situations.

The Outdoor Education program calls extensively upon the girls to develop relationships with others in an environment that requires initiative, perseverance and adaptability. Our programs take place in a range of natural environments

and provide the opportunity for students to disconnect from technology and immerse themselves in nature and the world outside school.

The benefits that our students gain from an Outdoor Education program are vast. As Dr Richard Harris, the humble Thai cave rescue hero said, he plans to use his platform as Australian of the Year 2019 to encourage children to spend more time outdoors, away from screens and 'helicopter parents'. 'I want kids to find their inner explorer by taking a few risks and challenging themselves, getting a few grazed knees and stubbed toes, making them more robust and confident. I think we've all got this passion for the outdoors and exploration, and it's really within everyone's grasp.'



Challenge by choice

Year 7 ventures to the Tallong campus situated on 97 hectares of beautiful Southern Highlands bushland in Wodi Wodi country, Wingello. The girls push themselves and develop different skills, participating in streamwatch, orienteering, low and high ropes, flying fox, several group problem-solving activities and fun evening entertainment. They also spend at least one night in a tent and cook their dinner using a Trangia.

Year 8's Challenge Week takes place on the NSW South Coast at Mount Keira Scout Camp, nestled in the rainforest of the Illawarra Escarpment Conservation Area, and Killalea State Recreation Park. These sites offer a range of exciting activities, including mountain biking, rock climbing, canoeing and surfing. Students adopt the 'challenge by choice' philosophy to push themselves out of their comfort zones, while maintaining an element of control over their decision-making.

The **Year 9** program moves towards a more challenging wilderness program set in the Morton National Park with its rich green pastures, sparkling rivers and lush rainforest surrounded by the magnificent escarpments of the Kangaroo Valley. In this challenge by choice experience, the girls choose their preferred level of intensity amid activities that included canoeing, hiking, stand-up paddle boarding and mountain biking. On the final day, all groups come together at Bendeela Reserve for an adventure race, complete with war cries and collaborative problem-solving, enhancing cohesion and teamwork.

A focus this year was for the 7-9 girls to identify the School Values in action and also their own character strengths and to demonstrate how they used these on camp to help them learn and flourish. Research indicates that people who use their character strengths every day are three times more likely to have an excellent quality of life.



Year 7-9 reflections

I used 'zest' at camp to turn a bad situation or a negative situation to a fun and enjoyable environment.
Year 9 student

'Perseverance', (to get through all the activities) 'courage' (to make new friends and step outside your comfort zone) and 'respect' (for each other and for your camp leaders)
Year 9 student

I was able to draw upon all of them, but especially 'compassion', when encouraging my friends in all the activities.
Year 8 student

I used 'appreciation' as one of my character strengths as I felt appreciative of what I have such as beds.
Year 8 student

'Courage' – even though I was terrified, I was brave enough to finish the high ropes. TWICE!
Year 7 student

I used my character strength of 'appreciation' of beautiful things when I was on the expedition because I had never been camping before and I found it amazing how everything was so quiet, tranquil, untouched and beautiful.
Year 7 student

Our group did face challenges, one of which was mud. One girl sank thigh-deep into the muddy banks of the river while taking a break during canoeing! A few of us got drenched during mountain biking; however, we came away with a sense of achievement, great memories and amazing new friends.
Year 9 student

Over the course of four days we managed to paddle nearly 30 km and spent the entire time in the big canoe singing and chanting, which brought us closer as a group and distracted us from our extremely sore arms. To end off the week all the different groups came together and participated in an adventure race. We put our navigation skills to the test and ran to many different activity stations that included mountain biking, team problem-solving and throwing playing cards into a watermelon!
Year 9 student

Year 10 embarks on a multi-disciplinary trip to Canberra, and two Year 10 girls reflect on their experiences.

The Canberra trip was a good change from the adventure camps. The week is full of information and heaps of varied activities. It was a good opportunity to grow closer to our cohort through bus rides, accommodation and working together in challenges. We got to choose the activities that we attended which meant everyone was engaged and enthusiastic about learning. Sites visited include The War Memorial, The National Gallery and a 'botanical walk' showed us a different side of Canberra that you don't usually get to see on school excursions. We also had time to go bowling and see a movie.

Kate Hargraves

At the Questacon Makerspace, we invented solutions to household problems such as closing lids and washing plates using basic motors. At the Mt Stromlo Observatory, we learnt all about various space-related careers such as researching marsquakes and becoming a space psychologist. We learnt about different types of rock and space junk orbiting the Earth and even saw space junk being shot out of orbit using giant lasers from the ground. These activities enabled us to apply and expand on everything we have learnt in Science in a different and fun way.

Arienna Grebert



Year 11's Urban Challenge

The Urban Challenge provides the ultimate real-world experience to more than 7,000 school students every year. Small teams, each with a teacher and an Urban Challenge Guide, embark on a fast-paced unfolding adventure through Sydney and surrounds. Teams must complete urban-flavoured activities, clue chases, meal preparation, 'go-discover' challenges, a service component and much more along the way.

- Challenges during teenage years are preparation for the adult world. They foster a belief that obstacles are a normal part of life and that one can overcome them, often better for the experience. Hard times stimulate growth in a way that good times don't.
- Facing and navigating challenges builds resilience. Learning from struggles and benefiting from mistakes lays a solid foundation for success in later life.

- Challenges in life often require working with others or at least drawing support from others to come through them. This is a good thing. As John Donne said, 'We are not islands unto ourselves.' We live in communities and we flourish best, not as isolated individuals but as people embedded in supportive communities. Facing challenges forces us, in a helpful way, to work with others.
- When challenges are conquered there is a wonderful sense of accomplishment. It is often the substance of great memories and the motivation for rich story telling. In contrast, a smooth experience, devoid of challenges, runs the risk of becoming routine, predictable and entirely forgettable.

*This article was brought together with the help of the Years 7-10 Coordinators and Senior School Deans

Passion for Education and Indigenous Affairs Motivates a Bequest

Raised with an enduring passion for education and an Abbotsleigh student during the extraordinary leadership of Betty Archdale, **Rosemary Hoskins** shares her reasons for supporting the Abbotsleigh Foundation's investment in the School's Indigenous Scholarship program

The Indigenous Scholarships program has been an integral part of Abbotsleigh for almost a decade. As a school community, we are committed to helping improve the educational outcomes of our Indigenous students and we have been thoroughly enjoying this journey together. The success of the Indigenous Scholarships program has resulted in an increase in the diversity of our school and an increased understanding of our country's Indigenous culture. In sharing this experience, the Indigenous Scholarships program is one at the forefront of many of the Abbotsleigh Foundation's supporters' minds; one of those generous supporters is Abbotsleigh Old Girl Rosemary Hoskins.

How has your understanding of Australian Indigenous culture grown?

I have conducted many projects across Australia involving Indigenous communities. This work has enhanced my knowledge of the plight of this segment of our community and their underlying desire for a more secure future. In addition, living on the Far South Coast of NSW for the past ten years, I have seen the tangible evidence of ancient Aboriginal habitation on our beautiful waterfront property and it is a daily reminder of the rich bounties these peoples once enjoyed, and the dignity of their ancient culture.

What involvement have you had with Indigenous students in a school setting?

My volunteer work with Indigenous children in the local schools (primary and secondary) has helped me to understand the depth of issues we face with properly recognising and integrating Indigenous peoples into our society. I have been concerned and motivated in my work by the literacy level of Indigenous students that I work with, which is significantly below their non-Indigenous peers.



Why did you decide to make a bequest that will contribute to the Indigenous Scholarships program at Abbotsleigh?

When I heard about Abbotsleigh's Indigenous Scholarships program, I was delighted to discover that I had the opportunity to make a contribution by partnering financially with the Foundation. This is especially significant to me without children of my own. Seeing the Abbotsleigh of my older generation holding

dear to its initial values, as well as the Abbotsleigh of today which provides the most up to date learning environment to all students, not just for the privileged few like myself, was a significant pull for me to make a financial contribution.

Rosemary is continuing her work as a volunteer in NSW Far South Coast primary and high schools delivering a much needed literacy program to a number of students who are unable to read (including numerous Indigenous students). A 1963 alumna of Abbotsleigh, Rosemary also runs a small 'boutique' accommodation business and more recently, has embarked on a new venture making jewellery with semi-precious stones sourced from just about every continent.

Rosemary Hoskins is currently the Marian Clarke Society President that guides the gifts in wills program for the Abbotsleigh Foundation. For more information on gifts in wills, please contact Alex Lightfoot, Director of Development on 9473 7737



ABBOTSLEIGH
FOUNDATION



2019 SPORTS LUNCHEON



Friday 16 August 2019
12-5 pm

Doltone House,
Jones Bay Wharf,
Pyrmont

Tickets now on sale!

Single tickets \$210 or book a table of 10.
Three-course sit down lunch and beverages.

To book, email foundationevents@abbotsleigh.nsw.edu.au
or phone Sasha Carrel on 9473 7738.

Funds raised from the lunch will go directly towards
our important Indigenous scholarships program and
improving our facilities.



Twilight on the Plaza

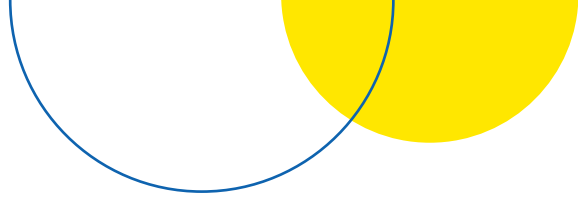
Boarder Roundup

Lunar Calendar Morning Tea



Cinema Under the Stars

Congratulations 2018 Leavers



Around Abbotsleigh



APA Book Club



Wimbledon at Wahroonga

Singapore Community Event



From the President of the Abbotsleigh Parents' Association



Two years ago, when I was asked whether I would consider taking on this role, my immediate answer was 'No! I have absolutely no experience with this – I haven't even sat on the committee,' but after a few conversations and some gentle encouragement, I thought, 'Why not?' I started by meeting with a few people and asking, 'What are your expectations of the APA? Is there something you'd like for us to discuss or do?' And

that has continued for two years, except now there are many more parents asking those questions. These parents liaise between the School and the APA Committee and focus on a particular departments or events. The APA Committee then meets, discusses the ideas and decides where to spend donated funds (to benefit the School and its students). It has been so gratifying to see the initiatives that come out of some of those conversations.

No matter the event, however, our goal is always the same: fostering friendship and goodwill.

There are two main ways we work towards that goal:

1. The practical. (Essentially, event management.)
2. Building community.

Events create an opportunity for parents to meet and form new or build on existing friendships. You can plan and hold event after event, but it takes more than that to create a sense of community. The above two focuses must go hand in hand.

We know that communities grow stronger when the members regularly do simple things together, like covering books, cooking a barbecue, sticking labels on cake boxes, making sandwiches at Tuckshop and so on. While these simple activities give practical assistance to the School, they also allow us to connect. The overall outcome is the community builds and there is a clear sense of warmth and engagement.

In addition, one of the greatest beneficiaries of building the Abbotsleigh community is our daughters' wellbeing. They observe that we value their education and we value their school. Not surprisingly, evidence now suggests that this translates to a strong sense of belonging for the students and therefore greater capacity for focus at school.

If you'd like more information about the APA, please email me at president.abbotsleighapa@gmail.com

Ms Kathy Campbell
President

Global Connections

The Abbotsleigh community continues to grow beyond the north shore of Sydney and indeed beyond the shores of Australia forming a rich global network for girls as they venture abroad pursuing a variety of opportunities. With Old Girls scattered across the globe it gave me great pleasure to be able to join Mrs Krimmer in hosting three Old Girls' reunions in San Francisco, New York and London with Old Girls of all ages, all of whom are living in the United States and United Kingdom.

While our reunion in San Francisco was a small gathering, it made for a wonderful afternoon of rich conversations. From Rana Dawson who left in 1962 to our more recent leaver Hannah Browne (2008) it was exciting to hear what had drawn each of the girls to the US. We are grateful to Rana who kindly organised for us to tour The Seven Hills School, where her grandchildren attend.

From San Francisco we travelled to New York where we hosted a reunion luncheon at the fabulous Gramercy Tavern. With 15 girls from 1965 through to 2010 it was a wonderful afternoon of memories and new connections. A number of the girls were not aware of the existing network of Abbotsleigh girls in New York and for them this reunion became the start of new relationships.

Following this event, we attended an AISUSA function hosted by Doug and Robin Elix, whose daughter Sarah who graduated in 2009. It was wonderful to catch up with the Elix family and to make new connections with colleagues from Australia and in the US.

Then we headed to the London where we hosted a reunion at Hollywood Arms in Chelsea. There were 45 Old Girls including leavers from 1946 through to 2016. The evening was a huge success with all enjoying themselves and Mrs Krimmer and I delighted in meeting new Old Girls and reconnecting with girls we had previously taught.

It was such a joy to see everyone sharing past and present stories while forging new friendships.

I am always struck by the incredible achievements and courage of Abbotsleigh girls, their energy and passion for all they do, and these reunions certainly revealed that.

Victoria Rennie

**Deputy Headmistress, Head of Senior School
and Head of Boarding**





From the President of the Abbotsleigh Old Girls' Union



The AOGU is proud to support, celebrate and share the successes of our many Old Girls. From celebrating the fantastic HSC results of our newest Old Girls at our first function of 2019, to starting the roll out of feature articles about our inaugural 110 Anniversary Grant winners, to the multitude of success stories shared in *Around Abbotsleigh*, *The Loom* and on Facebook, we hope to enhance the connections between Old Girls and the Abbotsleigh community.

I am very excited about 2019 as we implement some variations to traditional functions, transition to better use of technology and focus on how we can better communicate and engage with our membership. To get the ball rolling (pun intended) we reinstated the AOGU Bowls Day with a family focus; this is our first family event and it was fantastic to see three generations out on the green laughing and making new friends.

In the words of Paul J. Meyer, 'The human connection is the key to personal and career success.' My hope is that the AOGU can continue to facilitate as many great human connections as possible.

Belinda Burton (Tjeuw, 1991)
President

Old Girl Goodies

Created to celebrate the 110 year anniversary of the Abbotsleigh Old Girls' Union, these goodies will add a dash of panache to the kitchen. Our stylish Old Girl apron or snazzy tea towel make the perfect gift.

Apron: \$25 for one or \$40 for two

Tea towel: \$15 for one or \$30 for three

To order, please contact the Old Girls Office on 02 9473 7740.



Janet Laurence (1963)



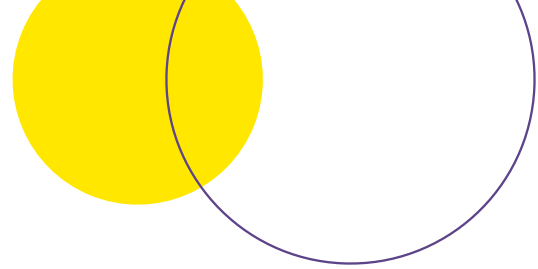
Janet Laurence recently exhibited at the Museum of Contemporary Art in Sydney. For more than 30 years, Janet has explored the interconnection of all living things – animal, plant, mineral – through a multi-disciplinary approach. She has employed diverse materials to explore the natural world in all its beauty and complexity, and to highlight the environmental challenges it faces today: the era of the Anthropocene.

Encompassing key works and themes from her practice, the exhibition featured sculpture, installation, photography and video; key works from her career, with loans from public institutions around Australia and the MCA Collection work *Cellular Gardens (where breathing begins)* (2005). They encompassed her alchemical works of the early 1990s that used metal plates, minerals, organic substances and

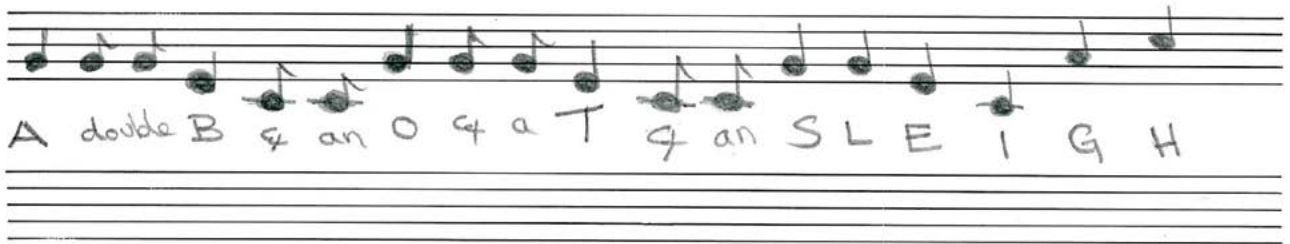
lightboxes, through to her installations of the 2000s and beyond, incorporating plant and animal specimens within transparent vitrines and 'wunderkammer' environments. Janet's works reflect on the fragility of the natural world, its plight and potential restoration.

Central to the exhibition was a major new MCA commission, entitled *Theatre of Trees*, which brought together the last decade of Janet's research into plants, their medicinal and healing powers, and trees.

This exhibition evolved from collaboration between Janet Laurence and MCA Chief Curator Rachel Kent, who also curated her exhibition *Muses* at the Ian Potter Museum of Art, the University of Melbourne in 2000.



Sally Clark (1965)



Since moving to the Southern Highlands I have been actively involved with two musical groups. First of these is The Buskers, which is a group of some 28 members playing a variety of instruments. We meet every Monday during the school term. Our leader is a Conservatorium-trained musician and she arranges the music for each player accordingly to our ability, just making each piece a little more challenging. We have SO much fun. My second group is somewhat more serious. We are a group of seven playing a variety of recorders and we meet twice a month. From playing with this group under the same leader, not only have I learned so much more about music making, but I have grown to understand

and appreciate so much more when I listen to music – most especially to chamber groups.

I have a daughter, Melanie, who is married to Rye and together they have two dear little boys and I have a son, Peter, who is married to Michelle and they have a son and a daughter. Being a grandmother must be the best thing since giving birth to my two.

And finally, a very fond memory. When we as youngsters went to an inter-schools athletics competition, Betty Archdale approved/allowed us Abbotsleigh girls to chant: 'a', 'double b' and an 'o' and a 't' and a 's-l-e-i-g-h'. I have written out the music for those who remember or who'd like to give it a try.

AOGU Births and Marriages

Justine Barnett (Bispham, 2008) and her husband Jonathan welcomed Rachel Clare Barnett on 8 February 2019 – a much loved younger sister for Peter.



Courtney Aho (Davis, 2005) wrote: Cody Bruce Davis Aho was born on 17 March 2019 to Courtney and Andrew Aho. His sister Avery is very excited to be a big sister!



On Friday 26 April 2019, **Dimity Norton (2009)** married Justin O'Brien at the O'Brien family property, 'Cryon Station' near Walgett. Bridesmaids included **Eloise Gillespie (Norton, 2008)**, **Georgia Norton (2013)**, **Anna Christie (2009)** and **Emma Maughan (2009)**.

Family Bowls Day



Archibald, Wynne and Sulman Tour





Card Day



Mothers' Day Classic



New Mothers Afternoon Tea



Old Girls Staying Connected Through Sport

Senior School Swimming Carnival

This year's Senior School Swimming Carnival saw the ever-popular race between the boarders, day girls and Old Girls. The race was very well fought out, but the day girls were just too strong. The Old Girls came in a very valiant second. The Old Girls team comprised (pictured L > R) **Keely Allsop (2018)**, **Ella Goldsmith (2015)**, **Natasha Ramsden (2018)**, **Amy Nelson (2017)**.

Senior School Athletics Carnival

The Senior School Athletics Carnival would not be the same without the boarders vs day girls vs Old Girls race. The Old Girls ran very well, a very narrow second place behind the super-fast day girls. The Old Girls team (pictured L > R) comprised **Sarah Reece (2018)**, **Nicole Creighton-Jones (2017)**, **Joanna Windybank (2018)** and **Natasha Li (2018)**.



Virginia Bevan (Ward, 1962)

1945-2019

For nine years, Virginia Bevan was a councillor in North Sydney, a determined voice for local residents. She was also a skier, golfer and rally car racer.

Virginia 'Ginny' Lesley Bevan was the youngest child of Rana and Kenneth Ward. Her ancestry also shows that she was the great, great, granddaughter of Henry Dendy, who founded Brighton on the outskirts of Melbourne. He named the suburb after his estate in the South of England. The Dendy family lineage dates back to Edward the Black Prince, the eldest son of King Edward III of England born in 1330 and heir to the English throne.

Virginia attended Abbotsleigh School for Girls at Wahroonga from 1957 to 1963. Following school, she became a paralegal secretary, quickly becoming an expert in the field, prolific in speed typing and shorthand.

At 180cm tall and with a slim athletic build, Virginia excelled in all manner of sporting endeavours. Skiing beckoned at the age of 12 and continued until she was 71. A fearless, determined competitor, her great joy was to be first to the ski lift to tackle deep powder snow up to her waist at resorts worldwide, including Val d'Isère, Kitzbühel, Snowbird, Alta, Vale, Aspen and, of course, Perisher and Thredbo, where she was a founding member of the Munjarra Ski Club, spending many years on the club's committee.

Most winter weekends, Ginny was an active ski patrol member, often in blizzard conditions, ensuring that any skiers in trouble received prompt attention.

Another of her great passions was food, with cooking a life-long hobby. She studied at Le Cordon Bleu cooking school in London in 1968 during an extended honeymoon with her new husband, George.

Back in Sydney, as the mother of young children herself, Bevan organised a cooking school for teenagers that carried on for many years. Bevan cooked on a social and professional basis, including for food photography shoots, with close friend and Vogue Entertaining Magazine editor Carolyne 'Charlie' Lockhart.

Her next passion, golf, then demanded her full attention. A member of Elanora and the Australian golf clubs, she reached a handicap of 13 which she held for some time and played silver pennant for both clubs.

A powerful driver of the golf ball, her putting would, on occasion, let Ginny down. When her husband George suggested a new putter, the change worked well for one week. George then noticed another new putter and asked what had happened to the old putter. Deadpan, Ginny replied, 'It couldn't swim.'

During the late '80s, Ginny became involved with George's rally car driving. She was quite relaxed hurtling along 'special stage' rallies over rough and treacherous tracks, navigating with consummate skill.

During one event, their vehicle was involved in a triple rollover which saw them land on four wheels. The car was still driveable, but barely. Unstoppable in her enthusiasm, once the car was stationary, she declared, 'Let's go, we're still 250 kilometres to the next check in!'

In 1993, she and driving partner Georgina competed in the London to Sydney marathon, a 30-day car rally driving more than halfway around the world – a 25-year rerun of the 1968 event. They were the only all-woman team in the race and finished 60th out of 110 entrants.

The first Targa Tasmania Rally series, which continues, followed in 1992.

For many years, Ginny competed with close friend Robbie McLennan, eventually being inducted into the Targa Hall of Fame. She also squeezed in the 1995 Mobil 1 Round Australia, a 22,000-kilometre jaunt which was not for the light-hearted.

Easter 1998 heralded the fearful confirmation of breast cancer and her first mastectomy, followed closely in the following year by the second. From her bed in hospital following this surgery, she telephoned husband George. 'Darling, do you remember that movie with Tom Hanks ... Sleepless in Seattle?' 'Yes darling, I do.' 'Well,' responded Ginny, 'Here I am, Titleless in St Leonards'. Such was Ginny's enviable attitude to life that she maintained her sense of humour and positivity even in the grimmest circumstances.

The 2002 Targa Tasmania saw George and Virginia's 1958 Volvo PV 544 leave the road at speed in excess of 100kph, become airborne for eight metres and land in a 1.5-metre deep creek. Luckily, both were secured by a five-point harness as the vehicle nosedived into the water. Bevan commented, 'I don't think we will start tomorrow!'

At age 65, children Tory and Stuart called, 'Enough, rally days are over!'

South Africa was the next stop, chasing lions, crocodiles and elephants. A visit to Russia, the Kremlin, Red Square and through Europe to Amsterdam did not quench an avid and energetic quest for adventure.

Antarctica was next, travelling on Russian icebreaker the Polar Pioneer. When, in the frozen wasteland, the passengers were asked who will take 'the plunge' in the icy waters, Bevan's hand was the first one raised. Without hesitation, she leapt into the -1°C waters to claim her 'plunge membership' of the Antarctic.

Realising the horrific consequences of cancer, she embarked with a group of dedicated people to raise money for breast cancer research. With resolute tenacity, she was instrumental in organising a group that held many golf charity days in the Hunter Valley, successfully raising many thousands of dollars for research.

At age 60, her birthday present from children Tory and Stuart was a 12,000-foot skydive over Wollongong for the three of them. George opted to watch from the ground as his wife and two children jumped from an aeroplane.

Around her active life, Bevan found time to become a determined voice for local residents over nine years as a councillor on North Sydney Council with Mayor Jilly Gibson.

At age 64, the breast cancer that had dogged her for 12 years metastasised, spreading to her bones and later her organs. She refused to capitulate and continued her golf, swimming, cooking and bridge with close friends.

At this time, cancer had spread rapidly and despite all efforts of chemotherapy, radiotherapy and a fierce determination to defeat the disease, she succumbed on February 28 surrounded by family.

A powerful personality, Virginia Bevan leaves the legacy of a woman endowed with never-ending energy and a fierce love of life. She was a strong advocate of organ donation and donated her eyes in passing. A letter was recently received by the family from the organ donation organisation saying her corneas have been used to restore the sight of their recipient.

She is survived by her husband George, children Tory and Stuart, four grandchildren and brother Peter Ward and family.

Sydney Morning Herald, 16 May 2019



Patricia Grace Pritchard (Rennie, 1942)

1923-2019

Pat was blessed with living a long and active life as she and her husband Randle were settled in Hawks Nest on the NSW coast, for most of their married life.

Her love of the natural environment and artist talent were used in many ways throughout her life. After finishing school after the Intermediate Certificate in 1940, she received a scholarship to East Sydney Art School for five years from 1941 to 1945, Margaret Olley being one of her fellow students. On receiving her diploma she started work in a commercial art studio, then designing in a textile factory before a teaching job at two schools.

After her marriage, when time permitted, she worked with pen and ink on old terrace houses around the Sydney area, Maitland district and did botanical studies of wildflowers. Her wildflower designs were used in the design of glass plates.

When Pat and Randle moved to Hawks Nest they joined the local Anglican Church at Tea Gardens and served in many areas of need at St Andrew's Tea Gardens and the community of Tea Gardens and Hawks Nest. They also were foundation members of the local Koala Group, Hawks Nest-Tea Gardens Progress Association, Jimmy's Beach Restoration Society (now Winda Whoppa Association) and the Thursday Walking Group. Pat fought for the local natural environment so that the koalas and other indigenous flora and fauna would have a healthy environment. There is a plaque dedicated to Pat and Randle's efforts in the Winda Whoppa area, which the local council is considering renaming, in recognition of their work. Pat would have a morning swim and was a keen walker which she continued to enjoy the day before she died aged 95.

Pat's artistic talents helped create and lead art groups in the area which encouraged other artists. The different groups, U3A and Myall Arts & Craft still enjoy strong memberships today. She is a foundation member of the Galleries in the Garden group which runs the gallery on the river waterfront. Her watercolour paintings have been exhibited yearly since moving to Hawks Nest winning a number of prizes and her sketches have been used in a number of local publications.

Pat's Christian faith sustained her and encouraged her to use her gifts for giving, serving and encouraging others in the community.

By Helen Sillar (Pritchard)



Anoni Tarrant (Brough, 1944)

1927-2017

One of mum's cherished memories was her AOG 70th reunion – nothing was going to stop her from attending (including Parkinson's and a life-long fear of flying). We flew up from Melbourne with mum sharing stories about her old school 'chums' - including Kathleen McCredie. From the moment we arrived at the school gates, it was clear that mum was still a member of the Abbotsleigh community. I had thought mum wouldn't be able to see the school, due to her immobility, but you showed her around the Abbotsleigh in your cart and made her feel very special. Mum talked about where things used to be and revered all the new changes.

75 years earlier, when mum first arrived at those Abbotsleigh gates, both the Japanese and German naval forces had already mobilised for what was to become the second, war-to-end-all-wars. Her much-adored brother was about to join the RAAF, and her husband-to-be would shortly be lying about his age to join the Australian infantry at the age of 16. When she matriculated from Abbotsleigh, the war still had a year remaining. The school was more than a learning community, it was a constant normal in a time of turmoil.

Mum's connection to Abbotsleigh was warm and unwavering from the moment she entered the grounds. She always remained an Abbotsleigh Old Girl, even though settling in Melbourne, she read the Loom and the Weaver from cover to cover, as soon as they arrived and time and again. Special issues she kept in pristine condition for revisiting. Whenever possible she attended the Melbourne AOG reunions and the school remained a strong feature in our household until she passed away.

It was a privilege to accompany mum to the class of 1944 reunion. The extraordinary women I met was awe-inspiring; those who had pioneered the way in for women as clinicians, teachers, pathologists, and activists. But mostly, it was lovely to know, that the school that had nurtured her as a schoolgirl was still so nurturing 70 years on; and for that, I want to thank Abbotsleigh and all the old girls.

Bronwyn Tarrant

Vikki Patricia James (1962)

1945-2018



Vikki began her early schooling at Wahroonga Public School and went on to Abbotsleigh in 2nd class. She began boarding a couple of years later and finished at Abbotsleigh after completing the Leaving Certificate in 1962.

Vikki valued the education, opportunities and friendships she gained at Abbotsleigh. She greatly enjoyed her years as a boarder where she was known to be quite a character, as a result of which she was well known to the Headmistress, Betty Archdale.

In the school holidays Vikki was often invited to stay with one of her school friends in country NSW. Otherwise she and her sister, Jenny, would spend time with grandparents or flew back home to Goroka in Papua New Guinea.

She loved sport and played basketball throughout her school years, becoming Captain of the Senior A basketball team. She played in the First XI cricket team for two years and also enjoyed tennis.

Vikki developed a love of the piano and frequently looked for an empty music room to hammer on the keyboard. Miss Feledi, one of the

piano teachers, heard this and kindly began giving Vikki piano lessons without charge. Affectionately known as 'Fiddle', Miss Feledi was responsible for Vikki becoming an accomplished pianist and for music being one of her greatest pleasures.

After finishing school Vikki was awarded a scholarship to study Early Childhood Education in Brisbane, but took a gap year to travel throughout Europe, picking up odd jobs along the way. On her return she moved to Brisbane to take up her scholarship at SKTC. Following graduation Vikki worked in pre-schools in Papua New Guinea for three years before returning to Sydney to work in a pre-school at Chatswood and afterwards at Narooma. From Narooma she moved to Kiama where she acted as a pre-school advisor for the area.

Outside her work, Vikki's interests were music, golf and bridge. She moved from Kiama to Hunters Hill, where she lived for many years before eventually moving to Warriewood. She passed away at Warriewood, aged 73, after a brief illness.

Jenny Heming (James, 1963)

Iris Noel Darling (Hordern, 1935)



1916-2019

Noel was the second child of the Reverend and Mrs F H Hordern. To quote her brother, Marsden, "For the first 20 or so years ... she lived in rectories or curates' houses in Tasmania, various parts of Sydney and in the rectory of St Andrew's, Seven Hills, in those days considered to be in the country."

The Seven Hills rectory "...stood in several acres, drew its water from a well and had no telephone. But it was surrounded by hills and valleys, clear running streams, farms, old country homesteads, horses, cows, pigs, sheep, fields of ripening corn and winding dirt roads, in a veritable land of milk and honey. Noel had her own pony, became an accomplished rider and sulky driver, and developed a love of country life which was to shape her own."

Noel "...obtained a substantial musical education at the Conservatorium of Music in Sydney", commenting often on the uphill walk from Wynyard carrying her violin, after a longer walk to Seven Hills station. "In later years the family moved to Wahroonga [by the now Pacific Highway, opposite the water tower], where Noel continued her school days at Abbotsleigh" from June 1929 to December 1934 under Headmistresses Miss Poole and Miss Everett. Her 1933 school report described her as "bright and happy".

In 1939 she married Hugh Darling and moved to the Breeza Plains near Gunnedah. On their 3,000 acre property "Battery Hill" they produced sheep, grew grain crops, sunflowers and cotton. Noel was an excellent seamstress and milliner, very stylish, well travelled, loved entertaining and life on the land through all its unpredictable seasons. Very much the 'outback bride' (as she called herself), hardships faced included being unable to get supplies for weeks due to flooding until Hugh could ride into town. There were lots of fun times too; long drives to parties on other properties, balls, polo, picnic races, the Show, tennis and movies

in town. She taught daughters Jill and Robin lessons (provided by the Correspondence School) and piano, until they boarded in the 1950s.

Eventually Noel moved near Abbotsleigh and loved attending school reunions and functions. Lasting friendships made there endured generationally when their daughters also went to Abbotsleigh. She represented the second of at least four generations attending, starting with her aunt Edytha Aitkens (Hordern, 1918) to granddaughters Caetlin (1984) and Kylie (1985) Jopson, pictured as little girls with Noel as her father cut his cake.

She lived through more than a century of change; the Great Depression, two World Wars, rode hackney cabs, saw the Harbour Bridge being built, and became a great, great grandmother. At 102 she could still play violin (pictured). Many now remember Noel for her kindnesses, style, creative flair and manner, love and support of family and love of bringing people together.

Dr Marsden Hordern and Robin Darling



We remember the following Old Girls

Helen Bryant (Ralph, 1958)

Alison Burrell (1959)

Barbara Cary (Faul, 1956)

Margaret Colebrook OAM
(Moir, 1948)

Paula de Rome (Denyer, 1945)

Alison Hawke (Webb, 1947)

Rosalind Hinde (1960)

Joan Hooper (Ellis, 1961)

Robin Hore-Lacey (Muir, 1943)

Susan Jackson (Henderson, 1957)

Nicolina Johns (1993)

Aline Jolly (Edwards, 1949)

Janette Langwill (Gee, 1960)

Prudence Lennon (Bowen, 1958)

Sandra MacDiarmid (1971)

Suzanne McLellan (Fahl, 1962)

Patricia Olney (Miles, 1945)

Jean Onions (Ranken, 1950)

Sandra Pigott (Burke, 1950)

Christine Solterbeck
(Gorzkos, 1982)

Mildred Teitler
(Sofer Schreiber, 1955)

Stephanie Thompson (1953)

Margaret Travers (Marr, 1938)

Anne Whatmore (Halliday, 1949)

Sally 'Sara' Yates (Thew, 1972)



Class of 1958 60 Year Reunion

Thirty three members of the class of 1958 met together to celebrate our 60 reunion and to share good times and bad at the School on Friday 9 November 2018.

We made extra efforts this time to contact several women who had been with us in the Junior School but who then went on to Frensham, and were delighted to welcome three of them back to their old school after 64 years – barely recognisable to them – although the Old Gym where the whole school, junior and senior, used to sit on the floor for morning assembly is still there.

The strength of the Abbotsleigh spirit is evident when old friends make the effort to travel from interstate or overseas to attend, and some rearranged travel plans to attend. For others it was either their first reunion or one after many years' absence. We had many messages from those who could not make it, and the affection in the messages demonstrate the warm memories that Old Girls continue to hold about their time at Abbotsleigh.

The Headmistress welcomed us, and we enjoyed a delicious lunch reminiscing and catching up – the squeals of delight as we recognised each other sounded just like the Abbotsleigh girls of our long past youth. We remembered absent friends and our dear departed ones. The offer of a tour around the campus was taken up by many, and former boarders especially were impressed with the facilities that present girls enjoy, recalling the somewhat spartan facilities they enjoyed.

Everyone was really delighted with our event, and we hope to meet again in five years' time as we are acutely aware of how tempus fugit.

Virginia Mackay (Vonwiller)



Class Of 1968 50 Year Reunion

On Saturday October 20 2018, 85 girls from our year group descended on the School for a fabulous day. As we arrived we formed into small groups for a tour of the campus, guided by younger Old Girls, and accompanied by some wonderful present day girls. So many stories were swapped comparing our times at the School during three different eras. Very poignant for us was commencing along the Hall of Fame in the Sports Complex and seeing one of our own, Olympic swimmer Gill Chapman (de Greenlaw) honoured there.

After seeing the exceptional facilities that have come to Abbotsleigh in the past 50 years, the tour finally led us to the Chapel. The School Chaplain, Rev Jenni Stoddart, then joined us to take our very moving and inclusive chapel service. During the service we remembered the 12 girls from our year who had died, and listened to Sally Macarthur's evocative organ improvisation, which she dedicated to them. Another from our year, Jackie Gaspard, sang a deeply moving Psalm 23 a capella, to music written by one of those friends, Liz Simon (Stone). With Sally Begbie's (Marr) poignant prayer, and Jenni's sermon, the general tone was one of celebration and friendship, and a couple of our favourite hymns were belted out with great enthusiasm.

After the mandatory photographs were taken, it was into the Dining Room for the serious (and noisy) business of celebrating our reunion. We were welcomed by the Headmistress, Megan Krimmer with an entertaining speech, in which we were reminded of various wonderful and not so wonderful events from 60s popular culture. During lunch many laughs were prompted by the screening of Anne Portess's (Hooper) film from our last year at school, and many old photos from our schooldays.

Without exception, all who gathered for our special day remarked on the happiness of the day and the sincere warmth and joy shared by us all being together. One described it as being at a special family reunion, together with the funny photos. We feel deeply indebted to Heleen Fourie from the Old Girls Office, who went above and beyond to help the day run smoothly in its many facets. We are also very appreciative of the time given to us by Jenni Stoddart and Megan Krimmer, as well as the generous support from the School and Old Girls' Union.

With contact details updated and included in our Reunion Book, we are hoping that this reunion will lead to closer contact with our classmates in the coming years, and look forward to our next reunion in five years.

Class of 1988 30 Year Reunion

We had the most wonderful night together at The Manly Skiff Club on the 10 November 2018 for our 30 Year Reunion for the 1988 leavers. Nobody could share their thoughts in the five words I asked them but it was put simply by Edwina Champain (aka Shorty) who said this: 'Thank you for sharing all the wonderful, creative resilient life stories. I can't help but smile all over when I think how we are part of a community that is so open with everyone only wishing the best for each other'. And a note from me, 'Thank you to the AOGU, mainly Heleen Fourie, who was so helpful from start to finish in helping me organise our reunion. Nothing was a problem, she was a delight to work with and without her, it would not be the success it was. Thank you to all the boarders and many others who travelled so far to Sydney as well. The room was full of happiness. It was the most genuine reunion so far, there was no judgement, only excitement with the thought of catching up with old friends. We loved every minute. Thank you to Louise and the staff at The Manly Skiff Club for looking after us so well.

Emma 'Corgi' Joyce (Boston)



Welcome Back Year 12 2018



Abbotsleigh Commemorative pavers



ABBOTSLEIGH
FOUNDATION



To celebrate Abbotsleigh's long years of educating women, in 2005 we inaugurated a program of commemorative pavers to record the thousands of links that Old Girls, past parents, former staff and past Council members collectively have with the School.

We invite you to commemorate your personal links with Abbotsleigh by ordering a brick engraved with your name and the years of your connection with the School.

Gifts of \$500 or more to the Abbotsleigh Foundation's Building, Scholarship or Library Fund can be recognised with a commemorative paver.

A tax deductible gift of \$500 will support the School's ongoing development.

For further information, please contact the Fundraising Manager,
Sasha Carrel on 9473 7738 or email carrelc@abbotsleigh.nsw.edu.au

A gift that gives

The scarf, priced at \$100, is beautifully packaged in a quality black gift box and measures 180 x 50 cm.

To order, please email Fundraising Manager Sasha Carrel at carrelc@abbotsleigh.nsw.edu.au or phone 02 9473 7738.

About the artwork and artist

Shedding Totem: Kamilaroi Bloodlines

Artwork by Hannah Hilton (Ranby, 2013)

2013 Abbotsleigh Old Girl and Indigenous Scholarship recipient

This scarf is a reproduction of a lino print created by Hannah in 2013 as part of her HSC body of work. The design evokes the patterns found in bark and trees, revealing the natural habitat of the carpet snake, Hannah's totem.

Indigenous Scholarships at Abbotsleigh

Abbotsleigh welcomed its first Indigenous Scholarship students in 2008 and since then, Abbotsleigh and the Abbotsleigh Foundation working in partnership with Yalari, have enabled 19 Indigenous girls to gain an Abbotsleigh education.

These scholarships are made possible by the ongoing generosity of the School's community – profits from the sale of these scarves will support Indigenous Scholarships at Abbotsleigh.

For more information visit www.abbotsleigh.nsw.edu.au/giving.



Generosity for generations



Gifts that last a lifetime

On behalf of the School, and the thousands of girls who will benefit, thank you for believing in the importance of creating greater opportunities for girls' education. Your generosity will last generations.

Megan Krimmer

HEADMISTRESS



Vimbainashe Murambi

2018 FOUNDATION
SCHOLARSHIP GRADUATE

Indigenous Scholarships

“Abbotsleigh gave me so many opportunities which have opened many more doors than school at home could have done for me.

My elders are proud, as I'm the first person in my family to graduate from school. I am truly grateful, especially to individuals who donated to make these scholarships possible.”



State of the Art Facilities

The Sports Precinct, Betty Archdale Library, STEM Street, the Infants Wing and Boarding Houses, are some of the projects made possible by the generosity of previous and current generations.

With your help, we can continue to offer facilities that give our girls the best learning environments.



Scholarships

Each year the Foundation supports means-tested scholarships for students. These scholarships give an opportunity to girls who, without this scholarship, would not be able to attend Abbotsleigh.



Every Abbotsleigh girl, past and present, has benefited from the generosity of parents, Old Girls and staff.

Without the generous donations from our Abbotsleigh community, we would not be able to fund our important Indigenous Scholarships, Foundation Scholarships and prizes, or improve our facilities.

In 2018, our generous community donated approximately \$700,000 to the Abbotsleigh Foundation for school programs, scholarships and facilities. With your help, this year we aim to raise \$800,000.

Foundation Scholarships

“I was able to push myself more academically than I ever thought I could, which is why I am so glad to have received my scholarship; my education enriched my life.

I am studying a Bachelor of Laws and Social Science and one day plan to work with NGOs in policy advice or advocacy.”

2019 Goal
\$800,000



ABBOTSLEIGH
FOUNDATION

We appreciate your donation

Name _____

Address _____

City _____ State _____ Postcode _____

Country _____

Phone (H) _____ (W) _____

Email address _____

Receipt made out to _____

Please accept my gift of: \$1,000 \$500 \$250

\$100 Other \$ _____

To the following fund

Building Fund: To support the development and maintenance of school facilities

Indigenous Scholarships: To support the education of Indigenous girls; providing tuition and boarding at Abbotsleigh in partnership with Yalari

Kathleen McCredie Scholarship: A means-tested scholarship offering full tuition for a girl from Years 10-12

Abbotsleigh Foundation Scholarships: To support two new means-tested scholarships for students entering Year 10, to cover 50% tuition for remainder of schooling

Library Fund: To support the libraries' activities and resources

Wherever the greatest need

Please charge my credit card MasterCard Visa Amex

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Card number _____ | _____ | _____ | _____ |

Expiry date __ __ / __ __ CVC __ __ __

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Please make your cheque payable to Abbotsleigh Foundation

OR you may donate via Abbotsleigh's website
www.abbotsleigh.nsw.edu.au/giving

Please send me information about how I can make a gift to Abbotsleigh in my will

I confirm that I have included Abbotsleigh in my will

Please send me information about Foundation membership (a gift of \$500 or more entitles you to apply)

Please do not publish my/our names in the annual published list of supporters of the Foundation (Donation amounts are not published)

Personal information is held in accordance with the Foundation's Privacy Policy published on the school's website.

For any enquiries please contact: Sasha Carrel, Fundraising Manager

Abbotsleigh

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Wahroonga NSW 2076

02 9473 7738 or carrels@abbotsleigh.nsw.edu.au

ABBOTSLEIGH

Every dollar
makes a difference.

Every dollar
benefits our girls.

Every dollar
is tax deductible.



**Junior School &
Early Learning Centre**
22 Woonona Avenue
Wahroonga NSW 2076
Telephone 02 9473 7700

Senior School
1666 Pacific Highway
(Cnr Ada Avenue)
Wahroonga NSW 2076
Telephone 02 9473 7777

www.abbotsleigh.nsw.edu.au

CRICOS Provider Code 02270F

For more information

abbotsleigh.nsw.edu.au/giving