Dear Friends

This edition of the Heritage is bursting with news; our students have embraced the theme for this year of ‘making your life happen’. There are so many stories to tell! Whether it be in their academic studies, sport or cultural activities, the girls are aiming high and achieving. They are also setting inspirational examples for each other.

Year 12 student, Megan Rapeport, has set an outstanding example for her younger schoolmates and received a Zonta Young Women in Public Affairs award in August to recognise her leadership skills, volunteer work with children and Amnesty International, and experience in student government. Since Year 10, Megan has completed 600 hours of community service.

Izabela Barakovska accepted a challenge set during her Year 8 Science class to create an original invention and was rewarded for her efforts by being chosen as one of 12 finalists from across Australia in the littleBIGidea competition. She did an outstanding job pitching her innovative idea of a water-saving shower on Channel 7’s Sunrise programme during October.

‘Make your life happen’ is a theme that has also been adopted by staff and former students. I recently farewelled our 2006 Leaver and Rhodes Scholar, Freya Shearer, as she left Perth to head to the United Kingdom. As you read this, Freya is settling into her new life at Oxford University, where she is pursuing a Master’s degree in Global Health Science and Research in Public Health.

As we approach the end of the year, planning is underway for 2015. Education continues to rapidly evolve as we keep pace with an ever changing and complex world. With that in mind, our staff are continually researching, collaborating with each other and undertaking professional learning to ensure students receive the highest standards in their schooling.

In the early pages of this edition, several staff have provided an insight into their responsibilities, activities and projects to help parents understand why we do what we do and the School’s commitment to academic excellence. Their focus on best practice ensures each student receives a world-class education and graduates from Perth College ready to make their mark.

Jenny Ethell
Principal
PC girls join best and brightest

Eight Year 11 students have had a taste of university life at one of the world’s most prestigious educational institutions.

Imogen Braham, Vanessa Coutts, Rebecca Ganon, Amy Laird, Adelle Lantzke, Victoria Meadows, Jessica Negue and Laura Strobech travelled to Oxford University to study a range of courses during July.

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Laura believed learning more about other girls as they have begun to consider their future academic lives beyond high school,” she said. 

Budding inventor’s big idea

An innovative idea to save water in the bathroom earned Year 8 student, Izabela Barakovska, a place in the finals of a nationwide competition.

She made it to littleBIGidea’s top 12 after brainstorming a sensor-starting, water-saving shower during a class Science project.

Izabela devised the invention to stop water wastage while waiting for the shower to reach the perfect temperature.

According to her plan, when water first hits the floor, pressure plates will activate and detect that no-one is standing in the shower. While waiting for the boiler to heat up, water will be directed into a dedicated pipe for toilet flushing and other household uses. When sensors detect a person has stepped into the shower, the recycled water pipe closes and the normal grey water pipe reopens, allowing waste water to be redirected into the regular outflow pipe.

Science teacher, Shea Halge, encouraged her class to enter littleBIGidea to test their problem-solving skills and promote the development of fresh ideas. Four finalists were chosen from schools across the country in three age groups for inventions demonstrating originality, creativity, practicality, imagination and innovation.

Izabela flew to Sydney during the October holidays to attend an awards ceremony and pitch her idea to a panel of judges on Channel 7’s Sunrise programme.

Building a Bridge

Students in Years 8 and 9 have experienced the real-life application of engineering through a competition to build the strongest bridge from the simplest of materials.

Perth College entered three teams in August’s Aurecon Bridge Building competition, in which students aimed to construct the strongest bridge from balsa wood, glue, string and cardboard.

Bridges were assessed by judges for strength, workmanship, creativity and aesthetic appeal.

Taylor Adair, Sinead Thompson, Elina Barajkovich, Samantha Hackman, Emily Gilchrist, Kiara La Rocca, Tara Denman, Iona Braham and Madeleine Sykes worked in their own time during Terms Two and Three to construct spaghetti, trial and competition bridges, with inspiration and insight from 2004 Leaver, Hayley Aldridge.

The girls were among 60 teams to compete on Thursday 7 August at Scitech in the Perth leg of the competition. While the Perth College entries qualified and were able to bear a significant weight, first place was taken out by Baldwins Secondary College with a bridge that held 60.5kg.

Pursuing Excellence
Where am I going? How am I going? Where to next?

Looking at Visible Learning in the Junior School

By Jenny Dougan, Head of Junior School

Junior School teachers have this year been working collaboratively on a professional development programme called Visible Learning. The programme is based on John Hattie’s internationally-acclaimed research, conducted over 15 years and involving millions of students, which is the largest evidence-based research into what actually works best in schools to improve learning.

Visible learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. Hattie found that ensuring students are assessment-capable is the most influential thing we can do to positively impact student learners. Hattie found that when teachers see learning through the Visible learning and teaching occurs schools to improve learning.

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Visible learning and teaching occurs when teachers see learning through the eyes of students and help them become their own teachers. Hattie found that ensuring students are assessment-capable is the most influential thing we can do to positively impact student learning and raise levels of achievement.

Assessment-capable learners are students who know about their learning and can plan their next learning steps with a teacher or peers. They are very active learners who collaborate, solve problems and can clearly articulate: “I know what I am learning and why”. They can also clearly explain their learning progress, their place on the journey and confidently answer when asked, “Where am I going? How am I going? Where to next?”

“We know every day when I come to school I will learn something… it doesn’t have to be a huge thing or a whole new subject… just a little thing, every day you learn,” Tessa, Year 5

Another important influence on student learning is teacher clarity. This includes the quality of feedback teachers give to students during lessons plus a clear communication of learning intentions or objectives and a clear explanation of the success criteria for each lesson. Success criteria describe what students need to do to achieve at a high level on tasks set. Teachers need to discuss these areas with students, using language they will understand, at the start of each lesson and help students set goals for their learning. Positive relationships between teachers and students are crucial.

Research has made us stop and think collectively about the huge amount we already know and do here at Preparatory College, and what really does make a difference. One of the first things we did together as a staff was to audit our understanding.

From our surveys we discovered that all students from Preparatory to Year 6 were comfortable expressing their views about learning. Years 5 and 6 girls were best able to articulate this. Charley (Year 5) said, “In our class Ms Harmsworth has a chart of an owl called Walt that tells us what we are learning today.” Kasia added, “We also have WILF this year – what I am looking for.”

Josette from Year 6 was very clear: “We have a Learning Intention. Ms Lynam writes it on the board and says what we are learning today,” Cate explained. “We have a rubric which tells us exactly what you need to do and what the teachers are looking for when they are marking.”

The surveys also revealed while some students felt that risk-taking and making errors were a positive and necessary part of learning others were more reluctant to make mistakes. Tessa (Year 5) was confident: “You can turn a mistake from a negative to a positive and take it as something you need to work on and it shows where you have gone wrong.”

We were reminded from Visible Learning that being ‘in the pit’ or experiencing cognitive conflict is essential for higher learning: we are keen to encourage the girls to relish challenges, engage in deep thinking, see the value of making mistakes and be confident, resilient learners who can fall down the ‘pit’ when needed and emerge happily with greater understanding.

The student surveys also showed that our girls really believe they can achieve their personal best and feel safe in their classes. They feel their teachers are committed and supportive. As a team of teachers we have worked together to develop an aspiration that all Junior School students will exhibit the characteristics of an assessment-capable visible learner.

Over the next few years we plan to take our teaching to the highest levels to ensure our girls:

• Understand and can explain what they are learning, how they are going and where they will go next

• Can interpret assessment results from their teachers and act on this understanding

Visible Learning has reinforced our commitment to becoming inspired and passionate teachers. We want all our learners to think like Sofia in Year 1: “When I go to sleep I think about what my day and I always think about what I’ve learned. Sometimes I don’t get things but some things I do learn….” and to feel like Breanna in Year 4, “I think learning at PC is a challenge and I really like challenges because they’re fun and they really make me learn.”

Estelle (Year 5) sums it up: “I really like learning here at PC. Every morning I wake up and think, ‘Yay, I’m going to PC.’ It’s a really nice school and we have great teachers.”

Pursuing Excellence
Is knowing obsolete?
By Pina Christie, Deputy Principal – Teaching and Learning
This might be a strange question to entertain in a school, but as education commentators and futurists like Yong Zhao, Sugata Mitra and Sir Ken Robinson have suggested, technology is making us re-examine many of our long-held beliefs. Perhaps it is more a question of when do we use our O (organic) memory and where and when do we use our E (electronic) memory?

Annie Murphy Paul, in her article, ‘Teaching Students When to Use Electronic Memory, and When to go Organic’, published in the e-journal the Hechinger Report, has an interesting perspective on how technology is used in the medical context.

She concludes that technology allows us to search, store and check, while our organic memory allows us to connect and reflect. So in an online world, the intelligent user of memory is clear they are already embedded into everyday learning at Perth College.

“Technology has provided us with the opportunity to allow learning to be both synchronous and asynchronous.”

One such trend is the gamification of learning. Online products such as Language Perfect, Mathletics, and the Microsoft add-on Ribbon Hero are tools used in everyday lessons. These products are used for skills development and have features such as immediate feedback, increasing challenge and scaffolding, social connection and collaboration, points scoring, and player control. Automating skill development creates time for the development of higher order thinking necessary for the 21st century. Technology has provided us with the opportunity to allow learning to be both synchronous and asynchronous. The use of learning materials in multiple electronic formats, both produced and curated by a teacher, that are available ‘anytime, anywhere’ is already common practice.

Our students are already independently accessing information and tools to suit their learning needs. Students create work that is viewed by not just a class audience but a world audience, thereby contributing to the pool of information. Collaboration on a global scale is made possible with online products such as Schoology, social media and video conferencing tools.

The advent of devices like the Fitbit, which records and uploads an individual’s physical data, is already here; the inevitable development of ‘Internet of Things’ which connects multiple databases, together with devices with the power to handle big data, is almost here. It is only a matter of time before a student will receive data telling them to drink 300ml of water and eat a protein-rich snack before they attempt the online programme designed specifically for them to deal with a concept they have found difficult. Information regarding this student’s progress and the quality of application to their task arrives automatically onto the teacher’s dashboard for evaluation.

This application of learning analytics will allow personalisation of learning to truly become a reality.

Science fiction? No, almost here!

The art of note-taking
By Alison Mackenzie, Teacher Librarian
A Junior School project to teach students the skill of note-taking was so successful it is now being shared with educators across the country.

Teacher Librarian, Alison Mackenzie, and Junior School Literacy Co-ordinator, Marilyn Hand, conducted a trial last year with staff to explicitly teach note-taking to improve research, inquiry and comprehension across the primary years.

“The method we have taught the girls gives them a simple strategy to follow in order to pick out the important information they need to find.”

It was based on evidence from leading American researcher, Dr Robert Marzano, and his simple strategy of ‘keep, substitute, delete’ in which the girls learned what information to keep, what words they could substitute and what information they could delete when taking notes.

“Learning how to take notes whilst researching is a skill which can begin as young as Kindergarten and last through to the workplace,” Ms Mackenzie said.

“It is crucially important in the process of students’ learning and understanding of the world around them.”

She said the outcomes of the project had been overwhelming, with students becoming confidence note-takers across curriculum areas at school as well as at home. The project was also well received by audiences at state and national conferences this year in Perth and Darwin.

“The need for this project was evident in the difficulty that students had in making sense of the overwhelming amount of information they are faced with when searching for specific topics or answers to inquiry questions,” Ms Mackenzie said.

“The method we have taught the girls gives them a simple strategy to follow in order to pick out the important information they need to find.”

Mrs Hand believed the major benefit of the strategy was the introduction of a whole-school approach to note-taking and staff and students sharing a common vocabulary.

“This consistency in terminology and our scaffolding sheets for each year level to accompany the lessons supports the girls towards independence,” she said.
The thinking behind the Thinking Skills programme
By Pippa Dejazzi, Learning Enrichment Co-ordinator

The Thinking Skills programme helps students explore and develop skills in reasoning, problem-solving, and thinking critically and creatively. To teach for understanding we must create learning environments in which thinking can be analysed and improved, and reflection and making connections encouraged. For our students to cope with a complex and rapidly-changing world, it is important for them to develop thoughtful behaviours. It is through the exploration of nimble ways of thinking and coding the unexpected as well as the expected that we can begin to educate them for the unknown. It is essential we encourage the girls to take more responsibility for their own learning and to reframe failure as learning; this fosters resilience, an often overlooked facet of their education.

“This activity gave the girls a focus to think more broadly, consider more unusual or less obvious options, and make decisions within a small group.”

Opportunities for critical and creative thinking are embedded within the context of rich, ongoing and co-ordinated thinking-based learning experiences for the girls. The Remarkable Women unit for Year 7 gives them insights into the lives of successful women, living or dead. The girls undertake deep research into the lives of their chosen women and recognise that success isn’t based on chance. It is through persistence, flexible thinking, risk-taking and striving for accuracy that personal and professional growth as well as success are achieved.

Within a World War II timeframe, and its limited technological advantages, the girls were asked to imagine themselves stranded on an island, surviving with only their wits and a limited number of belongings. This activity gave the girls a focus to think more broadly, consider more unusual or less obvious options, and make decisions within a small group. They learned strategies for working collaboratively and were actively encouraged to believe in their own capabilities, imbued with a ‘can do’ piece-by-piece mindset.

The Wonder Women programme, also for Year 7, is a creative and personal response to the growth mindset. With an emphasis on persistence, self-management, commitment, strategies for how to learn and handle stress, it aims to enhance the girls’ insight into a complicated world as they ponder difficult problems.

Importance is also placed on developing organisation skills, which give the girls structures reflecting the thinking they engage in and provide places to download their thoughts. Thinking is a hidden skill and by developing a common language for talking about this, using diagrams to clarify steps or parts of the process, the girls are able to make their thinking more explicit. This in turn enables them to participate more effectively in discussion, reflection and collaborative inquiry.

“For our students to cope with a complex and rapidly-changing world, it is important for them to develop thoughtful behaviours.”

Focussing on these skills in the classroom is essential; it supports active and conscious thinking, allowing students to go beyond the information given, to think systematically yet flexibly, to critically analyse, and to communicate effectively.

Enabling girls to develop their ability to adapt their thinking within different environments will ensure they can function more effectively in a complicated and multi-dimensional world.

Partnering with Curtin for best practice in Science teaching
By Geoff Quinton, Head of Science

Feedback following a Year 7 Science project is helping to inform Curtin University research about teaching inquiry skills.

At the start of Term Two, students were challenged to use a range of web tools to investigate any topic relating to the use of water. Working in groups, they were guided through their inquiry by the Water in our World website (http://y7pcwater.weebly.com), which was specifically developed for the project in collaboration with Curtin. The site provided tools to help the girls organise, communicate and share information about their chosen topic, including mind-mapping tools such as bubbl.us and popplet as well as Voki, an avatar-creation tool allowing students to express ideas via an animated character. The unit challenged students to engage in scientific research, using ICT and collaboration, to a higher level than encountered in more traditional approaches to teaching Science understanding and inquiry.

All students were surveyed online before and after the unit to gauge changes in understanding of scientific inquiry, confidence in the use of ICT, and capability for teamwork. Some students also volunteered to provide their feedback through group interviews. Data from these surveys and interviews will help to improve or adapt the unit the next time it is used in schools and is informing wider research conducted by Curtin about how best to teach Science inquiry skills.
Celebrating our amazing girls

Throughout the year, InsideOut has provided students across all year groups with opportunities for personal growth and development.

In June, Peer Power presenters returned for workshops in Years 7, 8, 9 and 11, encouraging the girls to look at their real selves and consider their values, and showing them how to become authentic young women.

A highlight for the Year 8s was sharing their own poems in which they reflected on what they had learned during the Beyond the Mascara workshop, inspired by a video of American performance poet, Natalie Patterson.

Peer Power later shared the girls’ creations with Natalie, who was overjoyed to hear Perth College students were inspired by her words and had the courage to share their work in front of their entire year group.

For the Year 10s, a scavenger hunt through the Cultural Centre precinct in the city was an enjoyable way to finish Term Two. The Amazing Race-style adventure has become a much-anticipated event for this year group, and allowed the girls to demonstrate the skills and strategies learned during a two-day positive self-leadership workshop at the University of Western Australia in June.

GoodGuys empowers boys

The increasing popularity of the GirlPower friendship programme for ‘tween’ girls has led to the creation of a similar initiative for boys.

GirlPower founder, Dana Kerford, trialled her new GoodGuys workshop for Year 5 students from a range of private schools when she returned to Perth College in May.

The skills-based friendship programme aims to help boys resolve conflicts verbally instead of physically, develop self-awareness and express their emotions in a healthy manner.

InsideOut Director, Deb Perich, said the trial was extremely well received and Perth College was now taking bookings for public workshops.

“We feel it’s important to emphasise to boys from a young age the importance of relationships as men are the champions of change for the future,” she said.

Nearly 1,500 girls from Years 1 to 7 and parents participated in Dana’s GirlPower workshops during her visit to Perth College from Tuesday 29 April and Saturday 3 May.

The Resilience Project

Gratitude, mindfulness and empathy/kindness are the keys to happiness and resilience, according to Hugh van Cuylenburg.

The founder of The Resilience Project returned to the School in September to run workshops, drawing on his experience teaching in India to inspire students, staff and parents.

He encouraged them to practise gratitude by keeping a journal to list three things each day they are thankful for; practise mindfulness by meditating; and practise empathy and kindness by doing something for someone else to create a cycle of positive emotion.

Hugh believes resilient people know they can find a way through challenging or distressing situations and bounce back from adversity. He said studies of Year 12 students had shown resilience was the number one indicator for success.
Support for the Solomons

Twelve students have recently returned from the Solomon Islands as Perth College strengthens its connection to the developing nation.

Their journey at the end of September was the seventh time the School has visited as part of an immersion experience offering Year 10 girls an insight into a culture vastly different to their own.

The girls attended classes at St Nicholas, an Anglican school on the island of Guadalcanal, and also took on a teaching role.

During the two-week tour, the girls visited Savo Island and experienced village life, saw World War II memorials and spent time with the Melanesian Brothers, learning about their role in the civil conflict of 2000.

They also spent two days helping at a women’s refuge, the Christian Care Centre, run by the Community of the Sisters of the Church.

“As a School established by the Sisters, Perth College places a strong emphasis on students making a difference in the lives of others, and the time spent observing the work they do and helping out was very precious,” School Chaplain, Father Barry Moss, who accompanied the girls, said.

“We were privileged to visit their base in Honiara, see the work they perform in the Solomons, and attend their chapter meeting and the Profession of two Sisters.”

Helping to change Cambodia

Perth College has marked a decade of its Cambodian immersion experience.

The School has partnered with Awareness Cambodia and Sunshine House in Kompong Speu province, near Phnom Penh, since 2005.

A small group of students and teachers has travelled to Cambodia annually to spend a week helping with refurbishment or renovation projects, teaching and playing with children and donating educational resources.

Beliefs and Values teacher, Clare Hackett, co-ordinates the tour as part of the School’s service learning and social justice programme.

From 12 to 25 April, 14 Year 10 students lived and worked at Sunshine House, running activities for the children, carrying out chores, providing educational materials and other resources, and participating in a trip with the children to the beach at Sihanoukville.

“The help of our School families, we collected mobile phones and chargers for orphanage staff, clothing for the children and extended communities of Sunshine House, and gifts for the annual birthday party that is traditionally celebrated during Khmer New Year, which coincided with our visit,” Ms Hackett said.

An extensive fundraising campaign in the lead up to the trip included a car wash, a free dress day and pizza lunch, a fitness boot camp, and a movie night. The girls also ran a book stall at the Hyde Park Community Fair, husked, painted children’s faces, made morning teas, sold children’s clothing, set up a stall at the Belmont Markets swap meet and ran errands.

“Many of the girls already have a strong social conscience and the Cambodian tour enables the School to extend its social conscience and the Cambodian culture of community service,” Ms Hackett said.

“Such is the impact of the Cambodian tour on the girls who participate that several of them have returned to the country since graduating from Perth College to volunteer.”

Cambodia is in my heart

By Amy Kay, 2012 Leaver

The most influential experience of my high school education was being able to visit Cambodia as a Year 10 student. The experience had a huge impact on me and I always knew I’d go back. I have recently returned from volunteering in Cambodia for five weeks.

Volunteer work involved 5.00 am rises and 10-hour work days, either teaching English or running health promotion sessions in rural villages. Despite feeling absolutely exhausted by the end of my trip, I loved every moment of it!

The children are incredible; their school is an old, run-down building with two classrooms, consisting of only a blackboard and wooden desks with chairs, yet their excitement and willingness to participate is overwhelmingly beautiful. The optimism of these children is exactly what Cambodia needs for its future.

“Despite feeling absolutely exhausted by the end of my trip, I loved every moment of it!”

We were also lucky enough to talk to families in the villages about their hopes. All of them lived in small houses with one room for sleeping and a small outside kitchen. They’d never seen a toothbrush and some families still have no access to clean drinking water. Their only wishes were to have access to education and health facilities, which we managed to provide through fundraising dollars.

The last week of my trip was spent at Sunshine House orphange. It was so special to go back and see all the kids I met four years ago, as well as meet lots of others for the first time! I encourage anyone who has been to return to Sunshine House; the kids were asking about all of you!

As a 15-year-old student, the experience Perth College provided was sheltered and short by necessity, compared to the graphic reality I saw during my five weeks.

However, it was my experience in Year 10 that left such an impact on me and drove my passion to re-visit the country. I know I will definitely visit Cambodia again – I’ve fallen in love with the country, the culture and the amazing people.”
Where in the world?
Technology has enabled Year 6 students to connect with students around the world from the convenience of their classrooms.

A series of Skype calls to schools in Auckland, Melbourne and Ireland helped the girls to explore the theme ‘Where in the world will we go today?’ during their Geography learning programme in Term Two.

The girls had to ask the students they were speaking to a series of questions and then guess their location. The sessions also enabled them to learn about each other’s cultures.

“The technology has allowed students to practise skills such as mapping using a variety of sources, such as Google Maps, and identify what information they need to guide their search for a school,” Year 6 Teacher, Bek Duyckers, said.

The girls had to ask the students they were speaking to a series of questions and then guess their location. The sessions also enabled them to learn about each other’s cultures.

“The features on the maps assisted with the creation of the girls’ questions and the process forced them to work together as a team and demonstrate etiquette in communicating with other cultures.”

Year 1 teacher, Kristine Sanders, said the girls understood how fortunate they were to have warm clothing and comforts while many homeless people did not.

“My class has been learning about what it means to give and be charitable,” she said.

“They are really proud to have contributed to such a worthy charity and now recognise they can make a big difference in their community.”

Assisting Anglicare
Closets of girls across the Junior and Senior Schools were cleaned out in June as students collected clothing that no longer fit or was wanted for Anglicare WA.

The campaign culminated on Monday 30 June with a ‘warm and woolly day’ when the girls donated a gold coin to wear free dress appropriate for the wintry weather. The project was the brainchild of the Years 1 and 4 classes and raised nearly $380.

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Teddy bears on parade
Year 6 student, Ella Van Leeuwen, spent her July school holiday break making 115 tutus for teddy bears and toys in a massive fundraising effort for Princess Margaret Hospital.

She was inspired to organise a teddy bear parade for the Junior School on Friday 8 August because, “I’ve been to PMH more times than I can remember and I wanted to do something to help.”

“I was excited when we got to $100 and when we reached $400 I nearly cried,” Ella said.

Head of Junior School, Jenny Dougan, said the girls were delighted the PMH mascot, Stitches the Bear, could attend and was a great reward for the fundraising effort. She congratulated Ella for being such a positive role model.

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Connecting with charity
Junior School students donated enough goods for homeless people to fill the tray of a ute four times over.

During June, the Kindergarten to Year 6 classes collected books, toys, clothing, bedding, toiletries and canned food in a donation drive for Homeless Connect.

The School Library also boxed up 12 cartons of books from its own collection.

The campaign culminated on Monday 30 June with a ‘warm and woolly day’ when the girls donated a gold coin to wear free dress appropriate for the wintry weather. The project was the brainchild of the Years 1 and 4 classes and raised nearly $380.

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Reading
The Junior School connects to reading
The Junior School was arguably the quietest it’s ever been when all of the girls enjoyed a silent reading party during Book Week, which ran from 18 to 21 August.

Students each found a quiet spot to read a hard copy or e-book, donating a gold coin and helping to raise $313 for the Indigenous Literacy Foundation.

The week’s theme was ‘Connect to Reading’ and Californian Author, Steve Cotler, used his Cheese Mack series to inspire the Years 3 to 5 girls and promote a love of literature.

A book reading interactive show, encouraging the girls to use their imaginations and selecting volunteers to help him tell his crazy tales. The girls’ highlight was dressing up as their favourite book character on the final day of Book Week.

Junior School connects to reading
The Junior School was arguably the quietest it’s ever been when all of the girls enjoyed a silent reading party during Book Week, which ran from 18 to 21 August.

Students each found a quiet spot to read a hard copy or e-book, donating a gold coin and helping to raise $313 for the Indigenous Literacy Foundation.

The week’s theme was ‘Connect to Reading’ and Californian Author, Steve Cotler, used his Cheese Mack series to inspire the Years 3 to 5 girls and promote a love of literature.

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The Premier's Perspective

Years 11 and 12 Politics students were given the rare chance to question the State Premier when he visited the School on Wednesday 30 July.

The Q&A session with Colin Barnett was a highlight of Social Science Week and students had one hour to grill him on issues such as the distribution of the GST amongst the states, the impact of the mining sector on the WA economy, and the fair representation of society in Parliament.

“We took the concepts from their textbooks and applied them to the real world, helping students to appreciate their relevancy,” Head of Social Science, Steve Wynhorst, said.

Meeting new mentors

The annual mentor breakfast for Year 12 students has opened up opportunities and helped create new contacts as the girls consider their options for life after Perth College.

“Thirty-eight Old Girls and past current parents from a wide range of careers attended the event in the Pavilion on Tuesday 19 August to share advice. Industries represented included engineering, architecture, fine art, graphic design, health and medicine, psychology, media and commerce. A variety of exercises, co-operative tasks and time out for reflection helped the girls develop their teamwork and communication skills. One of the most popular activities was mask-making, during which the girls decorated one side to reflect their outer selves and the other to reveal the personality, traits or emotions they rarely showed. The retreat began and ended with meditation and prayer in the Chapel.

“This was a great opportunity for the girls to work with students they may not mix with every day and develop new bonds and friendships,” Senior School Counsellor, Eloise Hicks, said.

Book Week takes library to students connect to reading during Book Week in August.

It travelled around the grounds, allowing the girls and staff to curl up on a bean bag to read or relax, borrow a book, or to reflect their outer selves and the other to reveal the personality, traits or emotions they rarely showed. The retreat began and ended with meditation and prayer in the Chapel.

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Celebrating culture

Perth College celebrated indigenous culture on Thursday 28 August as part of the School’s annual Raising Awareness Week.

A showcase of art, Djinda Kaal Dreaming in the Library featured the work of indigenous artist, Fiona Reidy, and the City of Stirling donated art supplies for the ASWA Future Footprints students to produce their own canvases for display later in the year.

“Perth College Indigenous Co-ordinator, Maria Dzubiel, co-ordinated the programme of events to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.” Roni Forrest, from Future Footprints, and the Gasawa Kimberley Klub cooked tucker, including oils and spices.

Lord Mayor launches Careers Week

City of Perth Lord Mayor, Lisa Scaffidi, has inspired a group of Senior School students to think about life beyond Perth College. She was the guest speaker at a Q&A-style forum facilitated by journalist and School Council member, Andrea Burns, on Friday 19 June.

The event launched Careers Week and the Lord Mayor spoke to parents and students about pursuing passions, improving personal brands and the importance of networking, even at a young age.

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Spring Crafty Markets

Year 10 students transformed the Chapel Quad into a bustling market for a Career Enterprise project on Friday 5 September.

Working in small groups, they set up stalls selling products of their choice, such as plants, sweet treats or home-made crafts such as lip gloss, body scrubs, headbands, hair-ties and jewellery.

The girls had worked throughout the year to develop business plans and create or source their products.

Students were assessed on stall presentation, customer service and product knowledge.

The girls donated their collective $2,100 profit to Anglicare.

Other visitors during the week included renowned pizza maker, Theo Kalogeracos, Holocaust survivor, Hetty Verolme, a Children’s Court Magistrate and a representative from Mindaree Regional Council.

Retreating from technology

Year 7 students ‘unplugged and tuned in’ during their annual retreat organised by the Beliefs and Values department on Thursday 3 July.

They were encouraged to put away their phones, PDUs and digital technology to focus more on face-to-face communication.

“A performance by indigenous dancers from Lockridge Senior High School ended the day, and was accompanied by playing of the didgeridoo. Students and staff were also able to learn some of the basic dance moves, jumping at the chance for small group lessons. Perth College Indigenous Co-ordinator, Maria Dzubiel, co-ordinated the programme of events to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.”

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Head of Social Science, Steve Wynhorst, said.
How long have you worked at Perth College?
I started in 2004 as Deputy Head and taught Year 7 for a number of years prior to teaching Year 5. As the demands of my administrative role have increased I left full-time classroom teaching in 2011 to take on the Literacy Support role for our Years 5 and 6 girls.

What do you enjoy most about working at Perth College?
The heart of PC – its people. Our wonderful girls, incredible staff and supportive parents.

What are your fondest memories from your time at the School?
Whether it is a ‘light bulb’ moment when one of my students has finally achieved a breakthrough in understanding something she has had difficulty with, to watching all of the K-6 girls sing their hearts out on stage for the finale of the Junior School musical, every day provides an opportunity for new, memorable moments to be created. There are far too many moments to mention but I don’t think I have laughed as often, shed as many tears (mostly of joy), been rendered speechless with amazement or filled with pride as often as I have since starting work here in the Junior School.

“Life has afforded me a great range of experiences from a relatively young age and now I am older I am happy to be able to draw on these experiences to better understand myself and others.”

Tell us a little bit about yourself…
Teaching runs in the family – my father, stepmother, uncle, aunt, two of my brothers and two sister-in-law are all involved, or have been involved, in education one way or another. This makes for some interesting dinner conversations whenever we are together as we are all passionate about education and love sharing our favourite stories from the classroom – no names, of course!
Can you tell us something about yourself that is not commonly known?
I was a very headstrong teenager (although my parents might use a different word) and left home when I was 15. I worked in many different jobs, from bar-maidenting to banking, to temping at Marvel Comics in London, before returning to study in Perth as a mature age student.

If you had just $10 left in your wallet, what would you spend it on?
A glass of my favourite red to prepare me for my impending impecuniosity.

Deputy Head of Junior School: Lee Lane

Junior School Profiles

How long have you attended Perth College?
Jessie: Since Kindy, so this is my eighth year.
Taya-li: Eight years.

What are your favourite memories from your time at PC?
Jessie: All the musicals, because they are really fun.
Taya-li: My friends and teachers.

What makes Perth College so special to you?
Jessie: How nice everyone is.
Taya-li: The organisation, and the musicals.

“Being Class Captain means always being nice to everyone and making sure when the teacher isn’t there, everyone still does what they are supposed to.”

Year 6 Semester Two Class Captains: Taya-li Ford and Jessie McKay

How long have you attended Perth College?
Jessie McKay

What does being Year 6 Class Captain involve, and how did you feel when you were elected?
Jessie: Being Class Captain means always being nice to everyone and making sure when the teacher isn’t there, everyone still does what they are supposed to. I can also come up with some competitions for the class. When I was elected I felt happy and excited.
Taya-li: I felt surprised. The role means being very organised.

What are you most looking forward to about joining the Senior School in 2015?
Jessie: Getting a PLD. I think it will be a great thing to use.
Taya-li: Meeting new people, and how organised I will have to be.

Can you tell us something about yourself that is not commonly known?
Jessie: I had curly hair when I was born.
Taya-li: I love to sing.

“I felt surprised. The role means being very organised.”

Taya-li Ford

What is your favourite thing to do on weekends?
Jessie: Play sport or hang out with my friends.
Taya-li: Invite friends over, visit my friends, and do things with Olivia Anderson, who is the Class Vice-Captain, such as creating newsletters and competitions.

Taya-li Ford and Jessie McKay

Junior School Profiles
Mathematics class always puts a smile on the side of my job then walking into my school. Quite as planned in the administrative role, I admit though, if I am having one of those days there are moments that are more exciting, the girls, my colleagues, the wider Perth College community and the campus itself all play a part – the girls, my colleagues, the wider community and the campus itself all play a part in making PC what it is. I must admit though, I am having one of those days where it feels as if things are going quite as planned in the administrative side of my job then walking into my Mathematics class always puts a smile on my face!

What are your fondest memories from your time at the School?
There are four days every year that are extra special and which I will always have as the basis of my fondest memories of PC:

1. The first day with new staff members. It is always with great pride that I welcome them to the PC community.
2. The first student day of the year as there is a genuine sense of excitement and joy amongst the girls and a little bit of nervousness about the new year.
3. The St Michael’s Day service where we can join together as a community (albeit not all at the same time).
4. The Valedictory Service where I always seem to shed a tear as I proudly watch our Year 12s walk across the stage as they graduate from Perth College.

Tell us a little bit about yourself…
My parents and two brothers relocated to Australia as ‘10 pound Poms’ in 1955 but my two sisters and I were born and raised in Perth. My memories of my childhood are filled with lots of time spent outside building cubby houses in the backyard, catching tadpoles in the local creek, and riding my bicycle for hours at a time. I was a keen sportsperson involved in athletics and netball and later in all forms of hockey – field, indoor and mixed competitions. These days I am the proud mother of two beautiful young women and have a wonderful husband who is incredibly supportive of almost everything I undertake in both my personal and professional life (he is not so keen on my gardening and I use batteries and feed my soul whenever I can. I cultivate my garden to surround myself with trees, veggies and flowers and find the satisfaction of watching a garden grow and flourish to be very grounding and rewarding. I am establishing a new cottage garden full of citrus, almond and peach trees, herbs, roses and lavender. The aroma in spring will lift my spirits every morning when I open the curtains, delighting at the sight of a fresh bud or new rose coming into bloom. A tranquil haven when I return home to unwind from a busy day and marvel at nature whilst watering my garden by hand.

Can you tell us something about yourself that is not commonly known?
I love the Hawthorn Football Club. As a little girl catching the bus to my school in the wheatbelt, I remember all the big kids asking me, “You support the Hawks, don’t you?” I’m not even sure that I knew what the Hawks were when I was six, but I do know I love my team and many of my old school friends and cousins still support the Hawks. Hawthorn is known as the football family club, with a strong bond, culture of excellence and record of success. Sounds a lot like Perth College!

For $10 I could buy four punnets of seedlings and a packet of seeds. I would buy tomatoes, red capsicum, cucumber and lettuce seedlings to make salads and I would buy sunflower seeds to grow into beautiful flowers and after they finished flowering, I could harvest the sunflower seeds.

Tell us a little bit about yourself…
I love the south-west of WA, searching rock pools for sea creatures with my girls and falling asleep to the sounds of surf, walking through Karri forest with its unique smell and sound. I am a farmer’s daughter and often feel like a country girl trapped in the city, so I head to our family farm or the south-west to recharge my batteries and find my soul whenever I can. I cultivate my garden to surround myself with trees, veggies and flowers and find the satisfaction of watching a garden grow and flourish to be very grounding and rewarding. I am establishing a new cottage garden full of citrus, almond and peach trees, herbs, roses and lavender. The aroma in spring will lift my spirits every morning when I open the curtains, delighting at the sight of a fresh bud or new rose coming into bloom. A tranquil haven when I return home to unwind from a busy day and marvel at nature whilst watering my garden by hand.

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Senior School Profiles

Boarder, Jasmyn Fullgrabe

How long have you been a student at Perth College, and where are you from?
I have been at Perth College since 2010, from Years 8 to 12. I’m originally from Perth but I moved to Geraldton when I was eight-years-old and lived there for four years.

What are your most treasured memories from your time at PC?
One memory that stands out is when I won the Colin O’Sullivan Trophy for the open 100m sprint at House Athletics last July. As the School cheered for the girl who won I looked around for the winner. Within seconds a lot of my friends ran towards me, cheering my name. The overwhelming feeling of happiness of all my friends supporting me and the overwhelming feeling of winning when I didn’t think it was possible is why this memory is one of my most treasured.

What makes Perth College so special to you?
One of the aspects of PC that really makes it a great community to be a part of is the lifelong friends you make. The relationships and connections I’ve made with students and staff have helped make my time at PC enjoyable, less stressful and overall the best five years of my life so far.

What do you like most about being a boarder, and about the Boarding House?
The best thing about being a boarder is being given the opportunity to grow up more independently and maturely. Living away from home, my parents and family for long durations at a time has helped me to work more on my own and to learn resilience from my mistakes.

Within seconds a lot of my friends ran towards me, cheering my name.

“One of the aspects of PC that really makes it a great community to be a part of is the lifelong friends you make.”

Can you tell us something about yourself that is not commonly known?
I have Australian Indigenous heritage. My mother is a white Australian from Perth and my father an Indigenous Australian from Kalgoorlie. I was born in the Aboriginal community of Kalgoorlie known as Wongi country, which describes Indigenous residents within areas of the Goldfields and the Western Deserts region near the border of WA and South Australia.

What is your favourite weekend activity?
Relaxing from the school week with takeaway food, movies, catching up on television shows with closest family and friends.

If you had just $10 in your wallet, what would you spend it on?
Without a doubt I would buy a small bacon and egg McMuffin meal from McDonalds for breakfast. You cannot go wrong with egg and bacon.

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Deputy Head Girl, Claire Shinkfield

How long have you attended Perth College?
I started in Year 5 and have been here ever since so this will be my eighth year! It’s unbelievable how quickly time has flown, and I hope that I am able to say that I really grew up and matured in this school.

What is special about Perth College?
PC is a place where I immediately felt comfortable. The environment that is given to us to learn in is incredible, and looking back it is hard to believe how many opportunities have been provided to me that have enhanced my life. I also love the real sense of community within PC, and I have always felt extremely lucky to be in a place where everyone gets along so well, despite differing backgrounds. I have no doubt my connection with the School will continue after graduating.

What does your role as Deputy Head Girl involve, and what does it mean to you?
My role this year has mainly involved working with the Student Executive (Camilla Cresswell, Stephanie Tran and Molly Goldacre) and our Year Co-ordinator, Mrs Shotch, together coming up with ideas we would like to implement and messages we want to convey to the School. I am extremely privileged to be able to build on my skills as a leader, and I have found the role very beneficial in helping me to become what is hopefully a good role model for my peers.

Can you tell us something about yourself that is not commonly known?
I don’t think many people would know that I used to live in Fiji! We moved there when I was just two-weeks-old, and then moved back to Melbourne when I was two, so unfortunately I don’t remember much. I also played piano for 10 years, and still really enjoy sitting down to play every once in a while; I find it really therapeutic!

What is your favourite weekend activity?
I look forward to my netball games every week! I love getting out and playing sport, and there is nothing better than playing with my school friends on a Saturday. I also really enjoy a good movie at home on a Saturday night with some ice cream or a cup of tea; it’s definitely one of my favourite ways to relax and take a break from schoolwork.

If you had just $10 in your wallet, what would you spend it on?
Chocolate! A typical, but very real, obsession.
**Creative Arts**

**Music-making on tour**

Perth College musicians have collaborated with students overseas and interstate during two recent tours.

Thirty-three girls and four Aquinas students travelled to Singapore in July to attend workshops and master classes at Naval Base College. The tour culminated in a combined performance at the Yong Siew Toh Conservatory of Music at Singapore's National University.

Perth College's elite chamber orchestra, comprising 17 students, participated in the Community of the Sisters of the Church Music Festival in Adelaide during August. Perth College was one of five schools – known collectively as the Emily Group – from across Australia involved in this event, celebrating their shared heritage and the Sisters' work.

“The girls collaborated with students who were of a similar age but from different backgrounds, and in the case of the Singapore tour, different cultures.”

Students morph their ideas

Artwork by Kahlee Lengkeek and Rachael Mondello (Year 11) was judged to be amongst the best works selected by school students across the state in this year's metaMORPHosis art and design exhibition.

The event, organised by the Central Institute of Technology during August, promotes excellence and originality in senior secondary school art as students evolve into professional artists and designers.

Rachael created ‘Wheel’, a mixed media sculpture using recycled materials and perspex. Kahlee’s work, ‘Transparent Visage’, was an etching inspired by the depiction of women in popular culture and the attitudes conveyed towards them in social media.

“I have always had a passion and keen interest in art and it is something I hope to be able to continue in the future” she said.

“I love art and will probably pursue a career in urban design or architectural interior design.”

Emerging young artists

Caitlin Parkinson (Year 1) won third place for her collage and mixed media work ‘Burger with the Lot’ in this year’s Shaun Tan Award for Young Artists.

Her collage and mixed media work of a giant hamburger and milkshake was created during art classes at school and entered into the competition’s Years 1 and 2 category.

An artwork submitted by Melissa Clements (Year 10) did not win an award but was chosen for exhibition during July and August at Subiaco Library.

Melissa was also awarded the Gallery Prize at the Kalamunda Youth Arts Exhibition for her drawing ‘Stranger in Titicaca’. She won the Judge’s Award in the same event last year for a large charcoal self-portrait.

Showing her passion for art, Melissa independently entered the youth portraiture category of the Black Swan Prize during August, and was selected as a finalist. Her charcoal self-portrait, Being Human, was displayed at Lenton and Kay Gallery Perth from 9 to 19 October.

Junk can be art

Year 11 boarder, Abby Nicholson, won first prize in her category at the Dowerin Field Days Art Prize on Wednesday 27 August.

Judges deemed her work ‘Thrive’, a found object assemblage work, to be the strongest in the Junk Art category.

Seven of her classmates also had their work on display at the Art Prize: Anneliese Hopkins, Grace Ram, Laken Reid, Rachel Walters, Madison Webb (Year 11), Chelsea Knight and Marika Liddle (Year 12).

The eight submissions evolved from workshops with artist, Si Hummerston, who taught the girls techniques for creating assemblage artworks from recycled materials.

Abby’s piece was made from stones, wooden poles and metal wheels she rusted up during her Stage 1 Visual Art class.

The Art Prize was the first exhibition Abby has entered as a Perth College student and she said she was surprised to win.

Melissa Clements’ portrait ‘Stranger in Titicaca’
St George's Cathedral Art Awards

Three Year 12 students who used art to make commentaries on pressing social issues earned places at the prestigious St George's Art 2014 exhibition.

Alice Fox collaged and oil-painted a portrait of Frank, a homeless man who sometimes lived underneath her family’s house.

“Frank defies the traditional stereotype of what homeless people are like as he is homeless by choice,” she said.

“I interviewed him and he was such a strong and interesting personality that I wanted to capture his character.”

Tessa Woods created a sculpture inspired by her family’s Calingiri farm and the impact of drought.

She sculpted a bust in clay and used mud from the farm’s dam as well as red dirt from Paraburdoo, where her father now works in the mining industry, to produce a cracked, arid texture in a comment on the issue of the drought.

Art Captain, Hayley Partington, incorporated her passion for vintage items into a mixed media piece, using pencil, pen, acrylic paint, oil and charcoal to merge images of the Hay Street Mall from the 1970s and the present day on old door panels.

The exhibition showcased the best artwork by Years 10 to 12 students from a variety of schools in the impressive setting of St George’s Cathedral from 19 to 24 July.

Thirty years of Art at PC

By Trish Montgomery, Archivist and Art Committee member

Perth College will next year celebrate its 30th annual art exhibition. The event grew from humble beginnings in 1985, when an art committee was formed due to the enthusiasm of Old Girl, Shirley Withers, to raise awareness of art and develop a School collection.

The committee organised an annual exhibition to raise funds for this purpose, and the first was held in 1986, initially restricted to women but later broadened to include men.

The event focuses on established and emerging Western Australian artists, showing paintings, ceramics, glass, sculptures, textiles and jewellery.

The majority of the 250 pieces in the Perth College collection have been purchased from these exhibitions. Year 12 Art students, under the guidance of teaching staff, also choose a piece from each exhibition. These acquisitions not only add to the existing collection but are also used to enhance Art students’ awareness of various styles and techniques.

Additionally, funds from the exhibition support an Artist-in-Residence programme and guest artists contributing to the annual Art Camp.

The Art Committee invites Old Girls who may have visited in the past, and current and prospective parents, to attend the 30th exhibition:

Perth College 30th Art Exhibition
Champagne opening
Friday 27 March 2015
Doors open 6.00 pm; sales 6.30 pm
Ticketed event $30
Weekend viewing 10.00 am to 4.00 pm
Entry $2 includes morning/afternoon tea
Enquiries Trish Montgomery 9471 2163
trish.montgomery@pc.wa.edu.au
www.perthcollege.wa.edu.au

Shows sold out
This year’s productions in the Junior and Senior Schools were sell-outs.

High School Musical on Stage, which ran from 26 to 28 June in the Judith Cottier Theatre, featured a cast of nearly 70 girls from Years 10 to 12. They were supported by 21 boys from Guildford Grammar School.

The theatre was transformed into East High School, in the US city of Albuquerque, for the adaptation of the popular Disney Channel movie.

During early September, Junior School students presented the musical, Dr Dolittle Jr. They wowed an audience of parents, friends and residents from St David’s Retirement Centre during a matinee and also put on a show during Grandparents’ Day ahead of the Friday night performance.
Fresh change for rowing

Perth College rowers are faster, fitter and stronger after Sarah Conlon’s first season as Teacher-in-Charge of the sport.

The squad finished both the Head of the River and the 2014 season in second place overall.

“All of the girls have been dedicated, trained very hard and pushed themselves to new levels of pain,” she said.

“They are better, faster and fitter athletes for this perseverance.

“We are a growing squad with so much talent; if the girls continue to stick with it and believe, anything is possible.”

Miss Conlon has brought a wealth of talent; if the girls continue to stick with it and believe, anything is possible.”

“We are a growing squad with so much talent; if the girls continue to stick with it and believe, anything is possible.”

“An absolute highlight was the lunchtime dance-off with the PC team leading the way, showcasing their acrobatic and dancing skills.”

High hopes for Aleisha

Aleisha Power is balancing her studies with the aim of wearing green and gold for Australia. Hockey is the Year 12 student’s passion and has been since she started playing hockey at the age of three. Aleisha wrote off her secondary education at 17 to train at the WA Institute of Sport.

Health and Physical Education Teacher, Naomi Bain, helped to organise the event.

“The variety of sports, clinics and competition promoted friendly rivalry and helped each student to learn new skills,” she said.

“It was a fantastic day for all of the girls.”

Lawley leads the way

Lawley won the Years 9 to 12 House Athletics Carnival in July with 3714 points, after a kindly contested event at Challenge Stadium.

They were followed closely by Barron (3678.5), Campion (3532.5) and Bedford (3464).

Madison Marshall (Year 9), Olivia Smith (Year 10) and Deborah Dower (Years 11/12) were Champion Athletes in their year groups, and Emily Hoare (Year 8), Molly Nind (Year 10) and Jasmin Fullgrabe (Years 11/12) were the runners-up.

An active life – road and mountain biking, triathlons, surfing, triathlons, surfing, snorkelling, bushwalking, camping and cooking – and music, painting and furniture-making keep Miss Conlon busy in rowing’s off-season.

“We are a growing squad with so much talent; if the girls continue to stick with it and believe, anything is possible.”

“An absolute highlight was the lunchtime dance-off with the PC team leading the way, showcasing their acrobatic and dancing skills.”

PC athletes take on the world

Swimmer and 2013 Leaver, Brianna Ilarda, is also aiming high. The keen runner was the first female across the finish line of the 4km leg at the HBF Run for a Reason in May, also completed the same distance at the City to Surf during August.

“Brianna was third in the mixed 4x100m medley relay team that placed third in the final.”

She trialled for the State Schoolgirls team during Year 9 and, to her surprise, was selected as a train-on. The following year, Aleisha was chosen for the state under-15 team and has made the WA squad each year since. Selected in the Hockey Australia Futures group in 2013, Aleisha was also an Island Games athlete.

Brianna Power is aiming high. The keen runner was the first female across the finish line of the 4km leg at the HBF Run for a Reason in May, also completed the same distance at the City to Surf during August.

“Brianna was third in the mixed 4x100m medley relay team that placed third in the final.”

Another 2013 Leaver, Briony Throssell, finished the Youth Olympics in China during August with seven bronze medals. She was one of eight swimmers to represent Australia at the event and described it as one of the best meets of her life.

Brianna was third in the mixed 4x100m freestyle relay and was a heat swimmer in the mixed 4x100m medley relay team that placed third in the final.

PC athletes take on the world

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“Brianna was third in the mixed 4x100m medley relay team that placed third in the final.”

Bri has now moved to the US on a four-year scholarship to study at Providence College, Rhode Island, where she will train under the guidance of renowned athletes coach, Ray Teacy.

The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002. The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002. The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002. The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002. The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002. The highlight of Year 12 was winning the trifecta of state championships, Head of the Schoolgirls regatta in 1999, 2000 and 2002.
Community Events

Magical Music Evening
Parents and staff enjoyed drinks, canapes and fine music when the Friends of Perth College held its Black and White Musical Cocktail Evening on Friday 23 May. Former Perth College Strings Specialist, Charlie McCarthy, returned to perform with Belleville Gypsy Swing, and guests also enjoyed hearing gypsy-inspired jazz music from The Pickpockets.

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Mothers’ Day Luncheon
The Friends of Perth College organised a beautiful and mouth-watering luncheon on Friday 9 May for school mums to celebrate Mothers’ Day. The School’s Catering Manager, Rebecca Bridges, received rave reviews for the delectable dishes on offer. Mums enjoyed an afternoon being waited on, sipping champagne and tasting a variety of sweet and savoury finger food.

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Tastings and Tapas
The Friends of Perth College’s inaugural Tastings and Tapas night on Saturday 9 August attracted nearly 100 people for a casual evening of entertainment. Stallholders included Upper Reach Winery, Ugly Duckling Wines, Jane Brook Estate Wines, Karafilis Organics and Deli Devine, and guests were able to sample wine, beer and cheese in the decorated setting of the Big Quad. Dinner was prepared by Ole Paella.

An Afternoon of Elegance
A group of students helped to revive some fond memories on Sunday 17 August when they modelled wedding gowns worn by Old Girls. The Afternoon of Elegance was organised by the Old Girls’ Association (OGA) and showcased wedding and bridesmaids’ dresses dating back to 1857. The oldest gown was all hand-stitched and was worn for a wedding in Cohn, Yorkshire. The parent who donated the dress also supplied the wedding gown worn by her mother in 1958 and aunt in 1961, and a bridesmaids’ dress worn by the same aunt in 1959. The stunning and intricately detailed gold dress worn by Sheila Klimpton, a 1934 Leaver who was married at the Guildford Grammar School chapel in 1940, was one of the gowns modelled. Archival photographs of all of the outfits showed how styles and styling have changed through time. The event was a fundraiser for the Emma and Bessie Cotton Bursary administered by the OGA.

Coming Events – Save the Date!
Upcoming events for the remainder of 2014 and early 2015 include:
- Sunday 23 November 2014 Friends of Perth College Carols at the Founders Centre
- Sunday 1 February 2015 Parent Welcome Sundowner
- February 2015 PC High Tea – annual fundraiser for Cambodia and Solomon Islands social justice programmes
- Friday 8 May 2015 Mothers’ Day lunch at Mount Lawley Golf Club
From an Old Girl

Carolyn McCusker

Carolyn McCusker empathises with Perth College students who are unsure about life after graduation.

A 1964 Leaver, she did not love school and studied Law on her parents’ advice, feeling it would provide her with a good general knowledge degree. After graduating from the University of Western Australia in 1970, Carolyn sold encyclopedias for a short time in Melbourne and also worked for her father’s building society while learning to fly.

“...it was a chance weekend stop at a café in Braidwood, New South Wales, that changed her life.”

“Reaching I would never be able to afford all the lessons, and that I would probably never get to fly a plane, I took the rest of my depleted funds and went to London, never get to fly a plane, I took the rest of all the lessons, and that I would probably”

Realising I would never be able to afford

Carolyn completed a Diploma in Business Studies (with distinction) from the London School of Foreign Trade and returned to Perth to work again at the building society, before taking her articles, being admitted to the bar, and joining McCusker & Harmer, where she later became a partner.

During five years as a Research Assistant at the Australian National University Law faculty, Carolyn performed in 10 productions of the Canberra Opera, Repertory, Canberra Philharmonic and the Queensland Playhouse. While not a choir member during her schooling, she had a long-held passion for the arts and the different characters and costumes brought her personality alive.

After accepting a legal position at the Department of Veterans’ Affairs, it was a chance weekend stop at a café in Braidwood, New South Wales, that changed her life.

“I saw it was for sale, bought it, and spent the next five years running the restaurant, cooking, renovating and chopping the wood for the essential fires in those cold winters,” Carolyn said. In her 40s, Carolyn and her partner, Alan Jordan, sold the restaurant and worked for a decade as underground miners. Carolyn earning her hoist driver and shot-fitter certificates. She describes this far cry from her law career — and less than glamorous lifestyle, which included living in a caravan with few amenities — as her greatest joy in life.

Having purchased a small boat, Carolyn and Alan have spent the last 14 years dedicating three months of the year to cruising the canals of France. She is a trustee of the McCusker Charitable Foundation, which aims to improve health and education, and, 30 years after graduating from Perth College, Carolyn is reconnecting with the School and the Old Girls’ Association. She urges PC girls to “keep going and you can prevail. Be open to all opportunities and grasp them when they come along.”

From an Old Girl

Debbie Borshoff

Debbie Borshoff’s life took an unexpected turn when she was diagnosed with rheumatoid arthritis.

From a Young Old Girl

Georgia Kalyniuk, 2013 Leaver

Georgia Kalyniuk’s passion for social justice has spiralled since graduating from Perth College last year.

A visit to Rwanda during January in her role as a World Vision Youth Ambassador and seeing the organisation’s field work for herself have cemented her desire to study international aid and law full-time at university in 2015.

Georgia’s ultimate aim is to work towards putting an end to poverty within her lifetime.

“I was first exposed to the idea of poverty and injustice when I was younger by some friends who had emigrated to Australia,” she said.

“I also experienced it during the Cambodia immersion tour in Year 10. Applying to become a World Vision Youth Ambassador seemed like such a fantastic opportunity for me to channel my passion into action.”

In Rwanda, I met some of the beautiful families suffering from the reality of poverty and saw the food security, health and sanitation programmes running in northern Rwanda.

“Seeing this gave me an unshakable hope and faith that poverty is a solvable problem; I refuse to stand by and see people who are just like me, with families and dreams, suffer when they could easily be helped.”

Georgia’s role as a Youth Ambassador for Western Australia involves travelling to schools across the state to talk about famine, poverty and World Vision’s programmes. She was also the keynote speaker at the organisation’s Global Leaders Convention, giving secondary students a greater perspective on global poverty and inspiring them as future leaders.

In her spare time, Georgia studies French at the University of WA and works as a Receptionist at the Four Points by Sheraton Perth.

Future pathways under consideration include consulting with foreign governments to rehabilitate communities affected by natural disasters or war, and helping the hospitality industry to become active global citizens through sustainable Fairtrade initiatives.

She believes Perth College had equipped her well for the future, whatever it held.

“I value beyond anything the education I received at PC, and all the opportunities, like going to Cambodia and first becoming involved with World Vision, that it brought me,” she said.

“I am proud of being a PC girl and the ability I gained to be able to articulate myself and be well-informed and engaged with the issues of our world.”
Providing for Perth College

Seven Old Girls who are members of the Jacaranda Society enjoyed high tea with Principal, Jenny Ethell, at her home on Thursday 19 August.

Year 12 Music Captain, Felicia Shaddick, played a piano piece by Claude Debussy for the afternoon’s entertainment.

Mrs Ethell said the School was fortunate to receive several recently-confirmed bequests. The Jacaranda Society gave the Perth College Foundation the opportunity to thank benefactors for their generosity during their lifetime.

“Bequests make a real difference to the School and can assist to improve educational facilities and equipment, provide scholarships, and assist with future building projects,” Mrs Ethell said.

“They also ensure Perth College remains at the forefront of girls’ education with such programmes as InsideOut.”

Old Girl, Jill Yelland, was schooled at Perth College from Kindergarten until her leaving (Year 12) in 1965. As a glass artist and former graphic designer, she has bequeathed her workshop and studio in Belmont to the School.

“I believe my bequest will benefit many girls interested in the arts and I know that leaving the workshop and studio to Perth College, they will go to good use,” she said.

“PC is a very special school doing fantastic things for young women.”

Giving guarantees the School’s future

What is Annual Giving?

Annual Giving is the cornerstone of Perth College’s philanthropic initiatives and provides the opportunity for the School community to support selected projects which the School budget is unable to fund.

Old Girls, past and current parents, past staff and current and past School Council members are invited to contribute to the Annual Giving programme each year through the tax-deductible Building or Scholarship Funds.

Why has Perth College started an Annual Giving programme?

As with many other independent schools, school fees alone only cover the operational expenses of Perth College and do not allow for continuous improvements to facilities or to assist students who would otherwise not have the opportunity to attend.

Annual Giving is an opportunity for the Perth College community to support and invest in the future by way of capital works projects or to make a real difference to future students.

Over the years, girls from a wide variety of backgrounds, across the city and country, have benefitted from the PC experience. In some cases, these students have only been able to attend due to the generosity of others and the scholarship programme.

What has been achieved through Annual Giving?

With the support of the generous PC community, giving through the 2012 and 2013 Annual Giving programmes enabled the first Margaret and Patricia Feilman InsideOut scholarship recipient to commence Year 10 in 2014.

So far, more than $500,000 has been raised through Annual Giving. The Foundation’s goal is to raise $1.5 million so the Margaret and Patricia Feilman InsideOut scholarship can be offered in perpetuity, enabling more scholarships to be awarded to future students.

How can I support the 2014 Annual Giving programme?

Scholarships have the power to change the lives of girls and their families and the Foundation would appreciate your assistance to continue to make a difference. If you would like to give the gift of education, please complete the cut-out section within the address sheet included in this edition of the Heritage and return to the Development Office.

By post:
PO Box 25
Mount Lawley WA 6029

By email:
foundation@pc.wa.edu.au

Or visit:
Perth College Development Office
31 Lawley Crescent
Mount Lawley
2014 Giving Honour Roll
Acknowledging our 2014 supporters to date, with the full list to be published in the first edition of the Heritage Centre.

From the Heritage Centre

Through the Looking Glass
By Trish Montgomery, Archivist

Year 7 students visit the Heritage Centre annually to better understand the value of archiving while also learning about the rich history of Perth College. Their project this year was a little different.

The focus were the years from 1901 (the arrival of the founding Sisters, Vera, Rosalie and Susannah) to 1968 (when the Sisters departed and the School was handed over to the Province of Western Australia of the Anglican Church of Australia).

Within this timeframe, further focus was given to other milestone periods such as the transition from West Perth to the Mount Lawley campus in 1916 and the occupation of the Army in 1942 and 1943.

Listening to personal accounts from the Sisters, reflections by students of the day and ‘checking out’ various pieces of memorabilia from the Heritage Centre collection, the girls’ task was set and Through the Looking Glass commenced.

Working in groups of two back in the classroom, students had to create a fictional character within their given historical timeframe, delve into the lives of these characters and compose a diary entry or letter, which in most cases would be to parents.

To gain an even greater insight, the girls used ‘Built on Faith: A History of Perth College 1902-2012’, a reference. In contrast to a factual approach, some of the questions raised by the girls during the project included:

How did the girls keep in contact with their families during the war years?
How many times did the girls go to Chapel?
How was the girls’ safety guaranteed during the war?
Why were the boarders not allowed Vegemite?
Did the girls get lost in the new school?
How many girls went to Parkerville?

Tribute

Terri Van Lamoen: 30 years of service

Retirement has finally beckoned for long-serving staff member, Terri Van Lamoen.

After 30 years in a variety of roles and working for three bosses during that time, holidays, family and volunteer work are on her agenda.

With a background in accounting and bookkeeping, Mrs Van Lamoen joined Perth College in 1984 as an Assistant to the Bursar, Gordon Bell, working part-time while her sons were in primary school.

“The School was quite rundown; buildings had been neglected and needed maintenance; finances were not in a healthy position and enrolments were low,” Mrs Van Lamoen said.

“It was a very changed environment to what she was typing. Her most intuitive insights in letter or diary entry or letter, which in most cases would be to parents.

Did the girls get lost in the new school?
Did all the new facilities help the girls get better grades?

These intuitive insights in letter or diary form have been compiled into a booklet which makes very interesting reading!

Thank you to Learning Enrichment Co-ordinator, Pippa Depiazzi, who patiently went through the five classes and experienced the ‘rewind’ of the same stories told by the Archivist, but also enabled the entire cohort to complete their contribution to Through the Looking Glass.

Did the girls get lost in the new school?

Over the years, Mrs Van Lamoen’s responsibilities included purchasing, catering, conducting an annual census of staff and students, project management and logistics. In her early days, she even used to type student exams -- including languages, despite having no knowledge of what she was typing. Her most challenging project was furnishing the new boarding house when Rosalie and Karina houses opened at the same time.

“The builders ran late and we had just the Monday to get every piece of furniture in place before the girls returned the next day,” she said.

“There were trucks everywhere, people coming and going – it was complete chaos but we got it done,” Principal, Jenny Ethell, said.

“Terri has always been there to ensure the School is well-managed and cared for – the one thing that never changed during her 30 years was her calm, unflappable and no-nonsense approach to getting things done,” Principal, Jenny Ethell, said.

“If you needed to get anything done on time, on budget and efficiently, you could always rely on Terri,” Property Manager, Terry Sullivan, added.

Mrs Van Lamoen also acted as a liaison between the Art Committee and the School, typing the catalogue for the first exhibition in 1986 and taking on the role of Treasurer in 1994 at Judith Cottier’s behest. At various times she held the position of Secretary and Convener, and also was Curator of the growing Perth College Art collection, which now features 250 works, including all of the sculptures found across campus.

“I have loved working here and PC has been a huge part of my life; I have been spoiled in so many ways but it’s time for me to retire,” she said.
Stuart Little

Judith Cottier Theatre

19 November, 6.00 pm
20 and 21 November, 7.00 pm

Bookings via www.perthcollege.wa.edu.au or call 9471 2100

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