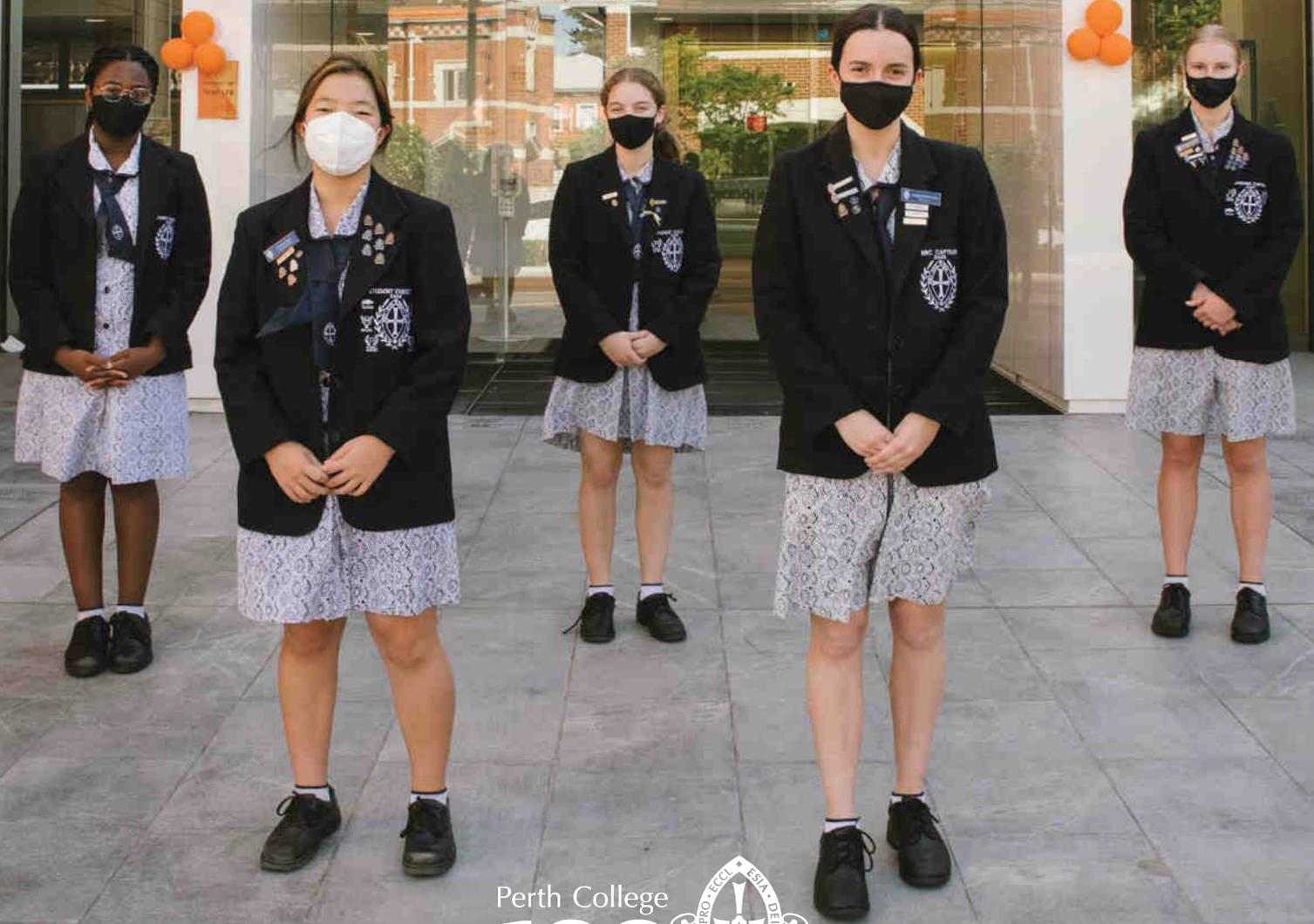


MAY 2022

Heritage

To Hold With Care

EXCELSIOR HOUSE



Perth College
120
Years

The logo for Perth College's 120th anniversary. It features the text 'Perth College' above the large number '120', with the word 'Years' written in a cursive font below it. To the right of the '120' is a circular crest containing a cross and the Latin motto 'PRO • ECCL • ESIA • DEI'. The years '1902' and '2022' are positioned at the bottom of the crest.

*Brave, not perfect, as we celebrate 120 Years
of visionary education for girls.*

Perth College is honoured to be situated on the ancestral Lands of the Whadjuk Noongar people.

We acknowledge the First Australians as the Traditional Owners of the Lands we stand on and pay respect to Aboriginal and Torres Strait Islander Elders past, present and future for they hold the memories, the traditions, the cultures and hopes of Australia's First Peoples.



Perth College 2022 School Captain, Finlay.

Cover Image: Our student leadership group, left to right, Grace, Chloe, Claire, Indigo and Anastasia.

Inside Cover Image: Year 3 swimming students.

Heritage Editor: Helen Shield

Contact: Helen.Shield@pc.wa.edu.au



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From the Principal

‘Most girls are taught to avoid risk and failure. Boys ... are taught to play rough, swing high, crawl to the top of the monkey bars and then just jump off ... they're habituated to take risk ... (and) they're rewarded for it’.

Rashimi Saujani, author of *Brave, Not Perfect: Fear Less, Fail More, and Live Bolder* (2019).

In 2022 we are celebrating our School's 120th anniversary. We have constantly evolved to develop contemporary programs to continue delivering on the Vision of the Sisters of the Church to prepare our students for a challenging and fulfilling future.

This year our theme is Story. As well as sharing the vision of our Founders, the so-called Renegade Sisters, we are encouraging students past and present to share their stories.

We are proud of the positive impact on our students of our flagship initiatives including *Side by Side* (our redesigned service learning program), our Sport Development and Performance Program, *InsideOut* and *sparc*. These enable rich learning, self-leadership, health, wellbeing and collaborative experiences to equip our students with invaluable critical thinking and problem-solving skills.

Across our school, from Pre-Primary, we are engaging our students in STEaM activities designed to inspire, develop skills, encourage flexibility

and collaboration and prepare them, for stimulating jobs and fulfilling lives.

We have been touched by the generous support of our community as we adjusted, changed and postponed activities to stay as COVIDSafe as possible. We were impressed by our students' resilience when *Anastasia: The Musical* had to be postponed when members of the cast became unwell. Despite their disappointment, we know our students will shine when the show does go on.

Our Class of 2021 made us very proud as Perth College was ranked seventh of WA secondary schools, achieving a median ATAR of 91. This cohort achieved a 99.26 per cent WACE graduation, a top ATAR score of 99.95 (Congratulations, Beatrix Thomas!) and 58 students completed a VET Certificate II or higher. Our students completed 3418 hours of community service and gained 41 Duke of Edinburgh International Awards.



SHANI ANDREWS, GARY RACEY, HELEN AGUIAR, ROSS GILCHRIST, LYNDIA GIGLIA, ANDREA HOLLOWAY. MISSING: KATIE PETCHELL, KRISTINA COLI.



GARY RACEY, DIRECTOR OF LEARNING AND TEACHING, ANDREA HOLLOWAY, DIRECTOR OF INNOVATION, SHANI ANDREWS, DIRECTOR OF WELLBEING AND PRINCIPAL HELEN AGUIAR.

We have expanded our Boarding House capacity, developed our PC Vacation Care program and successfully relocated our Year 4 to 6 students to the Beaufort Street wing while our Junior School is redeveloped. These Year 4 to 6 students, now occupying the space formerly dedicated to our Year 7 students, have embraced the opportunity to be integrated into the Senior School.

We continue to encourage our students to Be Brave, Not Perfect given that developing a willingness to take risks and make mistakes is crucial to solving problems and an important part of the creative process. We have been sharing the wisdom of tech and coding experts who warn that a bravery deficit is the result of being conditioned not to make mistakes.

That is the reason our dedicated staff work so hard to identify what is right with our students and how each of them can use their strengths to change the world.

Helen Aguiar
PRINCIPAL



Side by Side our relaunched service learning program

In 2021, we decided to reassess our Service Learning programs to ensure we could measure impact, add meaning and learn.

Our new program, *Side by Side*, has been designed to ensure that Perth College students from Pre-Kindergarten to Year 12, become part of a mutually beneficial partnership exploring and addressing the challenges of our complex world.

Side by Side incorporates meaningful community collaboration, practical experiences and two-way learning and aims to connect students, staff and families with the broader community to address real world problems.

It combines civics education and engagement with fieldwork and work experience, community service and volunteering.

For example, in 2022 our Year 8 students are working with AnglicareWA to explore advocacy. Each of the three groups is assigned one of AnglicareWA's priority advocacy areas and will produce a video for AnglicareWA that either advocates on their topic or provides information about how to advocate.

Our *Side by Side* aligns with *InsideOut* and pilot-based learning programs in *sparc*.

The idea of *Side by Side* is to work with an expert partner organisation, which has a specific need or challenge they are trying to resolve, learning from them and working with them on being part of the solution.

Cameron Thorn

**HEAD OF SERVICE LEARNING, CAMPS AND TOURS
(PRE-KINDERGARTEN TO YEAR 12) – HEAD OF YEAR 8**

Celebrating
120
Years




Perth College Story

In the late nineteenth century, in England, a young woman named Emily Ayckbown had a vision for 'higher education'.

Not higher education as we often hear the phrase today – when it's used to define a stage of education, or academic achievement – but rather an ideal of what education should be.

As the founder of the Sisters of the Church, Emily – Sister Emily – pledged to devote her life to this educational ideal, and to the creation of opportunity for young people.

"In every soul," she said, "was the germ of a great future." And she was dedicated to making that great future a reality for her pupils, regardless of their financial means, social standing, or gender, or any other obstacles that life chose to throw into their path.

When Sisters of her Order founded Perth College in 1902, they set out to give their first pupils all the tools they would need to navigate the uncertain waters of the twentieth century.

In 1916, their prospectus stated the aim that their pupils "may not merely

gain distinction in examination lists, but also be fitted to gain distinction in the greater business of life".

For as the Sisters said, "In years to come these children may have great work to do. Their education should... enable them to play an important part in shaping the future of this growing and promising country, of which we are all justly proud."

In the early twentieth century, when female voting rights had only recently been granted in Australia, and much employment remained off-limits for women, the ambition for Perth College students to carve out independent careers and shape the nation was little short of revolutionary. To many, it must have seemed... well, crazy.

Through two world wars and now two global pandemics, through recessions, depressions and times of plenty, through great social and technological change, the world did

open up to women, and generations of Perth College students have grasped their opportunity. Meanwhile, we continue to chart the founding Sisters' course.

We remain committed to academic excellence, but we balance that with skills of self-awareness, communication, initiative, innovation and entrepreneurship.

Because our job as educators would only be half done if we were to prepare students only for examinations.

We have to prepare them for the real world, or "the greater business of life," as our founders so presciently observed.

Who knows what that real world will be like when today's Kindergarten pupils walk through the gates of our Mount Lawley campus for the last time? Indeed, who knows what it will be like when today's Year 12s begin their first jobs? The only certainty in this life is uncertainty.

We thus prepare our students to take on jobs that have not yet been created, for technologies not yet invented, and to solve problems not yet anticipated.

This is what Sister Emily meant by "Higher Education." Education that invites the spirit in every child to reach for the highest places, and provides them with the tools they need to reach their destination.

If there's a germ of a great future in everyone, it's our duty – as both parents and educators – to encourage that future to unfold.

The greatest – and most difficult – gift a parent or an educator can give a child is freedom.

It cannot be given lightly. It cannot be given without condition. But if they are to flourish, and lead the most interesting, fulfilling lives, then, when the time is right, it has to be given.



At Perth College today, we actively encourage such freedom, through programs that are timetabled and given equal weight to core subjects.

InsideOut helps pupils understand who they are, and how to relate to each other and the world around them. They learn empathy, communication, persuasion, acceptance.

sparc is designed to encourage the creativity, flexibility and problem-solving skills that will be so vital as our pupils take their first steps beyond school, and into the unknown.

We give them the freedom to discover themselves.

Freedom to explore their passions.

Freedom to know their own potential.

Freedom to ask the difficult questions.

Freedom to make mistakes and learn from them.

Freedom to stand apart from the crowd.

Freedom to reach heights that previous generations – and maybe even others of their own generation – might have considered impossible.

Because, when we look into a child's eyes, we don't see limits.

We see possibility.

We see the bright light of opportunity.

We see what Sister Emily saw.

Perth College. *Set them Free.*

First Nations Bush Tucker Trail

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We started our Bush Tucker Trail journey in Term Two, 2021 during our positive impact *sparc* project.

We wanted to enrich everyone's knowledge about First Nations culture at Perth College. We started the project by researching types of First Nations bush tucker plants that already existed in our school. We then created QR codes with the information that we had researched on each plant.

We presented our project to *sparc* Tank, which allowed us to share our ideas with a panel of judges.

We ended up winning the competition, and some judges were so impressed that the school found funding for us to see our project come alive.

For two terms we have been working on Bush Tucker Trail by planting more bush tucker plants around the school.

We've researched each plant's food and medicine information and created QR codes describing each.

We used the laser cutter to make acrylic planter tags to put near each plant and printed QR labels for them.

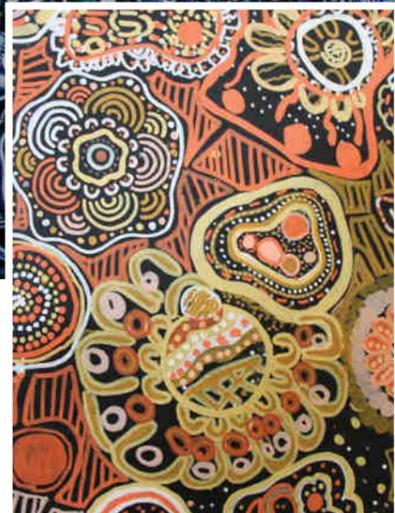
The QR labels gives you information about each plant and are placed next to their plants.

Finally, we helped create a mud map of the trail so people knew where to find the plants as they walked around the school.

We hope that First Nations Bush Tucker Trail continues to be a legacy through which people can learn about First Nations culture. We expect that soon everyone will be able to enjoy the benefits of our project. You will be able to scan those QR codes to find out more.

Evelyn, Millie, Zoe, Amelie H, Matisse, Amelie G

NOW YEAR 7 STUDENTS



Community mural artwork *Noongar Six Seasons*

.....

Aboriginal and Torres Strait Islander students from Dandjoo Darbalung at St Catherine's College at The University of Western Australia took our Year 8 and 11 Art students through a two-hour workshop to kickstart our community mural project.

Dandjoo Darbalung worked with the students to collaborate on the five-metre mural that represents the Nyoongar seasonal calendar of Birak, Bunuru, Djeran, Makuru, Djilba and Kambarang.

The five-metre creation *Noongar Six Seasons* interweaves a narrative that represents belonging, reconciliation and connection to family.

Students and staff from Junior and Senior School contributed their ideas and now the final piece has pride of place in Affie's Café.

Students added their family trees to the canvas in an artistic interpretation of reconciliation.

The *Noongar Six Seasons* mural was completed as part of NAIDOC Week, which we celebrated last September.

The mural was also worked on by Junior School art students. Joined by **Rebeka Morrison (2020)**, who was also a part of the collaboration, Dandjoo Darbalung presented members of the Djook Djinda group with the completed canvas.

The project is a powerful symbol of how we can join together to share, learn and teach. As well as participating in the creation of the mural, some students were able to visit the Perth Hills Discovery Centre and to find out about the importance of Water in Aboriginal Culture.

We experimented with blended cuisines, including Karkulla Sushi and Lemon Myrtle muffins, our staff found out more about cultural leadership from Acknowledge This! Trainer Rhys Paddick and students enjoyed watching documentaries about healing and reconciliation, sacred places and creative pursuits.



Renewal brings optimism, energy and hope

The start of a new school year is always exciting and an opportunity for renewal and a fresh perspective.

In this, our 120th Year, there is even greater anticipation as we reflect on our heritage and remain firmly focused on our students as current citizens and stewards of the future.

In considering our heritage, it was with mixed emotions that the Junior School building was farewelled over the summer holiday period, having served many generations of the School's youngest learners well across the years.

A move into the Beaufort Street Wing for Years 4 to 6 students was met with great enthusiasm and while it is a traditional building, the spaces move closer to an environment that reflects contemporary learning needs.

Agile and flexible options for collaboration, creativity and connection are central feature of the classrooms, which have been purposefully curated by highly skilled educators.

Now a feature across Pre-Kindergarten to Year 6 and central to the planning of the Junior School redevelopment,

a concerted shift towards pedagogy shaped in part by an unknown future is evident and will continue to evolve in time.

It would be remiss of me not to mention COVID-19, which clearly has had an impact on us all these past few months.

Learning at school and at home has undoubtedly been a challenge for students, educators and families.

However, the understanding and appreciation of our collective efforts has kept the community buoyed.

Anchored by our purpose, we will continue to actively pursue and embrace new approaches and world-class educational excellence, despite COVID-19, keeping in mind that our Founding Sisters had a much broader definition of educational excellence than good grades or excellent test results.

A holistic education with a focus on identifying strengths and passions is equally worthy of pursuit and it is an honour for us all to be affiliated with a school that has acknowledged this from its inception.

Katie Petchell
DIRECTOR OF JUNIOR SCHOOL



In considering our heritage, it was with mixed emotions that the Junior School building was farewelled.



Educated by Nature

A nature connection series for Year 3 and 4 Junior School students has come to life via our partnership with Educated By Nature, introduced by Junior School Director Katie Petchell.

"We have a Pre-Kindergarten to Year 6 nature connection series that takes place as part of *sparc* run in partnership with Educated by Nature," Ms Petchell said. "There is an innate human instinct to connect with nature and living things, known as biophilia, and for children living in an urban landscape, it is crucial that we create opportunities for connection to the natural environment."

Educated by Nature was founded by two former primary school teachers who noticed substantial wellness and educational benefits of outdoor learning and play. The program shares age-appropriate information about animals and plants outdoors; creates mindfulness activities with very small groups of young children in a "sit spot"; and builds confidence about finding safe spaces in nature.

Co-founder Trudi Bennett says it's exciting to watch students absorb knowledge about animals and plants and share it with their parents.

"We also offer them a mindfulness opportunity, where we get small groups of students to choose a spot, practise stillness and bond to that location."

"Last year, the big thing was not wanting to get bitten by ants and finding a safe space to sit. This year, I've noticed the students could identify ant holes, were more confident about finding safe spaces and wanted to return."

Ms Bennett says a group of Year 4 students, visiting the Swan River in Crawley, were initially hesitant about approaching the big brown jelly fish washed up on the rivers' edge.

However, Ms Bennett says she was able to show them how to drag the jelly fish back into the water.

"As they become more confident that they wouldn't get stung, their squeals of fear turned to squeals of joy," she says.



'When we were sharing our Stories of the Day at the end, one of the students told me that even though she didn't want to touch the jelly fish, that she noticed one had washed up on shore, so she decided to be brave and carry it from the shore to the river because she wanted to save it'

Our Junior School redevelopment update



We are excited about the progress we are making on our Junior School redevelopment.

Over the Summer holidays, the old building was demolished and we are awaiting development approval before our building starts in earnest.

The design brief for the Junior School embraces joy in learning, makes space for fun, visible learning and safe spaces for taking risks. It uses space, technology and pedagogy to inspire creativity, courage and innovation.

It promotes a connection between inside and outside, with natural light and fresh air to encourage activation, movement and engagement.

We spent a great deal of time working on how to achieve our aspirations on a realistic budget.

Our final design by architects Brown Falconer has been submitted for council approval.

We anticipate building will start later this year.

Relocating while we rebuild

The Junior School renewal has paved the way for some big changes on campus in 2022.

When we asked some of our Year 6 students what they thought of the new building design many said they were excited about what was to come – including the big blue slide and the water flowing down the outside stairs – but expressed disappointment they would not get an opportunity to learn in that space.

One student said the new building had some amazing features “we can all enjoy” including two dance studios.

While we await final building approval, our Year 4 to 6 students have relocated to the Senior School, to the Beaufort Street wing, an area previously set aside for our Year 7s.

We asked our Year 6 students to reflect on life in the Beaufort Street wing.

This is what they told us:

“I like going to school in the Beaufort Street Wing because it gives us a taste of what life in the Senior School will be like. It also allows us to play with different people and in areas we have never been able to play before.”
Grace (Year 6)

“I am enjoying being in the Beaufort Street Wing because I think it will make the transition from Junior School to Senior School easier. It also means we can spend our break times in different parts of the school.” Olivia (Year 6)

“I like being in the Beaufort Street Wing because it makes us feel more connected to the Senior School girls, which means we get to meet many more people, and see our siblings in older year groups.” Genevieve (Year 6)

“It has been a wonderful place to learn! I think it is great that we have more separate rooms with a corridor in between. I also like that we have lots of benches and spots to sit at recess and lunch. It is quite spacious too and it will be easier to get to places like physical education. We just walk to the underpass and we are done! I think it will also be easier to get to know our classrooms in the senior school since we know our way around this area!” Chloe (Year 6)

“The Beaufort Street wing is nice because we are close to the swimming pool and the art room.” April (Year 6)

“The Beaufort Street Wing is more calm and zen-like than the other building.” Molly (Year 6)

“I love all of the natural lighting and it is very close to all of the specialist classes!” Valentine (Year 6)

“There is more natural sunlight in all of the classrooms, we don't have to turn on the lights!” Melody (Year 6)

“I like how it looks so big and I am looking forward to seeing what the new Junior School will look like.” Alice (Year 6)

Lights, Camel, Action! Our 2021 Nativity Performance

All of our 2021 Pre-Kindergarten to Year 2 performers can take a bow for their performance of the traditional nativity story through the eyes of the dancing and singing characters involved in a TV dance show.

Our students performed the Christmas Concert Nativity play *Lights, Camel, Action!* in early December to an enthusiastic crowd!

The students were super excited about the song and dance, the sequins and disco balls and worked hard in the rehearsals leading up to the performance.

The Year 2 students shone as leading characters, learning their lines and revealing their dramatic flair. The theatre stage dazzled with sequins and disco balls. It was wonderful to watch our youngest students shine with their joy spilling out on stage.

Special thanks to Matthew Brown, for stage lighting, Helen Illich for costumes and to our director Christina Maughan.



Transition in the Early Years

We've been working with Edith Cowan University on a study about transitions between home and school and how to cultivate a sense of belonging for young children.

Perth College was last year invited to join the research for the Transitions Project. We wrote to parents about the project, the staff involved and the information that would be shared with our students. We wanted to have a consistent approach to encourage young children in our care to feel comfortable "being" and "belonging".

Because we are working on creating shared connections, our staff shared information about themselves with the children's families.

Families were encouraged to respond with their own stories and to send in family photographs that are on display in the classroom.

We have worked on establishing an environment that reflects the interests of each child. We talked to the students about what we were doing so we could respond and make changes to reflect their interests and requests.

The idea is to give our young students uninterrupted play, opportunities to develop positive relationships with their peers and teachers and to allow them to join group mat or eating times when they were ready.

It removes pressure to quickly change to an activity that some children may have felt unsure about.

Parents and early years teachers have commented on how smoothly our Pre-Kindergarten children have settled. They are not distressed about separating from their parents and they appear to be confidently finding their way around their new school. They are making positive choices and choosing how they play.

We've noticed a change in the way our youngest students are building positive relationships with each other and their new environment. By carefully creating an environment in which they feel they belong we believe they are also feeling more comfortable just being.

Lisa McLean

**PRE-KINDERGARTEN TEACHER
AND EARLY YEARS COORDINATOR**

Staying true to God's story, which values every person

Stories are one of my favourite forms of literature.

They have the capacity to allow us to travel in our imaginations. Stories can help us understand ourselves and our place in the world. They have the capacity to expand our horizons. Stories can help articulate our sense of purpose, our feelings and our values.

As we celebrate 120 years of Perth College this year and re-tell the stories of the Community of the Sisters of the Church who began their work here, it is worth remembering that they centred their lives and purpose grounded in the stories of God found in the Christian tradition.

Their ability to maintain composure in difficult circumstances, their focus on remaining true to their purpose and their capacity for finding ways to achieve this purpose came from their faith in a God who values every person.

When Sister Emily recognised "every human soul...as beautiful and necessary to God's earth as the most exalted saint or hero who ever lived" (p7 Built on Faith) she was echoing the Judaeo-Christian understanding of humanity being formed in God's image and extending Jesus' teaching that whenever we offer something to drink for those who are thirsty, we are doing so to Him.



Jesus taught that the greatest commandment was to love God and the second was to love your neighbour as yourself. In showing love to our neighbour, we demonstrate love to God. In their work at Perth College and around the world, The Community of the Sisters of the Church continued the Divine story.

We are part of the fruit of that story and contain within ourselves the seeds to regenerate the story of recognising and responding to the Divine, wherever we may be.

Reverend Linda Pilton

Heartbreak and gratitude for Anastasia: The Musical delay



The company were very excited to perform Anastasia: The Musical for the audience.

The technical rehearsals had gone extremely well, so everyone knew they had an amazing show to share. Everyone was ready to take the audience on an incredible journey.

We had rehearsed in masks, conducted smaller age group rehearsals, worked to socially

distance groups and students were required to hand sanitise and wear masks on entry to the theatre at all times. If in isolation, students were not allowed to attend rehearsal, even if attending school.

We were notified of the first positive case on Wednesday afternoon at 3.00 pm, two hours before we had called the students to be at the theatre to prepare for the first Preview show.

We had to call parents and the company together for an urgent production meeting at 5.00 pm.

We specified that every company member need to be accompanied by a parent, guardian or support person.

The company were aware of some talk about COVID-19 and we had been operating under the threat

for some time. I think students knew what might be coming. All company members and parents were relieved and grateful to hear the production had been postponed and not cancelled outright.

Students received the news well. They were very sad and disappointed but they understood.

We all want to entire company well enough to experience the joy of being in the musical.

It was devastating to think we might have company members who worked so hard, watching from home. That thought was heart breaking for all production staff. Principal Helen Aguiar and Director Tyler Jones both delivered beautiful heartfelt authentic messages of sorrow, regret and hope for the new season.

They talked about our PC values and how at this time, when faced with grief and loss, it was more important than ever to live by these values and simply be kind.

Our young people have become very resilient in the face of COVID-19 disappointment. They have learned to be flexible, to adapt and also to be very grateful.

We have seen this in the messages sent to Arts staff. They are all hopeful and counting down the days until Term Three, when the show goes on!

Maree Grayden
HEAD OF THE ARTS

Groundbreaking Sports Development and Performance Program

We want our students to feel confident and positive about taking part in sport.



ADAM SELWOOD, HEAD OF SPORTS DEVELOPMENT AND PERFORMANCE.

This year we launched our ambitious sporting program to combat lower overall participation rates for girls in sport.

Our long-term goal is to ensure that the benefits our students experience from physical activity and belonging stay with them beyond their school years.

The Perth College Sports Development and Performance Program (SDPP) builds on our existing programs from Junior School to Senior School.

Perth College Head of Sports Development and Performance Adam Selwood said Suncorp Australian Youth & Confidence Research found one in three girls aged 11 to 17 drop out of sport because they do not believe they are good at it.

The same research found adolescent girls and their parents believe sport teaches them about teamwork, helps them connect with friends, improves their confidence and helps them rebound from hard times.

"We've designed a program we think allows students of all ages and abilities to engage in sport, enjoy it and potentially accelerate their pursuits," Mr Selwood, the former Head of West Coast Eagles AFLW, said.

"We want our students to feel confident and positive about taking part in sport. We're committed to bucking the trend for reduced activity for girls as they move through their teens."

Perth College SDPP has adopted a three-pronged approach, encouraging a healthy relationship with sport, helping students develop and leverage sporting



We've designed a program we think allows students of all ages and abilities to engage in sport, enjoy it and potentially accelerate their pursuit.

skills for personal growth as well as offering an advanced pathway to support athlete development and excellence.

THE FUNDAMENTAL PATHWAY, from Kindergarten to Year 6, has focused on increasing sporting participation opportunities, working with community partners to offer options beyond PC as well as introducing a Community Running Club to promote health and activity.

THE EMERGING PATHWAY, offered in the Senior School, includes an online Healthy Habits in Sport program; support and mentoring for PC sport coaches to build up PC participation rates in Independent Girls Schools Sporting Association programs and an extension of community-based sport opportunities for students with a range of sporting abilities.

This is intended to encourage participation, allowing all students to benefit from wellbeing and **THE ADVANCED PATHWAY**, also for Senior School students, offers a tailored option for committed student athletes with high potential based on set criteria. These students have been offered support via a high-performance camp and extra support with training programs to support their wellbeing and sporting endeavours. In the first high-performance camp attended by our high-potential students, they were assessed by our partners Athlete Alliance and later participated in a Q&A Session with West Coast Fever Netballer Jess Antiss.

The SDPP has forged partnerships with East Perth Football Club, the Royals and East Perth Eagles Basketball Association designed to encourage community sport participation from Kindergarten to Year 12.

Principal Helen Aguiar said the Sports Development and Performance Program was an extension of the Perth College ethos of developing confident, intelligent and creative students contributing to the world around them.

Friends of PC Christmas Carols

We were uplifted and cheered by our 2021 Christmas Carols and the tremendous turnout, in late November.

It was a wonderful Perth College community event featuring performances from our Junior School and Senior School choirs and musicians, a staff surprise performance and a Blessing from our Reverend Linda Pilton.

Our PC family enjoyed fairy floss, face painting, bouncing on an inflatable castle, picnicking and connecting between the performances. There were food trucks, entertainment, carols and a very welcome visit from Santa Claus.

We had lively performances from our Junior School Chamber Choir, our Year 3 and 4 Choir and each of our Year 5 and Year 6 choirs. Year 11 Contemporary Voices and the Year 7 and 8 Chorale performed and led carols. Our Music Department staff produced a surprise percussion performance with audience involvement and Reverend Linda Pilton reminded us of the reason for the season.

Thank you to our Friends of PC for a heart-warming, celebratory community event. For our Friends of PC 2021 committee, Craig Scott, Melanie Cleave, Joe Barnes and Kaye Bell, please know that your superlative efforts were deeply appreciated.



Our Conversations with

We're looking forward to continuing our Conversations with Perth College Series with the co-founder of Gifted WA Dr Kate Burton.

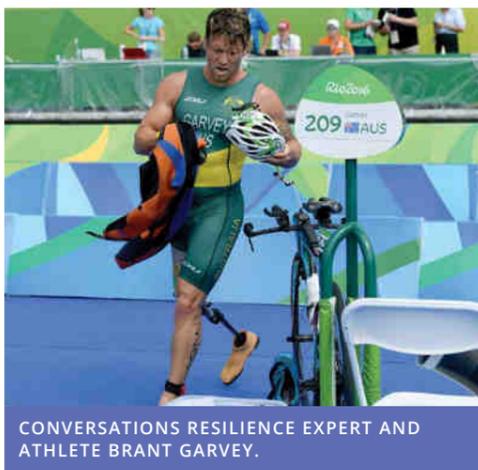
Dr Burton, a psychotherapist specialising in the assessment and support of gifted children, will be talking to our Perth College community about *Understanding the Social and Emotional Wellbeing Needs of Gifted and Talented Children* on Wednesday 25 May.

Dr Burton has worked in academia and has also served as an invited researcher at the Edith Cowan Institute for Education Research (ECIER).

Most recently, her research has focused on the intersection between education and wellbeing in gifted and twice-exceptional students. She is the parent of two twice-exceptional young adults and a passionate advocate for young people who are neurodivergent.

She is also director of Alchemy Therapy, a private mental health clinic specialising in the counselling, assessment, and mentoring of gifted and creative individuals.

We started our 2022 Conversations series with Dr Sandy Chong, businesswoman, educator and philanthropist, a passionate advocate for the UN Sustainable Development Goals for 2030.



CONVERSATIONS RESILIENCE EXPERT AND ATHLETE BRANT GARVEY.

Later in the year we expect to hear from a number of other compelling speakers including resilience expert and athlete Brant Garvey and Madonna King author of *Ten-ager, Fathers and Daughters* and *Being 14*.

Registrations for each of these is now open. Please visit our website and go to Events.

PC Sundowner

Friends of PC was delighted with the turnout to welcome all parents to the annual Friends of PC Sundowner on Sunday 30 January outside in the Chapel Quad. It was a great opportunity for friends new and old to meet, greet and reconnect.



PC Fellas seeks untapped father figure energy

PC Fellas is seeking to harness the untapped energy and enthusiasm of Perth College Dads and father figures.

High on its 2022 agenda are an evening conversation with former WA Police Commissioner Karl O'Callaghan, a Father-Daughter Footy Match, Father's Day breakfast and a Junior School Camp Out.

However, the first event of 2022, with Karl O'Callaghan, a champion of the Fathering Project, has had to be postponed because of WA's COVID-19 outbreak.

Despite this setback, PC Fellas plans to continue its recruitment drive to encourage more Perth College fathers to sign up. Before it can achieve its longer-term goals of creating a supportive community to help Dads be the best Dads they can be, PC Fellas needs to beef up its numbers, PC Fella Joe Barnes says.

PC Fellas has waxed and waned over the past decade. It had a resurgence in 2018 when Joe Barnes, Dave Gerrans and Perth College Councillor Jon Burgess joined forces, organising several events, including a Father's Day breakfast for the whole School on the Founders Lawn with more than 500 attendees.

Efforts of the past couple of years have been a little more disrupted.

However, Joe Barnes, with support from Steve McQuillen and Matt Wray, is hopeful that PC Fellas 2022 events will be able to go ahead later this year.

In the meantime, they are asking PC Dads to reach out and make contact. PC Fellas is extending a particularly warm invitation to Junior School Dads. With any luck, the 2022 Father's Day breakfast will go ahead, providing another opportunity to forge positive connections.

All Dads and father figures are very welcome.



PC FELLA JOE BARNES.

But energetic Dads willing to help organise and run events and those with professional expertise in fathering are especially encouraged to step up as PC Fellas works on its strategy for forging a partnership with the Fathering Project.

To find out more, contact Joe Barnes on joe@activeelectricalwa.com.au

Perth College Leadership Camp

Perth College Leadership Camp was founded in 2018 between Perth College and Burn Bright.

PCLC is a highly interactive, challenging and motivating program that provides an opportunity for Perth College students to focus on developing personal character and a sense of value, identity and purpose while also enhancing leadership and character resiliency skills.

Over four jam-packed days, PCLC will delve into values, grit, service and vision to enable leadership growth and development. What makes PCLC come alive is the small group experience enabling mentored discussion and reflection. This unique opportunity allows students to unpack the highly engaging keynote speakers, interactive seminars and outdoor team challenges that make up the remainder of the program.



Throughout the four days students are broken into small groups of about 10. These small groups are led by mentors who are specifically chosen by Burn Bright and Perth College.

This year students and mentors had to wear masks for the first time since PCLC started as the COVID-19 mandate was announced the day before camp.

This didn't reduce the enthusiasm for the activities and the campers still participated with gusto!

Emily Lockhart
HEAD OF INSIDEOUT

Highlights of the camp included guest speakers, such as Mrs Lockhart who shared her story and personal journey following her traumatic leg injury, the mini Olympics challenge, and the memorable milestones tribe session.

Camps reconfigured, re-imagined

COVID-19 has contributed an added degree of difficulty to managing our camps.

The biggest impact has been that we have been unable to offer overnight camps, but on the upside, when camps are closer to campus, it is easier for senior leaders to drop in for a visit.

Each of the Year 7, Year 8 and Year 9 camps had to be reconfigured as day-only.

Year 8 camp, a five-day camp originally scheduled for early May will now be four days in mid-May, though a decision about whether it will be a day or overnight camp will be made closer to the time.

Our Year 9 camp, which was to have been a 10-day camp held Monday 28 March to 6 April was rescheduled for late April, early May to be held over seven days as a day-only camp.

Despite constraints, Year 7 students still set up tents and packed them away next day. They stayed out and cooked meals using their camping equipment.

"We are pretty happy with the outcomes we were able to get for those students," Cameron Thorn, Head of Service Learning, Camps and Tours for Pre-Kindergarten to Year 12, said.

"For us it was trying to get the idea of what a multi-day expedition looks like.

"The Year 7 to 10 camps are part of a sequenced program. We work on giving our students an opportunity to develop foundational skills they can build on over coming years to prepare for their expedition in Year 10.

"The idea is to make it very much about foundational skills and build up for the skills needed for the expedition in Year 10, which we think is really important," Mr Thorn said.



Year 7 Camp re-imagined

In Term One, our Year 7 students took part in a re-imagined camp experience over the course of four full day excursions at Swan Valley Adventure Centre.

In partnership with the Outdoor Education Group, students were provided with the opportunity to enjoy a full range of activities, including one evening where they set up tents and cooked their own dinner on Trangia stoves! In collaboration with *InsideOut* and the *sparc* program, the Camp built on their understanding of character strengths, as they were tasked with spotting the strengths of another member of their group to produce an artwork for their "strength spy" in our camp debrief session.

Haylie Pepper
HEAD OF YEAR 7

A zippy reflection

My favourite activity on camp was the zipline. I loved the mixture of feelings that I had. I was nervous standing on the edge of the platform about to jump with my legs shaking. When I jumped it felt awesome, not only was I proud that I jumped off, but it was exciting flying through the air and going upside down.

I used the character strength of perseverance when I was on the rock climb and I really wanted to get to the top, but I did not think I could because I was very hot and tired, however I kept pushing on and I got to the top. I also loved using teamwork when we worked together in raft building, cooking meals and canoeing.

I think Year 7 camp was a valuable experience because I got to meet many new students that have come to PC this year. I also was in my challenge zone trying new activities that I had not done before and some of them were a little bit scary. I was very happy I gave the activities as go as they made Year 7 camp super fun.

Ella (Year 7)





Our students were invited to examine thoughts, emotions, and behaviours.



BE BOLD Rottnest

We launched our world-first, two-year BE BOLD program this year.

The first step, our BE BOLD Retreat on Rottnest Island was a wonderful opportunity for our Year 11 cohort to explore concepts of personal courage, self-leadership and sense of belonging. BE BOLD is designed to inspire our students to be courageous leaders using the research of Dr Brené Brown.

Dr Brené Brown designed the BE BOLD program specifically for work with adolescents.

Our students were invited to examine the thoughts, emotions, and behaviours that are holding them back and identify the new choices and practices that will move them toward more authentic and wholehearted living.

Our students met their 'tribes' and 'courage coaches' who will help guide them through the remainder of their time at Perth College.

Our students were asked to define what courage means to them. Their answers included:

- Believing in yourself**
- Pushing myself to the limit**
- Not letting judgement get to me**
- Standing by beliefs**
- Trying something new**
- Being vulnerable**

As well as building rapport between students and their courage coach, students are encouraged to support each other so that they know they have support even if their friendship groups change. We look forward to seeing this program grow as an exciting new aspect of *InsideOut!*



Our 2022 Student Leaders outline their vision

We are the Council of Student Executive for 2022 and with a New Year comes a new vision!

We are the change: Growing together through our strengths and differences.

This builds on the **WE BELONG** vision of 2021.

This year we want to create a more comfortable environment that we believe will allow us to push ourselves and each other to achieve more.

We live in an ever-changing world and we are constantly having to adapt.

Many will have experienced moments where you feel you can't speak up or can't act a certain way because it doesn't fit inside the norm.

If there's something you're passionate about that you think needs to change, we want to encourage you to speak up. We want to work towards creating an environment in which everyone feels they can be a catalyst for change here at school and also in the world outside.

We want to celebrate our strengths and differences so that our community is as diverse and supportive as it can be.

If we want a school we can be proud of, each of us has a responsibility to build each other up. We need to be kind, to build each other's confidence.

We believe that by encouraging deeper connections, creating safe spaces and encouraging each other we will grow together to achieve new and exciting things.

So this year, let's work together to support each other to make the changes that need to be made because we don't have to wait for the world to change us when we can change the world.



CHLOE, GRACE, CLAIRE, PRINCIPAL HELEN AGUIAR HOLDING PICTURE OF PC 2022 SCHOOL CAPTAIN FINLAY, ANASTASIA AND INDIGO.

Finlay

"We want Perth College students to feel confident to push for change. We do not want to let difference or failure hold anyone back from trying different things and pushing for something you are passionate about or believe in. All six of us want to be there to support everyone to feel confident and empowered."

Indigo

"We want to help each other feel more confident and comfortable in who we are, to create a strong and healthy community. We want to change the expectation that you have to be a superperson."

Anastasia

"In the boarding house we are focusing on making everyone feel included. You have to learn to get along with a lot of different people. Having more activities around the boarding house has been really great because it encourages interaction and different ideas."

Claire

"It's about focusing on growing together by focusing on our strengths and embracing difference. We want to become more conscious of how we work with people and listen to them."

Grace

"This year we will celebrate 120 years of Perth College and the founding Sisters who didn't want us to just focus on exams but the greater business of life. I think we really want the students at Perth College to expand their horizons and look at what the world has to offer beyond what's taught in classrooms, and we want to celebrate whatever it is students are interested in, what they are good at and help every single individual to be fully developed, in every way."

Chloe

"I think what's important is to create an environment that is inclusive and respectful. People can get knocked about so this year we can encourage them to be confident in themselves, to express themselves and celebrate each other to grow together."



Young ICT Explorers National Competition Results

STeAM and jobs for the girls

Jesse Ussi, our STeAM Coordinator for Pre-Primary to 10, is part of a team of dedicated Perth College teachers with their sights set on ensuring the enthusiasm for Science, Technology, Engineering and Maths generated in the Junior School blossoms and solidifies in Senior School and beyond.

We know 75 per cent of future jobs will require STeAM skills but as it stands only 27 per cent of those with STeAM qualifications are female. Our mission to turn those “ridiculous” numbers around and we believe that the contribution of Perth College’s parent mentors and partners, particularly in the Junior School, are playing a vital role in this.

“That collaborative joint effort is making a real difference,” Mr Ussi said.

“Teachers, parents and members of our Perth College Community, support our students regularly, giving up time to share their knowledge and skills with our students.”

“Our younger students in the Junior School love robotics. They love making stuff. If we give them opportunities, they flourish.”

Students from Pre-Primary through to Year 6 follow the design process when solving real-world problems – a skill that develops in complexity as they progress through Junior School. Researching, planning, making, improving and sharing are essential to producing a reliable solution, no matter what the problem or context.

Of course, like many things in life, a team’s solution may not work the first or second time around and we encourage them to call upon their character skills of perseverance and resilience to keep trying.

In recent years PC Junior School students have won Game Changers Awards (a STeAM competition for Year 3 to 10 students to present their solutions to real-world problems), WA’s Young ICT Explorers Competition (and gone on to place third nationally), First Lego League, put in a strong showing at

The use of robots, including Beebots, Dash Robots, ProBots and drones, is integrated into the curriculum, as early as Pre-Primary, particularly in STeAM subjects.

The University of Western Australia’s Emerging Engineers Competition for female students and proven formidable competitors to secondary students in an Infinite Energy UWA Solar Car Challenge, in which students design, build and race solar cars.

“It’s great for our students. They are often competing against boys and they are beating them soundly,” Mr Ussi said.

The use of robots, including Beebots, Dash Robots, ProBots and drones, is integrated into the curriculum, as early as Pre-primary, particularly in STeAM subjects. Junior School students solve real-world problems using 3D printing, Raspberry Pies (small computers) and other

electronic equipment. An example in Year 6 is using Blockly to code KodeKlix electronic kits when making circuits. This gives the class a hands-on opportunity to develop an understanding of physical science and digital technologies concepts.

“We aim to incorporate technologies into learning – seeing how it can be used in the real world. Another example is using drones in Mathematics,” Mr Ussi said.

“They might learn about the relationship between distance, speed and time or how drones can be used in real life in a bushfire or for agriculture, to help analyse issues with a crop.

“Our focus is to get more girls involved in STeAM,” Mr Ussi said. “We are offering our Senior School students more opportunities to participate in STeAM activities. We know that their confidence will grow as they become more adept at using the latest technologies to find solutions to real-world problems.

“Their passion for contributing to, and tackling community concerns, will increase as they see that they are able to contribute and help others.

“We want them to take it to the next level at University and into the workforce, so we have more girls who are entering the workforce with STeAM skills, being part of a diverse and balanced workforce.

Congratulations to Year 5 students Maddison, Darcey, Stella and Taylor for their exceptional efforts in the Young ICT Explorers National Finals, winning third place against teams from across the country.

Their project, RubbishBot, uses Teachable Machine (AI) and an Edison robot to demonstrate how an automated vehicle would keep our parks clear of pollution.

Our explorers followed the engineering design process to research, plan, create and improve their model before sharing it with a group of judges. We are all very proud of their achievements.

“These skills that they are learning are not just skills for science, technologies and maths. These are skills for life; adaptability, flexibility, the ability to be robust, to work collaboratively with others, and logically work through problems.”

STeAM opportunities creatively engineered



A happy coincidence led to Sadeni Premachandra (2021) going to an Open Day and winning a degree-long internship and scholarship with ASX-listed construction and engineering company Clough.

Sadeni, who comes from a family of engineers, says she has always enjoyed the simplicity of maths and science but it was a chance recommendation by PC Head of Careers and VET (Years 7 to 12) Belinda Bosnich that prompted her to attend a Clough Open Day, meet senior Clough leaders including CEO Peter Bennett and ask whether it was possible to get work experience.

The full-day Open Day workshop proved a compelling drawcard for Sadeni, who said the activities and presentations were extremely engaging.

"I was fascinated by the diverse range of projects that Clough was involved in, so at the end of the day I asked whether Clough offered any work experience," she said.

Just before her Physics WACE exam she got a phone call to make a time for an interview and the rest, as they say in the classics, is history.

Sadeni, with Breanna Pinelli (2021), has a Clough internship and a scholarship that is designed to support her throughout her studies at The University of Western Australia where she is enrolled in a Bachelor of Engineering (Honours) and Bachelor of Commerce, majoring in civil engineering and accounting respectively.

"I believe maths and science subjects can be core to any field of study and I would encourage any PC student to pursue maths and science subjects for their ATAR," Sadeni said.

Standout memories of her time at Perth College included being in bands and ensembles and the IGSSA Swimming team. "(Being) in the Concert Band gave me the opportunity to travel to China in 2019, which was a highlight of my time at PC."

Sadeni says she works with a few senior managers at Clough, participates as a silent observer in meetings, and is enjoying gaining an understanding of how projects are executed and how different disciplines come together in a major EPC (engineering procurement construction) project.

"I will hopefully get an opportunity to visit or work on Clough sites across Australia," Sadeni said. "My mentor is a graduate process engineer and I have found my meetings with her extremely helpful in developing interpersonal skills and extending my knowledge of the company."

Passion, creativity in STeAM

Breanna Pinelli (2021), who started at Kindergarten at PC in 2008, said she has always loved solving puzzles or finding patterns in the world around her as well as participating in the creative arts.

Breanna, like Sadeni Premachandra (2021), has also won a place on the Scholar Program offered by construction and engineering company Clough as an engineering intern. Breanna wants to be a Civil Engineer and she is doing a Bachelor of Engineering (Honours) and a Bachelor of Commerce at The University of Western Australia.



"When it came to selecting my ATAR subjects, I realised that my passion for creativity can still be achieved through STeAM," Breanna said.

PC Head of Careers and VET (Years 7 to 12) Belinda Bosnich also alerted Breanna to the Clough Open Day where Breanna says she was struck by the effort Clough was making to advocate for gender equality.

Getting an opportunity to do some work experience at Clough has "been a unique opportunity to experience how an engineering company operates before I start my degree", Breanna said.

"As an Engineering Intern, I learn about the company and the different functions.

"My most valuable lesson so far is how each function is important individually, but things are most effective when you are working together to achieve the finished project."

Breanna is also a keen advocate for persistence and effort.

"If you're interested in how the world around you is constructed, maths and science subjects are a great choice," she said. "STeAM subjects can be difficult at times but by continuing to strive for your personal best, you are strengthening your problem-solving skills and perseverance. Eventually, the hard work will pay off."

She said her internship had been a fantastic experience. 'I have found it satisfying to step out of my comfort zone, learn new skills and see my work making change.'

Rio Internship

Madeline Gardiner (2021) missed our February Trailblazers assembly because she was working onsite at Rio Tinto's Gudai-Darri iron ore project in a remote corner of the Pilbara.

The December 2021 to February 2022 Rio Tinto vacation program, she says, was such an incredible experience that when she finishes the 2022 academic year (at Curtin University where she has just started a Bachelor of Engineering), she hopes to return.

Gudai-Darri is one of Rio Tinto's newer sites with a diverse workforce.

Madeline's main work was in the fixed plant department working with a team of electrical and control and mechanical

maintenance engineers to ensure machinery was maintained safely and it was efficient and easy to get that work done.

Highlights were becoming a fly-in, fly-out worker, gaining independence on her eight-day on, six-day off roster and having an experienced female mentor who taught her "so much" about the technical aspects of engineering technology and gave her tips for making her way in a male-dominated industry.

Madeline got to work on a project designed to find the best and safest way of lifting conveyor belts.

"It was all about safety of our people and making sure we look after our plant to keep them safe," Madeline says.

"If there are other PC students who want to work in mining, resources or engineering, I would say, 'Go for it!' Apply everywhere you can. Do your research to find out which of the big companies are offering these programs.

'It can be hard to break into resources but once you get in, there are so many opportunities and I am really keen to explore what the industry has to offer.'



sparc innovation is improvement in action

sparc is designed to Spark Passions grow Attributes and build Relationships to Contribute to the world.

sparc prepares students to thrive in times of rapid change and complex challenge by setting up experiences to give students responsibility for learning. This means they can fall, fail, figure it out, reflect and learn.

We started *sparc*, which aligns with the founding Sisters' vision of educating for the greater business of life, in 2021. It is designed to create experiences that develop capable innovators, courageous leaders and caring citizens. It is easy to understand why this change is needed but working out how to deliver it is a challenge because to be effective it requires a massive collaborative effort from staff working across multidisciplinary teams with capacity to troubleshoot, be flexible and demonstrate a great deal of courage. Staff, known as mentors, contribute passion and magic to a *sparc* experience.

We know our students need opportunities to develop curiosity, imagination, resilience, and self-regulation and the capacity to respect and appreciate the ideas, perspectives and values of others; to cope with failure and rejection and to move forward in the face of adversity. We want to produce well-rounded students who care about the wellbeing of their friends and family, community and planet.

We piloted a number of partnerships with business, industry and universities. The Year 3 and 4 Educated by Nature partnership continues to be a

We want to produce well-rounded students who care about the wellbeing of their friends and family, community and planet.



successful immersion experience, enabling students to learn about the environment. We have extended this to students in Year 1 to 6, to develop environmental awareness and sustainable practice. (See Educated by Nature story in the Junior School News Section).

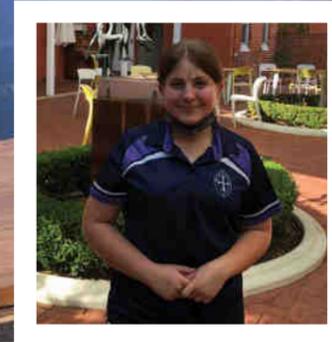
In the Senior School, our *Young Innovators* series continued our partnership with Bloom, UWA's premier youth innovation organisation. With a mission to develop the enterprising skills of young West Australians, Bloom has supported more than 5,000 young people and 100 start-ups, helping students to embrace innovation and technology and equipping them with skills relevant for a changing workforce. The collaboration with Perth College was one of their first programs to expand to a younger audience and has been extended this year to develop social enterprise skills.

One discovery from our first iteration of *sparc* was students wanted more choice. So to '*sparc*' potential passions,

we extended the opportunity to choose a *sparc* experience from Year 3 to Year 10 and called these 'Superflexes'. Another lesson was the need to give students more time to reflect about how they develop during an experience. It is important these moments are captured and collected; to witness, probe and celebrate each students' development over their time at PC. This year, in 2022, we welcomed Head of Insights, Adam Brooks, who will work with us to explore innovative ways to effectively document each students' journey and enhance *sparc* experiences with the integration of digital technologies.

We are confident *sparc* is not just helping students cope with an ever-changing and challenging future, but enabling our students develop real skills that will allow them to thrive.

Melanie Wallis
HEAD OF *sparc*



CO2 Dragster Champion

Amelie (Year 8) is our CO2 Dragster champion.

Amelie collected a great deal of kudos and a sizeable container of skittles after a five-round dragster track battle that was hotly contested by luminaries from Team Maintenance, Team Health and Physical Education.

She sped through the rounds – mercilessly knocking out Principal Helen Aguiar, Reverend Linda and Chaplin Jo among others – and attributes her line honours to her dragster's superior dynamics and a strategic sharp edge!

Congratulations, Amelie. You will have a long list of rivals, redoubling their efforts in Materials, Design and Technology, to race against next time.

What a stellar effort from students and Head of Design and Technology Karol Guglielmana, ably assisted by Rob Taylor. It was gripping, high-speed entertainment.



Georgia wins the 2022 Jill Yelland Art & Design Award



Georgia (Year 12) is this year's winner of the Jill Yelland Art & Design Award.

She's pictured here with **Jill Yelland (1965)**, Western Australian designer, glass artist and proud Perth College Old Girl.

Jill, who trained in Australia and Switzerland, sponsors this annual artistic award to recognise and encourage gifted Perth College art and design students.

Georgia is our fourth winner as this is the fourth year of the award, which was established to recognise endeavours in artistic work as diverse as two-dimensional and three-dimensional art, wearable art, visual communication, fibre textiles and fashion, engineering design and photography.

The Jill Yelland Art & Design Award is one of many examples of the generosity of our Perth College community and the inspiration, encouragement and practical support they provide to future generations of Perth College students.

Artist in Residence Yvonne Zago



Our 2022 Artist in Residence Yvonne Zago inspired and engaged students and staff.

Yvonne worked with Junior School and Senior School students in the Art Department, teaching a variety of new acrylic and oil painting techniques.

Our Senior School students also had an opportunity to attend two afterschool workshops to develop and build on their new skills.

Yvonne told us at the start of the Residency that she hoped our PC students would be able to think more critically about their decision-making skills when they consider what should go into a piece and what should not go into a piece. She talked about how she builds on the components of her work and draws inspiration from random events occurring around her.

"I hope they relax and open up and realise that not everything has to be so realistic or perfect to create a powerful piece of artwork," Yvonne said.

Yvonne's residency was sponsored by the PC Art Committee, which last month curated its annual Fine Art Exhibition. It is one of the Fine Art Committee's many fundraising and creative endeavours. The Artist in Residence program is an extraordinary opportunity for our students to develop their artistic practice. Having an Artist in Residence gives our students a rare insight into the practice of a local artist, creating an authentic learning experience.

The 2022 Fine Art Exhibition was conducted online, with works of art displayed and purchased online this year.

We hope to return to face-to-face exhibits next year.

Jenny Do wins place in the Art Gallery WA's Pulse Perspectives exhibition

Jenny Do (2021) has won a spot in the prestigious Pulse Perspectives, a showcase of WA's talented young artists, which is on display in the Art Gallery of WA until 24 July 2022.

Jenny's work, *Home Away from Home*, captures what she evocatively describes as her forsaken childhood experience of feeling abandoned by her hardworking migrant parents, who sacrificed time with their children for time at the jobs necessary to give their children a better life.

Jenny, who is now studying a Bachelor of Laws at Curtin University, transferred to Perth College in Year 9. She said her nerves about the new environment quickly disappeared because of the warmth of her welcome.

"Everyone was so friendly that the nerves left as quickly as they came," she said. "I'd like to mention how great the support was from teachers at the school. I had some really influential teachers. They helped me in my subjects and taught me life lessons that were a big part of my growth as an individual."

She developed an interest in art when she was three or four years old and enjoys painting and sketching, traditionally or digitally.



"I have tried to experiment with other art forms in the past and it's fun but in the end, I always come back to paint and sketches."

Home Away from Home expresses Jenny's feeling of disconnection as her parents often left for work before it was light and wouldn't finish until long after dark.

"As a child, I'd often wake up to the slam of the front door and upon missing my parents' departure would wave at them through the security camera as they pulled out of the driveway in an attempt to say my farewells," Jenny said in her artist statement.

The composition of the piece, with her parents after a long day at work still in their work clothes, showing their subtle form of love for her as a child, contrasts with her as a small child, back to the viewer, representing her inability to understand this love.

"I had been blinded by the constant comparison I made between my relationship with my parents to (the relationships with parents of) my friends, who had been raised in a Western culture," Jenny said.

"Vietnamese families, as I have found, express their love in subtle ways. They don't verbalise it or show much physical affection, but that love is most definitely there."

Jenny said she is inspired by WA visual artist Mark Tweedie, who explores themes of family, mortality and ageing, and used an underpainting technique she learned from him during one of his workshops at Perth College. "His artworks often have very bold brush strokes," she said, adding that her inspiration for her work was a desire to let others experiencing a similar childhood know that they were not alone.

Nicole Harbison, Coordinator of Visual Arts at Perth College, said Jenny thoroughly deserved to have her work on display at the Art Gallery WA, where *Home Away from Home* is just one of 49 works by visual art graduates from 32 schools across Western Australia. "It's an amazing, magnificent achievement," Ms Harbison said.

Pulse Perspectives celebrates work that it describes as "gauging the pulse of the young people who will influence, empower and shape the world we live in".



Fantastic Mr. Fox

.....
 We stretched ourselves, learned new skills and honed our talents in our Year 7 to 9 Physical Theatre production of *Fantastic Mr. Fox* in Term Four.

After Term Two auditions, we established a 30-strong cast and crew with a variety of theatrical roles and delivered a preview together with three standout performances at the Judith Cottier Theatre.

We wanted to approach *Fantastic Mr. Fox* as a Physical Theatre work, encouraging our cast to explore funky dance moves and physicality to skilfully demonstrate moving above and below ground, despite the minimalist set and props.

The cast rose to the challenge of bringing their characters, many of them members of animal families, to life.



Even though it wasn't a musical, we had live instrumental pieces and students singing lullabies to set the scene for night-time foxhole slumbers.

By participating in such Drama productions, our students are building creative autonomy, new skills, including puppetry, physical comedy and slapstick that we feel confident they will be able to apply to future performances and across various aspects of their lives.

For me, the highlight was seeing Year 7 students given an opportunity to shine and forge strong bonds with students in Year 8 and Year 9.

Samanda Sankowsky
 DANCE AND DRAMA TEACHER



Shining in Performing Arts Perspectives

Perth College has two students from the Class of 2021 who have been selected to perform in this year's Performing Arts Perspectives. The Perspectives performance showcases excellence in Dance, Drama and Music from high scoring students.

Congratulations to Sarah Ganon (Drama) and Arwen Ooi (Music) who performed on the Perth Concert Hall stage this year.

Sarah Ganon performed her WACE Practical Monologue *Atlanta*.

Arwen Ooi performed the first movement of *Lalo's Symphonie Espagnole Op. 21* at the Perspectives Concert, accompanied on the piano by Perth College Staff member Emily Green-Armytage.



We have been so impressed by the resilience and support of our families.

Rising to the challenge of Boarding in a pandemic

.....
Our Boarders demonstrated an admirable spirit despite the disruption and uncertainty created by COVID-19.

We never could have imagined at the start of 2020 that our Boarding House would be closed three times because of lockdowns.

Despite the disruption our boarders have been unfailingly positive and cheerful.

During lockdowns we stayed connected with our boarders, who used Microsoft Teams in House groups for online learning.

We had to change drop-off rules for parents, who are no longer allowed into the dormitories to help unpack. We've also had to restrict visitors and day girls who can't enter the Boarding House dorms.

Masks, social distancing and mixing in small groups has become a part of everyday life. We now stagger our dinner times. Close contacts can remain in the boarding house in a bubble, so they can attend class but no other activities.

We have been so impressed by the resilience and support of our families as they have had to deal with constantly changing rules.



It's been disappointing to have outings and excursions with other Perth boarding schools postponed or cancelled. To counter this, we have reinvented our weekend calendar to include as many outdoor activities as possible.

The boarders' community-building activities have been a highlight. Starting with a bonding trip to Adventure World, we've been ten pin bowling, to the golf driving range and had surfing lessons at Trigg Beach. Our prize-winning couple Shrek and Fiona nailed it for our Valentines' Day-themed dinner, with *The Simpsons*, *Cupid* and a long list of other famous pairs.

Our Boarders Car Wash raised more than \$600 for the WA Hay Run to deliver hay for farm livestock in bushfire-affected areas. Some of our Boarding House families lost animals and property in the fires. But our car washing boarders had a ball! They were delighted to be cleaning for a cause, motivated by good wishes from the community and some familiar faces.

We are proud of the way our boarders have coped with change, cared for each other and supported the community.

Jill Miller
 HEAD OF BOARDING



Introducing an AFLW competition

Recognising the burgeoning popularity of AFL, the Independent Girls' Schools Sports Association of WA started an AFL trial in 2019, for students from Year 7 to 10 only.

The competition, which started as a short five-week trial in Term Four, has proved a success with IGSSA introducing AFL as a formal sport in 2022 for the first time.

The AFL competition runs in Term One to allow home and away fixtures for seven full rounds on bigger playing fields, with the offer expanded to include Year 11 and 12 students.

The timing aligns with AFLW season and works with Junior Club competitions.



IGSSA Swimming

Our IGSSA Swimming Team participated in a no-spectator, staggered swimming event at HBF Stadium in Claremont. Our numbers were reduced by isolation rules but our remaining Year 7 to 12 students put in a tremendous effort. Year 10 to 12 students competed from 9.00 am and Year 7 to 9 students from 11.50 am.

IGSSA Volleyball

Volleyball continues to be popular with huge numbers participating from Year 7 to 12. Throughout the term we have fielded up to 21 teams depending on the fixture. With the impact of COVID-19 being felt throughout the term, staff and students adapted well to ensure games were completed and the team environment resulted in a positive experience.



Bek wins spot in WA U17 State Netball Team

Congratulations Bek (Year 12) who has been selected as a defender for the WA U17 State Netball Team that travelled to Hobart to compete in the National Championships in the Term One school holidays. Bek also trains with her GIGWANL Rangers Team, her club team and is coaching her PC Netball Association team this season.



Gold medal track performance from Leah

Leah (Year 9) had a brilliant week at the 2022 Australian Track and Field Championships in Sydney in March. She put in gold medal-winning performances in the U15s 100m, with a PB of 12.04 seconds and the U15s 200m.



House Cross Country

Bedford was the winner of the House Cross Country Event. Congratulations to the 256 runners, with Year 7, 9 and 10s most represented with approximately 50 participants per year group. Participants earned points for their house. Outstanding performances included:

YEAR 7

Champion: Baia (Lawley)
Runner Up: Emilia (Bedford)

YEAR 8

Champion: Eilidh (Barron)
Runner Up: Leah (Barron)

YEAR 9

Champion: Zoe (Campion)
Runner Up: Grace (Barron)

YEAR 10

Champion: Sophia (Campion)
Runner Up: Violet (Campion)

YEAR 11

Champion: Dannielle (Bedford)
Runner Up: Lily (Barron)

YEAR 12

Champion: Amelie (Bedford)
Runner Up: Finlay (Bedford)



Five PC students selected for WAIS Rowing

Congratulations to the Perth College students who have been invited to join the 2022 Schools Pathways program for Rowing WA at the WA Institute of Sport. This selection is an outstanding achievement for Alessia (Year 10), Brianna (Year 12), Claire (cox) (Year 12), Finlay (Year 12), Sophie (Year 12).

House Sport Fridays

This term we have embraced house spirit with House Sport Fridays.

In our House Rowing Regatta, Campion took top spot, followed by Barron, Bedford and Lawley. Our Year 9 rowers competed in their first official races.

In our House Volleyball large numbers took to the courts in a sea of colour on the oval. There's a high standard of competition and the rivalry continues.



Courtney Guard retires

This term our Sport Director Courtney Guard played her last game for the West Coast Eagles AFLW team before retiring.

Courtney was part of the West Coast AFLW's inaugural leadership group and she has been a valued role model and leader in the Perth College sport environment.

Her advice to students is to follow their dreams.

"If you work hard enough and pursue what you love you never know where it can take you," Courtney said.



Joel Morrison's Iron man

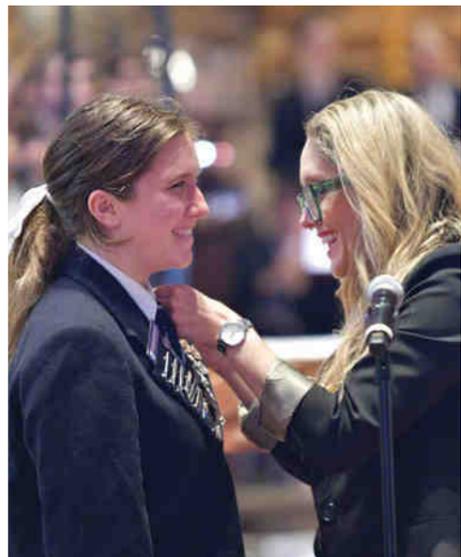
Congratulations to our Health and Physical Education teacher, Joel Morrison, who became an Ironman at the 2021 Busselton event. Joel faced hot conditions to complete the 3.8km swim, 180km bike ride and 42.2km run in just over 11 hours, and even managed to keep a smile on his face!

Presentation Night 2021

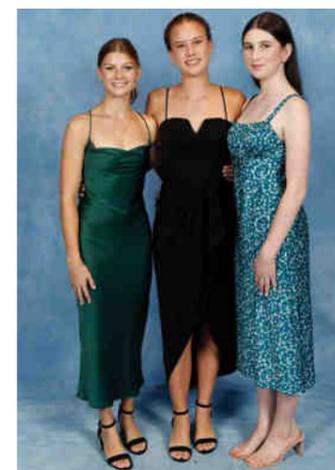
Last Day of 2021 for Year 12



St Michael's Day 2021



2022 Year 11 Dinner Dance



2022 Year 12 Ball





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“The Sisters aim, above all, at forming great character, and strive so to educate their pupils that they may not merely gain distinction in examination lists, but also be fitted to gain distinction in the greater business of life.

1916 Prospectus



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31 Lawley Crescent,
Mount Lawley WA 6050
PO Box 25, Mount Lawley WA 6050

Phone. (08) 9471 2100
Email. info@pc.wa.edu.au
perthcollege.wa.edu.au

ABN 16 204 058 121
CRICOS Code 00445D