



1896-2021  
**125**  
YEARS

# St Catherine's News

Incorporating the Old Girls' Bulletin | **SPRING 2021**



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Junior School,  
Barbreck 1970s





“As our School’s future unfolds, we recognise our success is contained in respect for our past, 125 years committed to educating generations of remarkable young women.”

MRS MICHELLE CARROLL | PRINCIPAL





St Catherine's School's commitment to preparing young women for their futures is seen throughout our School's past.

## From the Chair of Council

Our history is filled with the enduring legacies of strong, resilient and independent young women, educated, encouraged and equipped to step into the world prepared and confident.

St Catherine's *Towards 2025* Strategic Plan, moves our School into the next chapter of its history, guiding and focussing our planning across the next five years.

Our role in today's educational setting is to develop girls for a very different world from when St Catherine's was founded. Today, young women are on a path of continuous growth and learning, where they must be agile, adaptable, creative and resilient in all that they do.

As a School Council we are committed to providing the finest possible facilities

and programs to enrich the education and wellbeing of our students. We are proud to deliver future focused learning environments – encompassing advances in digital learning, pedagogical innovation and strong alumnae and community networks. Towards 2025 every young woman at St Catherine's has the opportunity to be bold, to inquire, to question, to learn and to contribute.

Our School Values, along with our outstanding academic and wellbeing programs, underpin our commitment to support, develop and empower our students to step outside their comfort zones and into their own unique space; where they believe in themselves and realise their potential.

Through our Values, students develop **empathy** to choose kindness and have



## From the Principal

This year, celebrating our 125 years has invited opportunity to reflect on St Catherine's School's wonderful history and the many stories that are shared through generations of St Catherine's Old Girls and their families. In time, the School will recollect stories diarised in the archived annuals, such as this one, to understand the impact of the COVID-19 pandemic on our School.

Knowledge of our history reveals stories are often echoed through time. In 1897, Founding Principal, Miss Jeanie Hood, recorded in her annual report, "during the recent epidemic of scarlet fever and diphtheria, we were fortunate in not having a single case amongst our pupils".

With the stillness of our lives brought about by months of COVID-19 lockdowns and a 9.00pm Melbourne curfew, Principal, Miss Ruth Langley's reprimand in her 1932 annual report will bring a wry smile to teachers and parents alike, if not some sadness for the lost social times for students today: "No girl while at school should be at parties after 12 o'clock. Why are they so restless and nervy? It is not the school work that is to blame, it is because added to their school life, with its sports and its lessons (which means so much mental effort), there is the social life of bridge parties and

the courage to care; **perseverance** to persist with purpose; **curiosity** to wonder, question and discover; **gratitude** to express appreciation and **integrity** to act responsibly and with good character.

Together, as a School community we guide our young women through their educational journeys. We empower the next generation of St Catherine's women to be fearless in all that they pursue, to lead enriched and rewarding lives and contribute to those around them.

Since 1896 and beyond 2025, St Catherine's provides opportunities for every young woman to find her voice.

**Ms Jane Hodder**  
**Chair of Council**



dances, all too exciting for the girls, making the school dull and monotonous by contrast.”

Over the course of the past 12 months, I have received so many warm accolades on behalf of our staff for their brilliant adaption to learning online. Needless to say, engaging with students in the virtual classroom ensures the learning continues, yet our students are yearning to be together once again on campus. Of course, the manner in which the School adapted to the relocation to Warburton during the war in 1942, and the endeavour of staff and students at that time, represents the undeniable St Catherine's quality – we embrace challenges and make the most of every opportunity with gratitude and kindness.

Past School Captain, Mrs Margaret Woodlock ('56), and former Olympian whilst

still a student, reflects on her journey as a small child in WWII – “5 years of curfew at sundown, total blackout in the streets, food rationing and clothes rationing. We came through it all together by observing the restrictions and supporting one another”. Margaret's care for St Catherine's continues today, when she shared this story with our Year 12 cohort, guiding with her words of wisdom, “be patient – these difficult times do not last, all will be well.”

At this time of global upheaval, I have sincere appreciation and gratitude for the strength people are providing to each other and to members of our School community. Across this year, I have witnessed firsthand a genuine sense of care, commitment and support. Despite the significant confusion, frustration and change brought about by

COVID-19, I observe time and again, it is often the 'routine' of the School day, a familiar timetable, a teacher's reassuring voice and the connection with subject matter that settles and calms students in our care. During this time, our teachers continue to learn to re-create a new rhythm for each lesson, most notably in an attempt to address the fatigue of lengthy screen time requiring intense concentration – but to importantly ensure a continuity of education.

In this edition of *St Catherine's News*, we honour the students and staff of 2021, whose time of learning virtually for months on end, has added to the rich tapestry of our School history.

**Mrs Michelle Carroll**  
**Principal**



## IMPORTANCE OF ATTITUDE for Learning

Through the many COVID-19 lockdowns Victoria has faced, we are all now quite used to the constant need to adapt and adjust to online learning and, despite the difficulty, we have not just managed the academic program we have embraced it with vigour and commitment.

It has, however not been without great challenge and demands placed upon us all.

In the report, *The State of School Education: One Year into the COVID-19 Pandemic*, Andreas Schleicher, Director for Education and Skills at the OECD, discusses developing a lifelong learning mindset in students, the importance of attitude in creating this mindset and the role of parents and teachers in contributing to this.

Two essential attitudes Schleicher identifies are, “motivation to complete tasks and enjoyment of reading.” Research demonstrates how vital these attitudes were during school closures, “when students learn in their own speed or need to organise work on their own and can help students perform in school and strive to continue learning.”

The need for students to learn at their own speed is reflected in St Catherine's School's Senior Years Learning Model. Students now have greater flexibility in how and when they access lessons and the pace in which they engage with their learning. Extensive feedback has shown this initiative to be remarkably successful and what commenced as a pilot this year, will continue in 2022.

Schleicher also identifies the need for teachers to demonstrate creativity and resourcefulness in a digital society as another factor in determining lifelong learning. The work of our teachers in this space has been extraordinary. Our students have ongoing access to professional standard digital educational materials with students often using a resource multiple times until they feel confident of the learning required.

Another aspect worth noting in Schleicher's report is a statement of teacher practices. He states there are practices:

“which have been found to help students develop higher motivation and achievement goals, and a sense of belonging at school, such as: teacher enthusiasm, especially when it is clear that teachers are passionate about the learning material; directed instruction, including organising learning material, setting clear goals and checking if students have remarks or questions; and teacher support, all can increase the value students attribute to school.”

The OECD report notes the importance of regular peer collaboration amongst educators regarding teaching practices. St Catherine's Staff Professional Review program provides a forum for our educators to meet and discuss aspects of teaching practice, based on class observations and collection of data.

This investment in ongoing professional development, Schleicher concludes will “help bolster teacher enthusiasm and creativity and create a positive learning culture within the school community.”

It has indeed been a tough eighteen months living with this pandemic, but necessity has produced deep thinking and our teachers and students are all the better for it.

**Mr Robert Marshall**  
**Deputy Principal – Director for Teaching and Learning**

# RESPECT, REFLECT & CONNECT



## The importance of respect, reflection and connection have shaped wellbeing and mentoring conversations across St Catherine's School in 2021.

While we have been very focussed on the need to maintain connection, particularly during lockdown periods, we have also ensured we do not overlook other essential aspects of our Academic and Wellbeing Programs. The ability to reflect is an imperative ingredient to emotional and academic growth and is practised in both the Wellbeing sessions and the Academic Advisory sessions. The process of reflecting on school involvement and learning in particular has been formalised through the inclusion of the Student Reflection on the Semester Report.

Reflection underpins the Academic Advisory sessions to encourage student ownership of their learning and facilitate student agency. A focus this semester has been mapping the independent learning journey for each student. While the Independent Learning Tutorials are

specifically timetabled in Years 10 and 11, the attributes of independent learning are taught across the School.

Academic Advisory sessions provide students with an integral touch point with their tutors to ensure each student's academic journey is monitored and supported. The House tutors use current and historical academic and learning behaviour data to support students with goal setting and a targeted approach to their organisation and study skills.

Respect remains a key aspect guiding young people's moral compass and is essential to all interactions, including developing friendships and maintaining respectful relationships. The School Values of Integrity and Empathy promote care, kindness, character and responsibility. Rights and Responsibilities also frame the St Catherine's Student Charter and student agency is fostered in the Use Your VOICE program. VOICES is an acronym for Voice, Ownership, Inclusion, Compassion, Empowerment, Strength; all qualities equipping young women to find their voice and be heard.

These attributes are particularly important given the media spotlight shone on the

critical social issues of harassment, sexual abuse and non-consensual behaviours, resulting in the need for systemic change. St Catherine's School Wellbeing Team and the Health Faculty have combined this year to establish a 'Consent Strategy' to ensure our students are empowered and informed in an age-appropriate manner.

The importance of connection, social support and friendship for young people cannot be underestimated and the ongoing bouts of separation from friends can take its toll. The Wellbeing Program has swiftly adapted to 'lockdown mode' when students have been remote learning, to ensure level meetings provide a fun, relaxed and interactive opportunity to relate to peers.

Trivia competitions, scavenger hunts, re-creation of an album cover, photo competitions, along with many other group and individual challenges have boosted student spirit and ensured smiles all round, albeit on-screen. House tutors and Heads of Year have conducted 'wellbeing check-ins' as a reminder that we are here to support.

**Ms Merran O'Connor**  
Deputy Principal – Director  
for Student Wellbeing





## LAYING THE FOUNDATION FOR LIFELONG

# Learning

Early childhood is a time for young children to wonder, explore, discover and create meaning of the world. At the Early Learning Centre (ELC), children are offered rich, hands-on learning experiences designed to support and enhance all aspects of their learning.

We take a holistic approach to learning and development with opportunities for the children to build upon their physical, social, emotional, personal, creative, cognitive and linguistic skills. These experiences expand and develop the children's knowledge and their understanding of the world offering a strong foundation for the child to transition into the next step of their educational journey once they commence Prep.

There are a number of specific areas of focus which we work towards over the child's two year early learning journey leading into school commencement. This ensures they are well-prepared for their Prep experience. Whilst the child's intellectual development is important, there are other key areas that determine a child's readiness or preparedness to commence Prep.



It is crucial for children to develop the essential skills to engage in reciprocal play and interaction with others, to consider other ideas and to compromise or problem solve when things may not go to plan. Strong social opportunities in the early learning context, provide young children with the practice to develop and refine these skills.

As young children begin trying new tasks and attempting to do things for themselves, they build on their level of independence. They develop their self-help skills in relation to managing their belongings, dressing themselves, bathroom routines and meal times. Developing competence in these areas, provides children with the confidence to independently manage these tasks when they arise during their day.

For successful functioning in a group context, self-regulation of emotions and behaviour is essential. Young children are faced with many challenges or demands during their busy day. It is important that they are able to adapt to changing situations, respond to tasks and bounce back when challenges arise. Resilience and flexibility are pivotal to successful functioning in the classroom context.



In the classroom environment, the ability for children to engage in reciprocal conversation with both their peers and educators is fundamental. The children also need to be able to clearly articulate their thoughts and ideas and to follow teacher instructions. The language rich environment in the ELC provides our young learners with opportunities to develop and refine these skills.

Children require the time, space and opportunities to develop a range of skills, learnings, understandings and behaviour in their early years. This lays a strong foundation for the transition to school and successful lifelong learning. The high-quality and rich

learning experiences offered at the ELC highlight our commitment to holistically supporting young children's learning and development and building a strong foundation for future learning.

**Ms Sarah Bethune**  
Head of Early Learning Centre





# Barbreck

## A C A D E M I C S T R A T E G Y

This year, our Barbreck Strategy was released in conjunction with the School's *Towards 2025 Strategic Plan*. This Strategy defines a unique and exceptional focus on the journey of the 'whole child' within the warmth and care of the Barbreck environment.

This focus encompasses the development of young minds and embraces a carefully crafted academic program and a personalised approach that recognises and nurtures every Barbreck girl's ability and potential – academically, physically, socially and emotionally.

Underpinning this Strategy is the design of the Barbreck Teaching Model that establishes a culture of classroom practice empowering every girl to engage in their own personal learning journey. Understanding that every learning journey is unique, and a 'one size fits all' approach



does not necessarily capture the strengths and challenges of every classroom member, the Barbreck Teaching Model is designed to, ultimately, recognise differing rates of learning and the varying capabilities of each student.

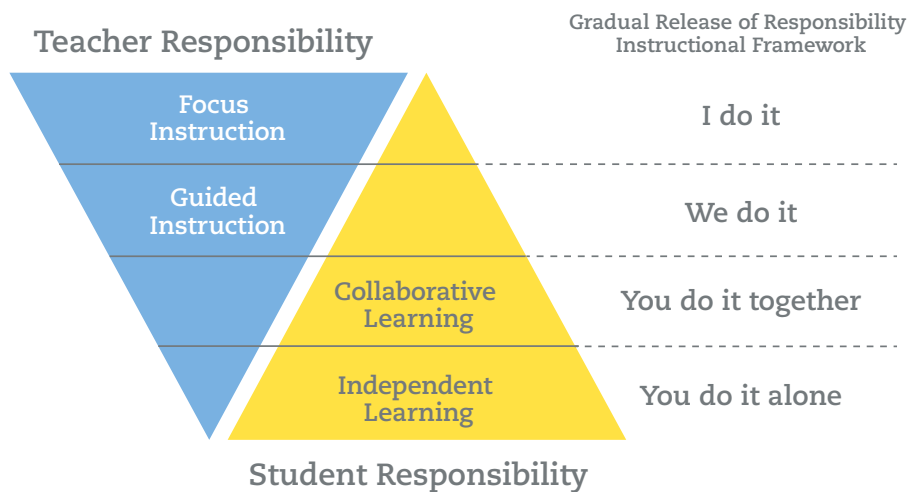


## A MODEL OF ACADEMIC CARE

The greatest strength of the Barbreck Teaching Model is a teacher's knowledge of each students' learning journey. This Model defines a level of academic care that requires teachers to enhance student learning, wellbeing and resilience and to embed these in every classroom experience.

Our Barbreck teachers know how each girl learns, their personality, their pace of work, their concerns, their levels of confidence and importantly, their interests.

In shaping the Barbreck Teaching Model, the implementation of the Gradual Release of Responsibility (GRR) has been adopted in every classroom. This pedagogical approach is defined by teacher-led instruction, providing modelling, scaffolding and guidance of students through to independent practice. This approach enables teachers to build every students' confidence with their learning and at all levels of their academic journey.



### A Personalised Journey

Through a learning cycle of assessment, targeted differentiation, reflection and timely feedback, each girl is provided a safe and supportive environment to enable them to academically thrive. Defined by a collection of academic data, individual learning plans are tailored to suit each girls' pathway with the instructional level personalised to enable growth and academic development.

### NAPLAN Success

St Catherine's School's 2021 NAPLAN results again reveal our strengths across our Literacy and Numeracy programs and provide evidence to the success of the Barbreck Teaching Model introduced in 2019. Suffice to say, even with the COVID-19 lockdowns endured over the past 12 months, our Barbreck NAPLAN data demonstrates considerable growth in the academic performance of our current Years 3 and 5 students. These results remain similar to 2019, when NAPLAN was last conducted, and when Barbreck students were placed as the top performing school in the region – compared to local independent and government schools.

Indeed, our Junior School is an exquisite environment for young girls to build their confidence as learners and to enjoy every day at school – exploring their strengths through our comprehensive academic programs and within the warmth of Barbreck's pastoral care.

Over the course of the past two years, we have learnt much about our capacity to deal with change. We have also understood with a sense of wisdom, the capacity of our students. Indeed, they are significantly more independent, resilient and motivated than we have ever given them recognition for in the past.

**Ms Karen McArdle**  
Head of Junior School



# Students & MAKE THEIR

With the re-establishment of the Student Representative Council (SRC), the elected members from Years 7 to 12 first created an SRC Charter and Vision document, followed by canvassing their peers about improvements to the student experience at St Catherine's School.

SRC members outlined a list of areas they would like to see refinements and changes to, then prioritised the list based on greatest impact for the greatest number that aligned with our values and mission statement. The Year level representatives, ably supported by one or more Student Executive members, met on a more regular basis to draft and workshop different proposals, using evidence-based solutions, to take to the various stakeholders as suggested improvements to the school day.

Proposals ranged from adding shorts to the summer uniform, providing sanitary items in bathrooms, reinstating school bells and suggestions around the new Independent Learning Tutorials (ITLs) structures at

## Introducing our 2022 Student Representative Council

Leadership skills are nurtured in every girl at St Catherine's School. Through our Use Your VOICES Program – Voice, Ownership, Inclusion, Compassion, Empowerment, Strength – students are encouraged to step forward and embrace the leadership opportunities available within our School. Congratulations to our six Student Executive leaders for 2022, including Senior School Co-Captains Madeline Powell and Angela Yu.



**MADELINE POWELL**  
2022 Co-Captain



**ANGELA YU**  
2022 Co-Captain



# Take the Lead

## VOICE HEARD

Years 10 and 11. Moving forward we hope to work on seeing these proposals through to completion, as well as focus on Senior School engagement projects.

This shift to a more student-centred approach has seen an exciting new set of segments and interest areas appear on stage during Monday Assembly time. Students balance the fun and vibrancy of interviews and quiz show style segments, with the gravitas of promoting important events, such as International Women's Day and commemorating ANZAC Day. Their willingness to not only lead by example, but also involve a broad cross-section of students and staff in these assemblies has allowed for an impressive number of voices from across the School to be heard.

School Co-curricular Clubs are an important way to promote and develop conversations and skills across the broad range of student aptitudes. I have had the pleasure of working with the A-Team this year, led by Spirit and Wellbeing Captain Sophie Gorton.

Light and Dark Blue Leadership Diploma endeavours have continued in Terms 1 and 2, showcasing the breadth of talent and interests within our student body. Dark Blue Diplomas have shown the ability to lead community service events, like creating dog toys (for The Lost Dogs Home) by Eloise Rudge, or a book drive to discuss favourite childhood books (donated to Chum Creek Primary, whose library was impacted by bush fires) by Angela Yu. Mietta Passon's initiative – a 'Big Freeze'

dunk tank for FightMND – was well worth the wait, having far exceeded her target donations in Term 2. Teachers and students made a big splash on the 'footy colours' themed day, with over \$10,000 being raised to help find a cure.

Student-led and inspired initiatives and events will continue into Semester 2 and beyond, fostering a stronger sense of connection and belonging across the School.

**Mr James Brown**  
Project Leader of Student  
Leadership & Mentoring



**SUMMER BALLA-KELLETT**  
2022 Student Executive



**CIARA JENKINS**  
2022 Student Executive



**ARABELLA LLEWELYN**  
2022 Student Executive



**ELOISE RUDGE**  
2022 Student Executive

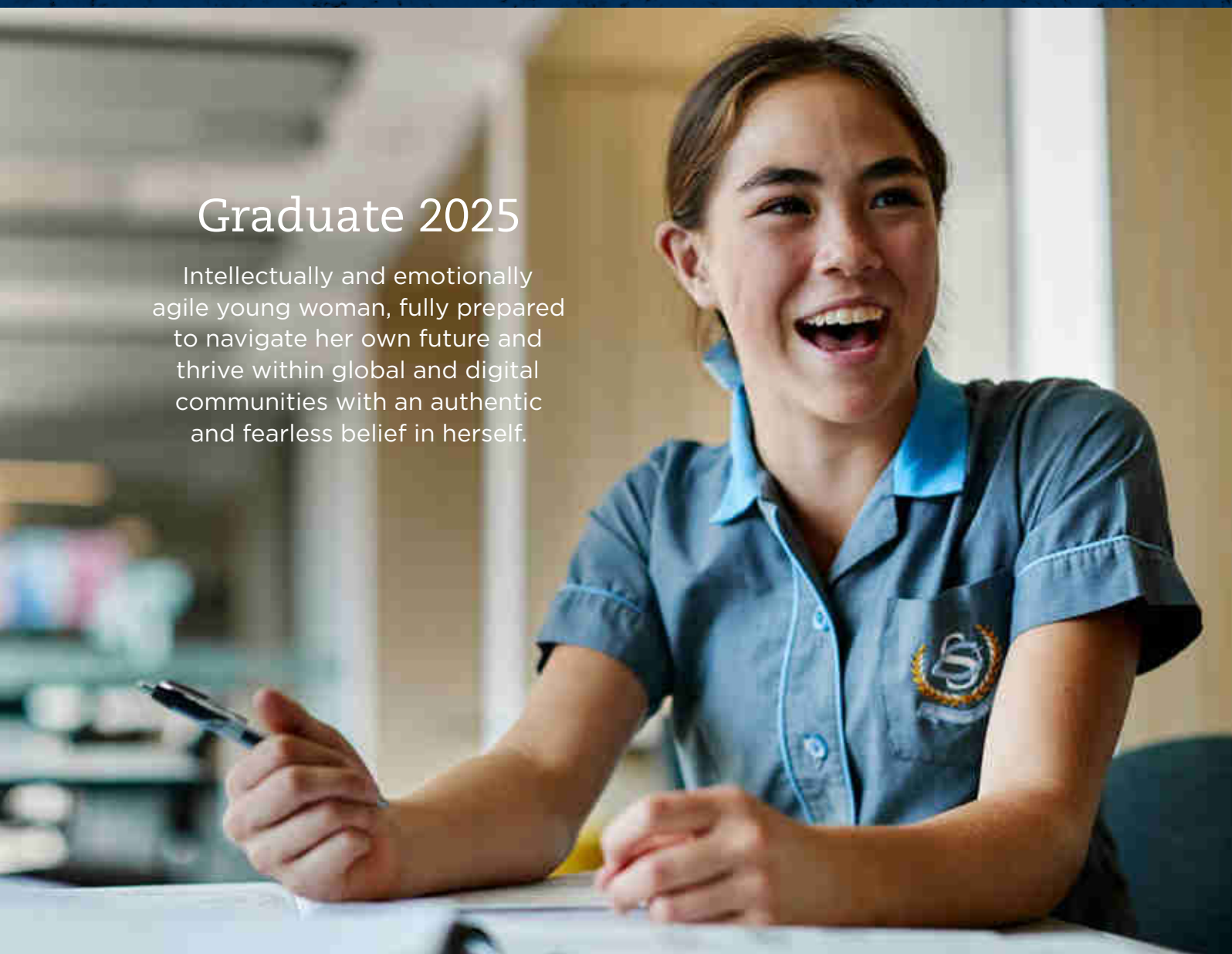
# TOWARDS 2025

Bold. Independent. Resilient. Creative.

St Catherine's *Towards 2025* Strategic Plan guides and informs our approach to life at St Catherine's over the next five years, for our students, staff and wider School community. Ensuring our students are creative, independent and resilient in all that they pursue.

## Graduate 2025

Intellectually and emotionally agile young woman, fully prepared to navigate her own future and thrive within global and digital communities with an authentic and fearless belief in herself.







At St Catherine's School we believe in courage.

The moment a student walks through the Heyington Gates they are encouraged to be bold, to inquire, to explore, to question and contribute. Every student has the opportunity to discover, learn, develop and find her voice.

For 125 years, St Catherine's has educated and empowered young women. Our Programs are intentionally girl-centric and tailored to the specific needs and interests of girls.

As we look towards 2025 and beyond, our Strategic Plan begins with the values that set St Catherine's students apart, Integrity, Curiosity, Perseverance, Gratitude and Empathy, and articulates our six strategic Intents and the specific goals we will achieve to nurture and empower independent and globally responsive young women.

Our goals encompass advances in digital learning, pedagogical innovation across all year levels, stronger alumnae and community relations, capital works and more.

We aspire to graduating young women with the confidence and capabilities to thrive in the ever-changing world of work, and to contribute to society in meaningful ways.

To view St Catherine's comprehensive *Towards 2025* Strategic Plan visit [www.stcatherines.net.au/about-us/towards-2025/](http://www.stcatherines.net.au/about-us/towards-2025/).

## To achieve this, St Catherine's commits to six Strategic Intents:

### *We Value Academic Achievement*

Embed an unwavering focus on intellectual curiosity through a rigorous academic program, sensitive to the needs of individual pursuits.

### *We Encourage Girls' Wellbeing & Leadership*

Encourage our students to be proud of their accomplishments, seek out challenge and build personal leadership and confidence.

### *We Empower Her Signature & Her Voice*

Empower young women to discover through experience and find their voice in the communities and world around them through Co-curricular experiences.

### *We Commit to Exemplary Staff*

Enhance the student experience through the engagement of exceptional staff, committed to girls' education and wellbeing.

### *We Embrace Community*

Ensure opportunities for our students through a cohesive, diverse and inclusive community of current and past parents, St Catherine's alumnae and wider School network.

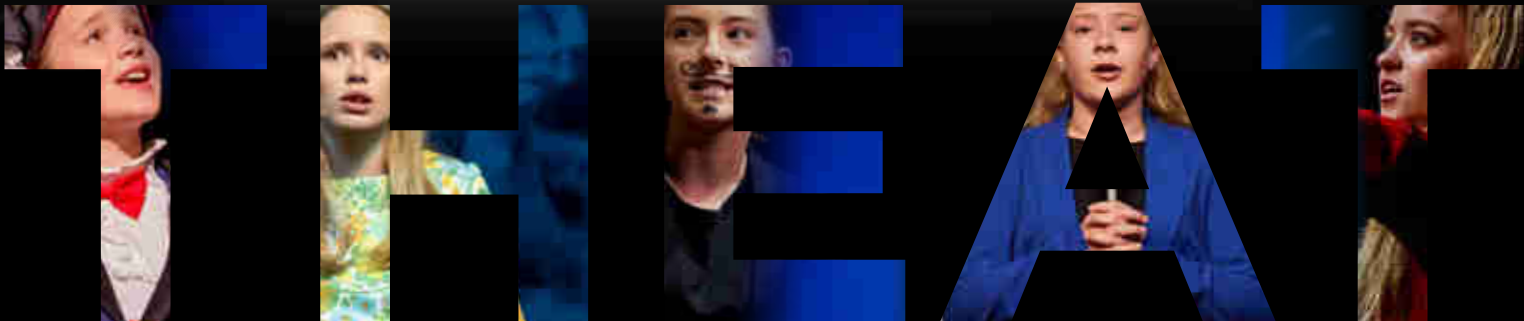
### *We Equip Our Future*

Envision the delivery of learning environments for students and staff that lead the world in innovative and contemporary design and the delivery of exceptional educational programs.





# BLACK BOX



“Reflecting the outstanding talent of St Catherine’s performing arts students and its expert teachers, the new Black Box Theatre will provide a specialised and professional performing space for students to showcase their talents and passions,” explains Head of Performing Arts, Mr James Brown.

Included in the Theatre design is a large sprung floor to deliver enhanced performance and greatly minimise the risk of injury, state of the art lighting, sound and media technologies throughout the Theatre that not only enhance the creative process but

also provide further opportunities for students interested in the technical and backstage management roles within the Performing Arts.

The Theatre has the technological capabilities to provide context and visual imagery throughout the students’ productions, using projection, lighting, sound and space for flexible settings and staging. It will also serve as the new Drama Room, providing our Drama and Theatre Studies students a wealth of possibilities for curriculum exploration and engagement. The space also provides opportunities for Year level

and House assemblies to utilise the technical capabilities and capacity.

The dedicated space will encompass all of the Performing Arts disciplines; Drama, Music, Theatre and Dance, coupled with a devoted performance space for Co-curricular rehearsals, Music soirées and concerts, as well as Junior and Senior School plays and musicals.

“The new Theatre has been designed with the needs of all our Performing Arts students and educators in mind, ensuring our students are in the best environment to learn, rehearse and perform across





Taking centre stage during phase two of the Dorothy Pizzey Centre redevelopment will be a 200 seat capacity Black Box Theatre, providing a purpose-built performing arts facility for students to greatly extend their creative discovery experiences.



a number of disciplines, as well as delivering high quality productions to audiences and educational enrichment for our students," explains Mr Brown.

"Performing Arts empowers our students to understand and respect their craft, collaborate together on the creative process, problem solve and find their voice and personal leadership within a team and across the School. Students often begin to truly value the importance of balance, community, teamwork and persistence during their time in Performing Arts."

The construction of the Black Box Theatre forms the central phase of the redevelopment of the Dorothy Pizzey Centre. As part of St Catherine's *Towards 2025 Strategic Plan*, this stunning Theatre will be the natural encore to the recent refurbishment of the Epstein and Myer Studios.

For further information visit our website [www.stcatherines.net.au](http://www.stcatherines.net.au)

**Mr James Brown**  
Head of Performing Arts



A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation. At St Catherine's School, we value the rich cultural heritage of Aboriginal and Torres Strait Islander peoples and respect their deep and abiding connection with the land.



# Reconciliation Action Plan

A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation. At St Catherine's School, we value the rich cultural heritage of Aboriginal and Torres Strait Islander peoples and respect their deep and abiding connection with the land.

We acknowledge the Wurundjeri people as the Traditional Owners of the land upon which this School is built and, with their guidance, we seek to further our appreciation of their custodianship of the land so we may share this responsibility with them.

St Catherine's School's RAP is a roadmap for staff, students and our community to facilitate the reconciliation process. As a School, we have committed to demonstrating an understanding of, and deep respect for, the traditions, heritage, history and generational impact, knowledge and perspectives of the many nations and language groups that make up Australia.

We will reflect Indigenous cultural heritage in the School's physical environment,

ensuring Indigenous and Torres Strait Islander people feel culturally safe and are treated with dignity and respect.

Indigenous cultures will be embedded into our teaching and learning programs, with all staff engaging in a range of opportunities to extend their knowledge and understanding of Aboriginal and Torres Strait Islander cultures.

Cultural awareness experiences will be undertaken to assist in personal growth and understanding, in addition to that of our students. We will take pride in laying the foundations for a more respectful, culturally aware generation of young Australians.

Students will experience Indigenous cultures first hand with an opportunity to build relationships with our local Aboriginal and Torres Strait Islander communities.

The themes in the RAP will become part of classroom activities and integrated in learning intentions. Incursions and experiences outside the classroom will include Reconciliation themes, providing

a deeper connection and understanding of Australia's rich history and culture.

Within our School community the RAP ensures we remain committed to acknowledging our community's diverse culture and heritage. We commit to fostering this inclusivity with our Aboriginal and Torres Strait Islander families and welcoming them into our community appropriately.

The RAP commits our students, staff and community to learning and understanding the diversity of cultures around us.

We look forward to walking this journey with you as part of our community, leading and learning as we embed the Reconciliation themes into all that St Catherine's has to offer.

**Mrs Gina Peele**  
**Director of Student Programs**

[www.stcatherines.net.au/about-us/reconciliation/](http://www.stcatherines.net.au/about-us/reconciliation/)



Within St Catherine's School's *Towards 2025 Strategic Plan* is our focus on empowering young women to discover through experience and find their voice in the communities and world around them.

# We Empower

## HER SIGNATURE | HER VOICE

*Her Signature Co-curricular Program* provides our students with the opportunity to craft their own Co-curricular journey and encourages, inspires and enriches participation, empowering each student to be authentic and fearless.

As our Year 12 students prepare for life after school, students Allegra Dennison, Francesca Demetriou, Ruby Moir and Elodie Ferrali reflect on their Co-curricular experiences.

### Co-curricular Reflections

**Francesca Demetriou:** Through my involvement in Co-curricular activities, I have learnt to value and respect those who work hard and persevere to achieve their best. In addition to this I have learnt that when something does not go your way or is cancelled, use it as an opportunity to work harder than everyone else because that is how success is achieved.

**Allegra Dennison:** Being involved in many School activities has helped me realise that you do not need to be great at something to enjoy it – it is about showing up and being a part of a team. A highlight of Co-curricular activities has been making friends with girls in different Year levels or friendship groups.

**Elodie Ferrali:** I have discovered my greatest strengths and weaknesses through my Co-curricular experiences. I have learnt persistence, acceptance, learning to rely on myself and how to be a part of a team.

I have learnt there is no shame in failing; not trying at all is what lets us down. I have learnt that sometimes we pigeon-hole ourselves (or allow others to do so) and to be involved in something outside our comfort zone inevitably brings out the best in people.

I have learnt to be organised and use my time well. I have learnt that something worthwhile always involves hard work. My experiences have taught me not to be afraid of effort.

**Ruby Moir:** Co-curricular opportunities develop a real sense of belonging – this togetherness is an undeniable necessity for newcomers. You are surrounded by like-minded individuals, which is somewhat of a guarantee for camaraderie and unity.

The GSV program is a phenomenal base for meeting girls from other Year levels, whilst keeping fit. The early-morning trainings, frozen fingertips and inter-school rivalry fosters a bond unlike any other.

In all instances, through sharing a common interest and, at times, hatred for that 6.30am GSV alarm, I learned the importance of commitment, patience and confronted my fear of that mysterious inter-year level barrier.

These reflections highlight some of the challenges, knowledge and discoveries students make during Co-curricular pursuits.

**Mrs Gina Peele**  
Director of Student Programs



“The Literature teacher in me contemplates the broader philosophical view that in life we are always thrown challenges that seek to define us. The crisis of COVID-19 allowed St Catherine’s School to enact powerful change and the momentum is well and truly building in this era of disruption.”

# Disrupting the Norms to Transform Learning

In her research article *'Disrupting the Norms to Transform Learning,'* Mrs Ceri Lloyd, Head of English and Project Leader – Senior Years Learning Model, outlines how St Catherine's turned disruption into the Senior Years Learning Model. Read the abridged version below.

“Real change takes place in deep crisis, you will not stop the momentum that will build.” (Schleicher, 2020)

The 'deep crisis' came in the form of COVID-19, a pandemic none of us could have predicted which created the catalyst for significant educational change and reform. Educators recognised the necessity to shift their educational delivery and pivot quickly into a remote learning environment.

St Catherine's Learn@Home program in 2020 saw the students develop greater adaptive expertise and growth in their learning and wellbeing. The program pointed the way forward for implementing a change in educational practice at the School.

We knew we wanted to create a form of hybrid learning that breaks down the traditional walls of teaching, providing the right mix of all learning possibilities in blended online and offline environments and, can prepare students for a world where knowledge is not fixed, ensuring the development of lifelong skills and enabling them to thrive in a rapidly changing world. (Mahat, 2020)

Our research and consultation demonstrated the need to embrace the benefits of both face-to-face teaching and online delivery. Most importantly, we needed to create a model that enhanced student agency by giving students choice, self-direction, independence and ownership in their learning.

The learning model had to meet key objectives including; flexibility through asynchronous delivery, reinforcing student learning by reviewing content, more choice and autonomy and developing independence in their learning. We wanted students to control the pace of

their learning, develop problem solving skills, creativity and engagement.

Consultation was conducted with various tertiary institutions where it became clear universities were going to continue remote learning and online lectures/tutorials. The findings showed this sector would not shift back to full time on-campus learning and students would have choice in their future modes of delivery.

Furthermore, career pathways and changes to workplaces reflected that remote work would become a feature of future employment. These changes created a dialogue on the possibilities and the preparedness of senior students for post school study and employment. Schools could not afford to revert back to their traditional delivery of lessons if they wanted to effectively prepare students with the character and competencies for life post school.

In 2021, St Catherine's introduced the Senior Years Learning Model in Years 10 to 11. A hybrid model facilitating both face-to-face learning and asynchronous Independent Learning Tutorials (ILTs). Courses are delivered as a combination of 10 synchronous face-to-face lessons on campus, complemented by a program of ILTs.

Masterclass lectures have become key components of the ILTs. Focusing on the concepts, content or skills relevant to subjects. The Masterclasses require students to view, listen and engage with a range of multimedia and independent study. A key benefit of the Masterclass is the opportunity it provides students to consolidate, review, revise and replay lectures, allowing for deeper learning in each subject.

Students engage with a suite of lectures on texts on historical context, views and values as well as skill development on the various essay types. Problem solving strategies are developed through working through mathematical equations, responding to analysis questions or listening to lectures in another language that students may be studying to consolidate oral language skills. The more practical subjects



like the Arts and Physical Education have embraced instructional videos on how to cut a lino print, construct a stage set model, plus short vignettes on visual diary annotations and game strategies in matches.

The ability for students to self-pace lectures and tutorials to suit their own learning style and review as many times as they need has become a key feature of the Learning Model and has enriched student learning.

Ongoing professional development and support is provided to all teachers, enabling them to trial various approaches. Discussions on the Learning Model have led to heightened professional collaboration and critical thinking for teachers across Faculties. Accessing and learning how to use the most effective digital technologies has been a significant focus for teachers in the development of the Masterclasses. Recently, our data analytics has allowed for student tracking to see when students are accessing the Masterclasses and how often.

Most importantly, this Model has improved our professional development program in *Teaching for Thinking*, a pedagogical approach that maximises student outcomes, optimises the efforts of teachers and integrates a number of critical educational concerns. Pedagogical imperatives are developed around shifting the focus from knowledge to enquiry, thinking and planning in the language of student cognition and working collaboratively where thinking can be shared. (Ellerton, 2020)

The Senior Years Learning Model has built on the *Teaching for Thinking* learnings and allowed teachers to develop lectures and tutorials that focus on student cognition allowing students to adopt critical thinking and values of enquiry.

Six months since its implementation, the Learning Model is being consistently evaluated – using student and staff surveys and data – to inform changes and ensure the best learning opportunities for students. Targeted student interview groups, consultation and communication to parents has been a consistent part of the process.

Importantly, we have found students understand the rationale for the introduction of this Model. They see it as “building on the positives of

online learning, responding to university reality, creating flexibility to take control of their learning and to have less reliance on teachers.” They also understand the benefit of the Model as they comment they are learning, “how to prioritise, manage work load, study independently, engage with active learning not passive, and it is setting them up well for careers after school.”

The implementation of this Model has created a unique partnership between students and teachers, learning collaboratively. Furthermore, students have a voice and agency over their learning and offer suggestions for further improvement – a crucial aspect to developing the Model further.

A testament to the impact of any new educational reform must be that it offers positive student outcomes – empowering them in their learning and preparing them for post school life. I conclude with comments from a Year 10 student.

“Through the asynchronous learning structure, the ILTs have enabled us to develop an entirely new set of skills that we otherwise wouldn’t have had access to and can apply to all aspects of our learning – both in class and during ILTs. The integration of the ILTs has taught students to look beyond the obvious solution and has allowed us to utilise and develop different methods of learning.

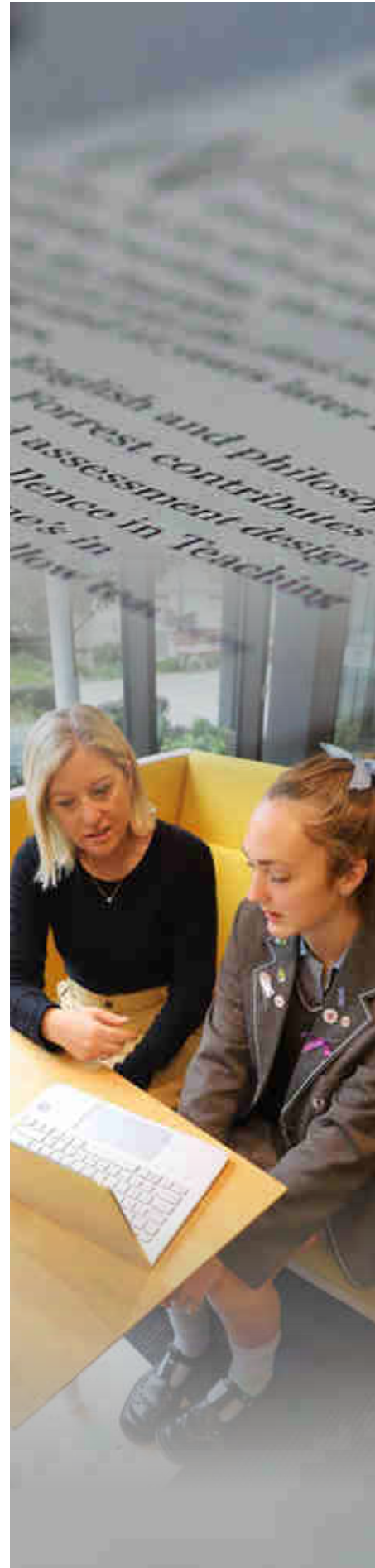
Through the focus on working independently, students have both learnt and developed new learning techniques and skills in which we are able to gain more confidence in our own learning abilities. However, most importantly, I believe that the ILTs prepare students for life beyond the classroom, they allow us to utilise skills that will be necessary in university, future careers and ultimately, for the rest of our lives.”

**Mrs Ceri Lloyd**  
**Head of English & Project Leader –**  
**Senior Years Learning Model**

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# ARCHIVES

# ST CATHERINE'S

St Catherine's proudly boasts Old Girls and staff who have achieved the dream of competing at the Olympics.

The commitment, determination and self-discipline to reach their goals is outstanding. Each of our Olympians has stories of their dreams, passions, challenges, losses and glory.

We celebrate the achievements of these amazing women within the pages of *St Catherine's News*.

## 1956 Melbourne

Margaret Woodlock-McLean OAM (Woodlock '56)  
Shotput



Susan Hobson (Teacher)

## 1992 Barcelona

Susan Hobson (Teacher)  
10,000m



Lauren Hewitt ('96)

## 1996 Atlanta

Lauren Hewitt ('96)  
4x100m Relay  
Susan Hobson (Teacher)  
10,000m



Susan Hobson (Teacher)



Kristy Oatley-Nist ('96)



Jeanette Gunn (Teacher)





# SCHOOL'S OLYMPIC PRIDE



Susan Hobson (Teacher)

## 2000 Sydney

Susan Hobson (Teacher)  
Marathon

Lauren Hewitt ('96)  
200m

Gina Peele (Teacher)  
Rowing | Single Skull

Jeanette Gunn (Teacher)  
Women's Water Polo  
Manager

Kristy Oatley-Nist ('96)  
Equestrian

Olivia Skellern (Bunn '96)  
Equestrian



Lauren Hewitt ('96)

## 2004 Athens

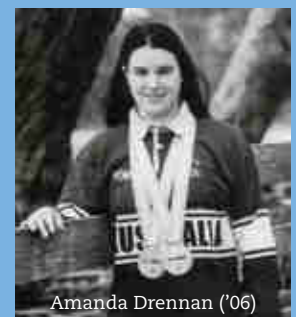
Lauren Hewitt ('96)  
100m

Olivia Skellern (Bunn '96)  
Equestrian

*Para Olympics*  
Amanda Drennan ('06)  
Swimming



Olivia Sayers ('04)



Amanda Drennan ('06)

## 2002 Sydney

Special Olympics

Olivia Sayers ('04)  
Swimming

## 2008 Beijing

Kristy Oatley-Nist ('96)  
Equestrian

*Para Olympics*  
Amanda Drennan ('06)  
Swimming



Gina Peele (Teacher)





Running Team 1936

To understand your history is to understand who you are and why.

Sherren House was first built in 1858, over 160 years ago. It was described as “one of the finest homes in the Southern hemisphere.” Imagine how grand it must have seemed in 1858 and even more so when its grand entrance gates were built in 1890, the same Heyington Gates that welcome us to the Senior School every day.



# SHERREN *House*



Planting of Jubilee tree.  
From Left to Right:  
Principal Miss Mary Davis; Cynthia Butner (daughter of an Old Girl); Deidre Hartnett, School Captain; Miss Pearson (Chief of Staff) 1953





School Fair 1950



Its first owner, Henry Daughlish, named his impressive new home 'Beaulieu', because of its fine views across the Yarra to the hills beyond. Its third owner, Lachlan Mackinnon renamed it 'Kilbride' after his birthplace on the Isle of Skye and it was renovated to incorporate the ballroom.

In 1922, the School acquired Kilbride through the efforts of its Co-Principals – Ruth Langley and Flora Templeton, and the building has been the centre-piece of the School ever since. In 1968, St Catherine's renamed it 'Sherren House' in recognition of Ruby Sherren. 'Shen' (as she was known) had come to the School in Ruth Langley's time, in 1923, to be matron of the boarders, some of whom were then as young as four years old.

She served as Matron from 1923-1946, rising at 5am each day and spending all Sunday in the steam laundry.

Sherren House has embraced our students for nearly 100 years and has become more than just a name to us.

In her 2015 Speech Night address, St Catherine's School Captain, Nicola Sitch ('15) referred to Sherren House in describing the strength of tradition in our school. She talked of:

*“the hand marks on the walls. The way Sherren House creaks under the weight of 7,000 girls past and present. The knowledge that, for almost 120 years, St Catherine's students have sat together and wondered about the future... our stories are as much a part of its build as the glass and brick. In 10, 20, 30 years' time, girls will walk through its halls and feel these memories, as we do when we step into the Boarding House or Wintergarden... We will remember that life changing conversation, or teacher and how empowered and loved we felt here.”*

Sherren House will always be that to us.

**Mr John Steven**  
Past Parent & Council Member

1940s



1960s





# THE Importance OF KINDNESS

## BOARDING

**Yarning Circle: to practise the art of speaking from the heart ... while others listen with an open heart without judgement or preconceived ideas.**

During Reconciliation Week (27 May – 3 June) and whilst in lockdown, our Illawarra girls created their own yarning circle. Every evening boarders and staff joined together to share an activity around the circle.

Holding a talking piece, to distinguish between speaker and listeners we would share our voices. This experience showcased the importance of kindness and why we hold it as a value in our Boarding House.

During early Term 3, when our boarders found themselves in lockdown once more, our yarning circle again became an important nightly ritual. Also, during Term 3 we celebrated Random Acts of Kindness Week. This year boarders explored the novel *The Happiest Man on Earth* (Jaku, 2020). Written by centenarian Eddie Jaku, the novel tells the story of Jaku's life – through the horrors of Auschwitz to his later life in Australia. Jaku shares how he found gratitude, kindness and hope in the darkest of places.

Rarely does a story make such an impact on the lives of so many and his messages are simple and possible. Our boarders shared their beliefs on the importance of kindness.

Our borders shared:

"It brings people together and makes people feel like they have worth."

"If you show kindness to others, you hope you will get it back."

"If your kindness is a flame, you can give heat and warmth to other people while keeping some for yourself – this is kindness."

"If there was no kindness then everyone would feel sad and negative."

"You never know what others are going through, one kind word can make their day."

"Kindness makes everyone feel comfortable and included. Everyone feels like part of the boarding family."

Together, as a boarding community we all realise the importance of showing kindness to others and how we all feel when that kindness is reciprocated.

**Mrs Sue Collister**  
Director of Boarding Services





# A HISTORY MAKING SEASON

One of the greatest strengths of St Catherine's Rowing program is our close-knit teams who continuously challenge themselves to be the best they can be.

Rowing is often considered the ultimate team sport. Team work, unity, camaraderie and friendship are all critical elements to ultimate success. Our Rowing crews rely on each other, with everyone doing their absolute best at exactly the same time.

The 2021 season is one to be remembered for years to come. For the first time in St Catherine's Rowing history our crews took out both the Schoolgirl 1st VIII and Schoolgirl 2nd VIII events at the Head of the Schoolgirls' Regatta.

To win both events in the same year is an exceptional achievement.

To cap off a remarkable season, four of our current students; Chloe Cooper, Zara Bongiorno, Sarah Marriott and Bronte Cullen were selected in the Australian Junior Women's Eight, an outstanding accomplishment.

Rowing provides continuous challenge for our students. Through hard work, effort and commitment, students develop bonds that will carry them through their lives, providing memories that last a lifetime.

**Miss Brigette Carlile**  
**Head Rowing Coach**

Congratulations to our Head of Schoolgirls' Regatta crews:

**HOSG 1st VIII Champions 2021:**

Isabella Bufe, Francesca Demetriou, Sarah Marriott, Chloe Cooper, Zara Bongiorno, Bronte Cullen, Claire Gray, Alexandra Demetriou, Summer Balla-Kellett.

**Coaches:** Mr John Saunders and Miss Brigette Carlile.

**HOSG 2nd VIII Champions 2021:**

Clementine (Cece) Newton-Brown, Sophie Williams, Tamsin Sleigh, Olivia Nash, Clarence Houle-O'Connor, Adelaide Mitchell, Jessica Yang, Ika O'Halloran, Arabella Hall.  
**Coach:** Mr Max Arunde.



## Ms Jenny Molloy

HEAD OF YEAR 8  
HUMANITIES TEACHER

2020 winner of the St Catherine's School, Excellence in Teaching and Learning Award, Ms Jenny Molloy is described as an, "inspiring educator, a pillar of support to students, families and colleagues," by Principal, Mrs Michelle Carroll. Recognising consistent and dedicated service to teaching, exemplary student outcomes and professional collegiality, the Award came as a "complete shock," to Jenny.

"Last year was such an unsettling time for everyone. All teachers went above and beyond to ensure the students in their care were supported. Throughout 2020 I wanted to ensure my students were supported at School and at home, as well as engaged and involved in their education. To receive the Excellence Award in recognition of this, came as a complete shock," Jenny shares.

Prior to commencing work at St Catherine's School in 2006, Jenny spent 20 years in boys' education across a range of roles, including Science and Humanities teacher, Tennis coach, Head of Year and Deputy Head of Middle School.

"I enjoy teaching junior secondary students; it keeps me youthful! They are fun, open to new ideas and trying new things. The Head of Year 8 position is a great opportunity to work with emerging adolescents and assist them with the challenges they face – which are very different to those faced by students 20 or even ten years ago – students are more aware of the world around them now."

Throughout her career at St Catherine's, Jenny has developed excellent and trusting relationships with her colleagues, students and their families, a characteristic which was recognised as part of the Excellence Award.

"Communication and relationships are everything. It is important to know the families of the students in your care, so we can work together to ensure the social, emotional and academic needs of the student are met." Jenny believes this is one of the biggest advantages of St Catherine's School, "teachers at St Catherine's are extremely professional and dedicated. Working tirelessly to assist students with their learning and ensuring they reach their individual potential. The small student population means, very quickly, students are known by their teachers, they are encouraged, supported and mentored in a very caring manner."

Reflecting on her teaching career, Jenny remembers fondly her initial years at St Catherine's under the mentorship of Ms Sue Bell, the Head of Humanities, "Sue was one of the most dynamic, intelligent and amazing teachers I have ever met. Her influence on me has been everlasting and I was lucky to be a colleague and friend."

Outside of being a dedicated and passionate educator, Jenny supports the Australian Ballet, Melbourne Theatre Company, the Collingwood Football Club, "not a tragic supporter though" and spending time with family and friends.





**MRS JODIE BACON**  
YEAR 6 TEACHER

After completing work experience at a primary school whilst in Year 10, Jodie Bacon knew teaching was the career for her. Graduating with a Bachelor of Education and a Graduate Diploma of Applied Linguistics, Jodie has worked in both Queensland and Victorian primary schools.

“For me, teaching is about discovery. I love watching young learners delight in new discoveries. It is also rewarding working with older students and celebrating their individual thoughts and differences,” explains Jodie.

“One of the most satisfying parts of my job is reflecting on an individual student’s academic and personal development, having a ‘before and now’ moment. It is truly rewarding to acknowledge their achievements, progress and efforts, particularly if they have overcome challenges or setbacks.”

Commencing at St Catherine’s School in 2021, Jodie has been impressed with the work ethic and positive persistence of her students, “the girls really model a love of learning and express genuine gratitude to their teachers for all the activities on offer.”

Jodie ensures every student in her classroom has opportunities to see themselves as leaders and truly be happy with who they are, “I want the girls to be empowered to embrace change and ‘take on the world,’ the girls have many opportunities to share their successes with one another and express their thoughts without judgement.”



**MISS OLIVIA CODY (’14)**  
GSV ADMINISTRATION, NETBALL  
COORDINATOR & SNOWSPORTS  
COORDINATOR

Olivia has worked at St Catherine’s for six years. With a Bachelor of Exercise and Health Science she is currently completing her Master of Teaching (Secondary).

“From a young age I was always down at my local netball courts, playing, coaching or umpiring. It was in those moments I found my passion for teaching students. St Catherine’s allowed me to find my passion for sport and health. Combining this with the teachers that made an impact on my life, inspired me to become a teacher.”

As an Old Girl, Olivia was drawn back to St Catherine’s. “I always loved seeing and interacting with the Old Girls coaching in the GSV program. With a strong passion for sports and my love for coaching, I always hoped I would return and become a role model and mentor for students.”

A typical day for Olivia “always involves a GSV training session in the morning, followed by several administrative and planning tasks. Come 3.00pm I am usually off to a GSV match.”

Olivia has many highlights from her time at St Catherine’s, as a student and now, as a staff member. As a teacher “seeing the number of girls participating in the GSV programs growing regardless of ability” has been a standout.

“These are the moments I remember most as a student and where friendships were found.”

For Olivia having an “impact and inspiring students” is extremely rewarding but so is “ensuring all girls are having a laugh and enjoying their time participating in sports.”



**MR TIM OLSEN**  
TIMETABLER – DAILY ORGANISER –  
ECONOMICS & POLITICS TEACHER

Planning, scheduling, teaching, parenting and running. This is a day in the life of St Catherine’s School’s Economics and Politics teacher, Mr Tim Olsen.

Now in his eleventh year at St Catherine’s, Tim not only teaches Year 12 Economics and Year 9 Politics and Economics but is also charged with the important role of daily organisation of relief teachers and orchestrating the Senior School timetable.

“My day changes depending on the time of year. At the beginning of the year there are a large number of timetable changes to make. In Term 2, I prepare the Semester 2 timetable and then, during Term 3, the timetable for the following year. This takes quite a long time and it isn’t usually completed until the final week of Term 4,” Tim explains.

Following on from school life, Tim is a father of two primary school children and an avid long-distance runner, having completed the Melbourne Marathon four times with his fifth event on the horizon.

Tim’s parents are both teachers so he was raised in an environment of education and love of learning, “I have always enjoyed helping others. It has been so rewarding seeing students have ‘light bulb’ moments when an idea suddenly clicks for them and to see many of my students undertake further study in Economics.”

“St Catherine’s greatest strength is the high-quality teaching and general staff we have at School, supported by excellent ICT infrastructure and staff – we are always looking for ways to improve what we do – there is always something new to learn and opportunities to trial new ideas.”



The crowds came and lined up patiently on Sunday morning 16 May for the annual St Catherine's Snowsports SWAP.

COVID safe lines snaked up the stairs of the main hall and all the way outside. Patrons all hand sanitised and QR coded themselves – ready for action to begin at 10.00am.

The doors opened and the crowds flooded into the hall. The shopping frenzy had begun. Everyone was ready to grab bargains and we had 1,600 tagged items ready to go to a new home.

After last year's cancellation, smiles were everywhere – the Auxiliary was so happy to once again host our famous annual sale.

We are so proud to be again providing an important recycling service to the entire Snowsports community. The results were incredible! This year's SWAP was our most successful ever!

In just two hours we sold nearly \$70,000 worth of equipment and clothes. Selling 150 pairs of skis, 200 pairs of ski boots, and hundreds of jackets and other gear.

The cake stall was very popular and thank you to the many generous bakers – every delicious cake was sold. Special thank you to our cake sellers as well, St Catherine's girls, Zoe Hall, Arabella Hall, Georgia Szer, Sarah Marriott and Lily Taylor.



Unsold ski jackets were donated to 'Off Your Back' an initiative started by Toni Joel (Silver '82). These jackets were delivered the very next day to the Sacred Heart Mission and distributed to women in need.

The preparation, planning and running of this event is enormous, and we thank our wonderful committee and their families for all the tagging and registration (and more) in the week leading up to the SWAP, the Saturday set up and the huge Sunday sale day.

Thank you so much to St Catherine's staff for all their support: Ms Meredith Taylor ('79), Advancement Office, Sports staff, Miss Olivia Cody ('14) and Mr Tom Crebbin, the Business Office, and ICT staff for their help and 'point of sale' expertise.

Thank you to past parents, Mrs Jodie Cody and Mrs Lisa Steven, for coming back and assisting us. It is a testament to how strong our bonds are within the St Catherine's skiing community. Thank you to our suppliers EMC, Rush and our sponsor, Teska Carson.

**Ms Monique Rosshandler**  
 President, Snowsports  
 Auxiliary 2021





# FROM OUR COMMUNITY

In 2021 we say goodbye to two of our wonderful Auxiliary members. As a School community we thank Alison and Sophie for their dedication and contributions to life at St Catherine's.



## Alison Dennison | Creative Arts Auxiliary

Previous President and current Treasurer of the Creative Arts Auxiliary (CAA), Mrs Alison Dennison has been part of the Auxiliary since 2014. "I joined the Drama Auxiliary when my eldest daughter, Manon ('15), performed in *Anything Goes*," Alison shares.

Throughout Alison's eight years within the CAA she places merging the Music, Drama and Art Auxiliaries as her most significant achievement. "There was significant cross-over between the Auxiliaries. The merger established a broader pool of supporters to draw upon and streamlined the administration,

providing us with more time to support St Catherine's Creative Arts programs."

Discussing the role CAA plays within our School, Alison comments, "the nature of creative arts, whether it is performing or visual, is that an engaged audience is an integral element of the whole. The CAA helps support performance and exhibition events by advocating for them across the wider School community.

"As an Auxiliary, it has been heartbreaking to see events and exhibitions cancelled over the past two years. However,

I am in awe of the staff's ability to adapt and encourage the girls to embrace the new paradigm – the show really must go on!"

Reflecting on her CAA memories Alison comments, "House Arts is my absolute favourite event each year! Not only is the combination of music, dance, drama and art a rollicking night of entertainment, the CAA members enjoy a friendly House rivalry while we race to meet the audience's refreshment needs at our themed lobby stalls!"

Thank you, Alison for your enthusiasm, leadership and commitment to Creative Arts at St Catherine's.



## Sophie Cooper (Richmond '89) | The Heyington Club

The blue ribbon runs deep in the Rowing community at St Catherine's," shares retiring Heyington Club President, Mrs Sophie Cooper. "Four of the last five Presidents are Old Girls: Ms Louse Lampard ('79), Lucy Fortey (King '90), myself and newly elected 2022 President, Mrs Felicity Bongiorno (Miller '87).

"I was lucky enough to row in the first year St Catherine's introduced Rowing. I have many fond memories from my time at School and I am so grateful my daughter, Chloe has shared my St Catherine's Rowing experiences."

Over the past four years of Sophie's involvement in The Heyington Club she has experienced the highs of competition Rowing, "this year when our Senior eight crews won the Head of the Schoolgirls Regatta for the first time in St Catherine's history. This was a very emotional day for all involved," to the lows of COVID-19 restrictions, "In March 2020, I had to deliver a speech to our Rowing girls and parent group following on from the Barwon River event being cancelled. Everyone was in tears as we had also just found out Nationals was

cancelled as well. Speaking at such a sad time was very hard."

Reflecting on her Heyington Club tenure, Sophie recalls advice from retiring President, Lucy Fortey, "Lucy told me I would miss being part of Heyington when it was time to leave. There were times when I didn't believe her but now, I know exactly what she meant. It has been an honour to be a part of such a fabulous community," says Sophie.

Thank you, Sophie for all your organisation, passion and leadership of The Heyington Club and St Catherine's Rowing.

I completed Year 11 at St Catherine's in 1962 to take up an apprenticeship with a Toorak Road clothing designer, Magg. In early January I was excited to commence work but after the first week I was 'let go' and went home with one week's wages of four pounds 17 shillings and six pence in pay.

St Catherine's

Circle

M E M B E R

LISA NICOLL-COOKE ('63)



**St Catherine's School Foundation**

Initially, I thought my father would be very cross. However, on the contrary he was pleased as he had always wanted me to complete my Matriculation. A few days later my father organised an interview at St Catherine's with Headmistress of the day, Miss Mary Davis. I believe this is the first and only time my father visited the School.

The two conducted a conversation over my head and agreed I should return and complete my schooling. This was a life changing moment for me as it was the first time I ever heard an adult confirm their faith in my ability. Together they came to a decision and turned to me to ask my opinion. My immediate thought that day was that I had two younger brothers at Melbourne Grammar and was concerned about our family's financial ability to pay for all three of us.

Miss Davis then opened a drawer in her desk, produced a piece of paper and declared that as the daughter of an Old Girl, I was eligible for Bursary which would pay half my fees. What a timely revelation and the problem was solved. I returned to School at the beginning of the new school year in 1963, worked hard and completed my Matriculation. I then went on to become a secondary school teacher.

I am not sure when I started to donate financially to the School, but I am a proud member of the Foundation. I have long had the ambition to include St Catherine's as a beneficiary in my Will and took the steps to legally make my intentions formal in 1996, the year the St Catherine's Circle was formed. My plan is to leave sufficient funds to establish similar bursaries for daughters, sisters, nieces and granddaughters of old girls who would otherwise not be able to afford a St Catherine's education.

My mother Marjorie Sharp ('34), was the middle of two sisters, Mary Lundquist (Sharp '25) and Patricia Rose (Sharp '40). My time at School was followed by my cousins, Lorraine de Selle du Real ('69) daughter of Mary and Jennifer Rose ('79) daughter of Patricia.

My own daughter Nicolle Austin ('88) has been followed by her daughter, my granddaughter, Eliza McCurdy ('25) in Year 8. Nicolle's two sons Lachie and Will, both attended ELC at St Catherine's.

Women from my family have been attending St Catherine's for nearly one hundred years and I would like this sense of family connection to continue for other School families. I feel so strongly about family connection that I am willing to support this financially.

Who could have known the events of that morning in 1963 would influence my life so significantly? All because the two people I admired most believed in me.



## One Day Two Futures



## ST CATHERINE'S SCHOOL GIVING DAY

The remarkable response from our School community was clearly evident on Wednesday 4 August when we held our second annual 24-hour online St Catherine's School Giving Day, in support of the St Catherine's School Hardship Fund.

Established in 2020 during the COVID-19 crisis, the Hardship Fund is St Catherine's response to caring for our community in crisis. The Fund provides bursaries and scholarships to assist families, whether existing or new, who might otherwise be unable to provide their daughters a St Catherine's education.

From 10.00am on 4 August, donations secured from our generous matched donors, doubled every \$1 donated over the 24 hours of the campaign. There was a sense of excitement witnessing gifts being made in real time and online. We thank all the volunteers who manned phones on the day and garnered support via social

media. The sense of working together for a common goal added to the genuine sense of excitement and momentum of the day.

A total of \$214,565 was raised within the 24-hour period. The generosity of our matching donors combined with our efforts from 2020 has raised \$1.4 million for the Hardship Fund.

The Fund has to date provided short-term assistance to 37 current families whose lives changed dramatically last year. The remainder of the endowment has been invested for the future, as informed by the Hardship Fund Committee. The School will aim to fund raise to maintain a corpus of \$1 million.

Funds raised through the 2021 Giving Day will change the course of two young futures, helping to cover tuition fees from Years 9 to 12 for two students. Our ultimate aim is to fund two full scholarships to a value of

\$280,000. Every dollar raised towards this goal means less supplementary income required by the School.

Our community continues to respond with kindness at a time of continued crisis and created a solution of great impact for generations of St Catherine's students.

Every sector of our School community was represented in our Giving Day pool of donors, including students, staff, alumnae and parents – current, past and future. A phenomenal community effort during continued challenging times.

For more information on the St Catherine's Hardship Fund, or any aspect of giving to St Catherine's School, please contact our Advancement Office via email [advancement@stcatherines.net.au](mailto:advancement@stcatherines.net.au) or 03 9828 3032.

**Ms Jacqueline Williams**  
**Director of Advancement**

# A Word from the President

*Where has the time gone? It seems like yesterday that I was privileged enough to take on the role as President of SCOGA.*



With large boots to fill of those who have gone before me, and the over-riding need to place the Association in a strong position going forward, I sucked in a breath and embarked on what would become a brilliant journey.

Surrounded and supported by magnificent women on the Committee, my aim was clear – to move SCOGA fairly and squarely into the spotlight. To set goals that seemed a stretch at the time, and to then work out how we were going to achieve them. We wanted to make a difference. We wanted our Old Girls to feel supported. We wanted the School community to know who we were and why we were there. We wanted our Old Girls to be a part of the best alumnae association going around.

Infrastructure needed to be set. Create a Committee filled with Old Girls who spanned the decades, with various skill sets which could be used to reach our goals. Each year we have placed a call-out to our community to invite Old Girls to join us, along with the occasional tap on the shoulder to our dream person. We divided our Committee into groups where members could choose where their skills could best be utilised – Community, Communication, Governance. Armed with these incredible women, we went to work. Volunteers... all of us.

A five year Strategic Plan was written so as our goals were clear and measurable. Annual planning days were pivotal, with our group meetings being a wonderful opportunity to check in as a group, and to nut out any new ideas.

I know I have pushed the Committee hard over the course of my Presidency. There

has been little down time with my constant drive to elevate SCOGA. But here we are at the end of four years and I feel satisfied. Our monster goals have been achieved.

- We have pedestalled five amazing Old Girls who have been awarded our SCOGA Fellowship.
- Our Mentor Program is abuzz with hopeful Old Girls to be fortunate enough to secure one of the six golden seats.
- The reunions are welcoming back twenty percent more girls to join their cohort at these gatherings.
- Ten new recipients have received the honour of becoming a *Nil Magnum Nisi Bonum*.
- SCOGA becoming an important part of the St Catherine's Annual Giving Day with the raising of funds for ten \$5,000 bursaries for Her Ties – Old Girls' Excellence.
- The donation to the School of 'The Hands'. The magnificent bronze sculpture by Old Girl, Lisa Roet ('84).
- Working with the current students – careers for seniors, the Red Steps badge for graduating Year 6 girls, and the gorgeous Prep bag tags for our youngest.
- The extraordinary Blue Ribbon Angels and the Babysitters Club – set up at a time when COVID hit us all hard. Thank you just isn't enough! You provided light for many of our Old Girls during a very dark time.
- SCOGA social media – Facebook and Instagram pages and increased work to LinkedIn.

- Thirteen Regional, Interstate and International Chapters as we draw together Old Girls from across the globe.
- SCOGA eNews – our seasonal updates.

Some of the most important relationships were those forged with the School. Principal, Mrs Michelle Carroll and her Senior Leadership Team, Chair of Council, Ms Jane Hodder and her Board, Director of Advancement, Ms Jacqueline Williams, Director of Marketing, Ms Kerrie Mussert, the Business Office, thank you for putting up with me and my at times overly enthusiastic energy to keep things moving along. It started with business, but friendships have been formed.

To Ms Meredith Taylor, a friend from School who is such an important part of SCOGA. She is like a genie... ask and we shall receive. Thank you for everything.

To the SCOGA Committee members who have volunteered their precious time for the benefit of all St Catherine's Old Girls... you are truly magnificent. Three cheers to them.

Thank you for all you have done. The other day I was told of a conversation in a meeting. SCOGA was referred to as 'A FORCE'. We did it... the original goal achieved.

Lastly, to the Old Girls community. Thank you for being engaged. Thank you for donating your time, your money, your enthusiasm, your energy, your feedback, your stories and your memories.

St Catherine's Old Girls' Association. SCOGA. Forever in my heart.

**Chrissy Ryan (Graham '79)**  
**SCOGA President**  
 scoga@stcatherines.net.au



# MENTOR PROGRAM



Following our forced hiatus from the Mentor Program, SCOGA started up again with the offering of Marketing with Sarah O'Brien ('02), Marketing and Events Manager, MECCA Brands. With only six golden seats available, there was a rush to secure a place. Fifty minutes was all it took to be booked out... with a long waiting list of hopeful Old Girls.

Sarah O'Brien must be given enormous thanks for being so generous with her

time as she not only imparted her wisdom and guidance to the lucky six, but offered another session for our wait-listed girls.

These Old Girls will receive numerous sessions with Sarah as part of our Mentor Program.

**Chrissy Ryan (Graham '79)**  
**SCOGA President**

## SCOGA Committee

### President

Chrissy Ryan (Graham '79)

### Vice-President

Nicolle McCurdy (Austin '88)

### Vice-President

Sarah O'Brien ('02)

### Honorary Treasurer

Melissa Sweetland ('86)

### Honorary Secretary

Sally Hartmanis ('10)

### General Committee

Deb Berry (Manos '77)

Alison Owen ('67)

Brooke Maat ('16)

Roz Mackay (Kirk '75)

Seph Holdenson ('16)

Prue Pisani (Gerritsen '97)

Prue Dobson (Cameron '69)

Megan Cassidy-Welch (Cassidy '85)

Sonja Sasse ('84)

Manon Dennison ('15)

Fiona Dobbin (Goldstraw '90)

Harriet Edquist ('65)

Nikhi Wagstaff ('07)

Claire Leemon (Lawford '03)

## Year Group Representatives

We were thrilled to host our Year Group Representatives at a cocktail party in Sherren House. These Old Girls are a pivotal part of our communication lines to each Year group. To your Year Group Representatives... thank you so much for all you do.



If you are interested in joining this remarkable group of volunteers and becoming part of the SCOGA Committee, please feel free to contact Chrissy Ryan at [scoga@stcatherines.net.au](mailto:scoga@stcatherines.net.au)

# SCOGA REUNIONS



1980 Year Group – 40 Year Reunion, Year Rep: Anne Mackinnon (Hibbins '80)



1981 Year Group – 40 Year Reunion, Year Rep: Fiona Harrison ('81)



1990 Year Group – 30 Year Reunion, Year Rep: Lucy Fortey (King '90)



1991 Year Group – 30 Year Reunion, Year Rep: Emma Stanford ('91)



# SCOGA REUNIONS



**2005 Year Group** – 15 Year Reunion, Year Rep: Sophie Molyneux ('05)



**2006 Year Group** – 15 Year Reunion, Year Rep: Bella Maccioli ('06)



**2011 Year Group** – 10 Year Reunion, Year Rep: Helena Lyristakis ('11)



**1970 Year Group** – 50 Year Reunion, Year Rep: Barb O'Brien (Whiting '70)

# Nil Magnum Nisi Bonum



## Lady Anna Cowen AM (Wittner '42)

Founded in the UK in 1921 to promote educational reform, WEF forged close links with academic institutions and UNESCO. On moving to Brisbane in 1970, Lady Cowen helped re-launch the WEF in Queensland and served as President.

Supporting her husband, the late Sir Zelman Cowen, during his term as Governor General, Lady Cowen's vice-regal roles included the patronage of 23 national organisations.

poor and vulnerable communities in Australia and internationally. She is also patron of the Australian Jewish Historical Society (Victoria) and a supporter of the Jewish Museum of Australia, Melbourne.

In 2015, Lady Anna Cowen was appointed a Member of the Order of Australia for her significant service to youth, medical research, educational, historical and cultural organisations, and to the people of Australia through vice-regal patronages and support roles.

Through her life, Lady Cowen's focus has been on education and health. In Oxford, she ran a campaign committee for Cancer Research. She is an ambassador and supporter of the Ardoch Youth Foundation and an ambassador of the Sir Zelman Cowen Fellowship Fund, supporting research into major health issues affecting women and children in

In July 2017, Lady Cowen published *My Vice-Regal Life, Diaries 1978 to 1982* through Melbourne University Publishing. An extraordinary record of the life of a Governor-General's wife, her edited diaries captured the day-to-day life as well as the pomp and circumstance of vice-regal duties during the term of Sir Zelman Cowen.



Lady Anna Cowen (Wittner '42) attended St Catherine's from 1937

to 1942, her last year being at Warburton. Similar to her Headmistress, Miss Edna Holmes, Lady Cowen was involved with the World Education Fellowship (WEF).



## Her Honour Judge Carolene Gwynn ('87)

School. She completed degrees in Arts and Law at Monash University and was particularly drawn to the area of criminal law, practising as a solicitor in a criminal law firm after university.

Considering it an important part of her practice to assist those coming into the profession, Carolene has been involved in teaching law students and new readers at the Bar the skills required to begin their careers. She has also travelled to Papua New Guinea and Vanuatu to teach courtroom advocacy skills to law students. Carolene has also served as a member of the Victorian Bar Council and the Criminal Bar Association.

sat at the Heidelberg Magistrates' Court, including the Family Violence Court Division, and the Melbourne Magistrates' Court. She also served on Magistrates' Court committees concerned with criminal law, sex offences, the Victims of Crime Assistance Tribunal and the education of magistrates. In May 2017 she was appointed as a Judge of the County Court of Victoria.

Carolene gained extensive experience as an advocate in criminal law and in the Children's Court while working at Victoria Legal Aid, followed by 14 years at the Bar. As a barrister she was able to practise in all aspects of criminal law as defence and prosecuting counsel.

Carolene was appointed as a Magistrate in March 2015. She

Carolene enjoys the theatre, cooking and a good walk.



BA, LLB (Monash)

Carolene Gwynn ('87) came to realise

her calling to the law whilst a boarder at St Catherine's



# Recipients

Edith 'Jessie' Flanders (Edgar '39) | Her Honour Judge Carolene Gwynn ('87)  
 Lady Anna Cowen AM (Wittner '42) | Lisa Roet ('84) | Amanda Drennan ('06)  
 Professor Megan Cassidy-Welch (Cassidy '85) | Yolanda Finette ('90)  
 Associate Professor Anne Brooks AM ('69) | Professor Jane Halliday (Wettenhall '66)  
 Her Honour Judge Anna Robertson (Lally '88)



## Yolanda Finette (Walker '90)

to the self-determination, sovereignty and social justice of First Nations Australians.

Born in North Carolina, USA and growing up in Melbourne, Yolanda, a Yorta Yorta, African – American and Greek woman, was raised in a family committed to social justice and the advancement of Aboriginal people. At St Catherine's, she was School Captain and recipient of the Indigenous Scholarship established by Yorta Yorta Elder, Hyllus Maris, who believed in "seeking a balance between Aboriginal culture and the very best of Western education."

Following in the footsteps of her activist grandparents, Yolanda chose a life of advocating for social justice and change. A career that began at Victorian Link-up Service, a service connecting members of the Stolen Generations to their Aboriginal communities and families, she continued for over 25 years working in child, youth and family services, including a decade working with marginalised communities in the United States.

With her extensive experience in leadership development, program and project development, management, cross-cultural communication, diversity,

inclusion and strategic planning, Yolanda commenced a new career running her own business as a Certified Holistic Life Coach, Holistic Counsellor and Wellbeing Facilitator. Running weekly support groups for Aboriginal victims/survivors of family violence, Yolanda also delivers one-on-one coaching, wellbeing and self-development workshops and presentations through a cultural, trauma-informed and anti-oppression lens.

Yolanda enjoys travel, adventure and exploring, loves life-long learning, is married and a mum to three children.



Yolanda Finette (Walker '90) was awarded the *Victorian Aboriginal*

*Young Person of the Year* in 1997. The first of many honours, Yolanda has devoted herself to the service of Aboriginal communities, committed



## Professor Megan Cassidy-Welch (Cassidy '85)

a family of three girls who all attended St Catherine's School.

Megan graduated with an honours degree in History from the University of Melbourne in 1989. She then undertook a Masters in Medieval Studies at the University of London, graduating with Distinction, and completed a PhD at the University of Melbourne in 1997.

Megan has held appointments at the University of Tasmania, the University of Melbourne and Monash University where she was Head of the School

of Philosophical, Historical and International Studies. At the University of Queensland she was Head of the School of Historical and Philosophical Inquiry and the first woman to be appointed to the McCaughey Chair in History. Megan has also served as President of the Australian and New Zealand Association for Medieval and Early Modern Studies.

In 2021, Megan was appointed as Director of the Medieval and Early Modern Studies program at the Australian Catholic University.

Megan has published seven books and dozens of journal articles, book chapters and reviews in academic journals. She has served on numerous advisory boards and committees across the tertiary sector in Australia. In recognition of her contributions to scholarship, Megan was elected a Fellow of the Royal Historical Society in 2019.

Megan enjoys tennis, yoga, reading, gardening and spending time with her husband and two adult sons.



**BA Hons (Melb), MA (Lond), PhD (Melb), FRHistS**

Megan Cassidy-Welch (Cassidy '85) is a leading historian of medieval history, and one of



## Amanda Drennan ('06)



Amanda Drennan ('06) is a dual Paralympian, long distance open water

swimmer and passionate contributor to the Phillip Island community.

Amanda, born without her right leg, swam her first swimming

race in Year 4. In Year 5, she competed at her first school state championships at the Melbourne Sports and Aquatic Centre where she qualified to swim both able and disabled races. Forced to choose between the two – her parents chose the disabled races.

In 2002, Amanda represented Australia at the 2002 World Championships in Argentina. She was 14 at the time. Swimming backstroke in the medley relay team, she had the honour of leading off the Australian team. This was her first international gold medal and cemented her love of swimming in a team. After

accepting a boarding scholarship at St Catherine's, Amanda started training 8-9 times a week in the pool and three days in the gym.

In the Sydney trials for the 2004 Athens Paralympic Games, personal bests were accomplished in all her races. When "Amanda Drennan, Melbourne Vic Centre" was announced, she walked out of the hallway to past and present Olympic swimmers including Shane Gould and Dawn Fraser cheering and hugging her. In Athens, her 100m freestyle personal best unexpectedly gained her a spot in the 4 x 100m Freestyle relay team as the fastest

Australian and they managed to place in 3rd in the relay final.

On completion of VCE, and spending seven months in Germany, she came back to Australia in time for the 2008 Paralympic trials and was selected again for the Australian team.

After the Paralympics, Amanda finished her diploma in Chinese massage and started her own business. Passionate about great health services and facilities on Phillip Island, Amanda continues to advocate for the community. Sidney, her first child to partner Ben, was born in 2020.



## Associate Professor Anne Brooks AM ('70)



LMusA (Clarinet performing), MBBS, MD, MMed, PhD,

FRACO, FRACS, FRACP, FAAO (USA), FRCOphth (UK), AFRACMA

Associate Professor Anne Brooks ('70), was appointed

a Member of the Order of Australia in 2021 for significant service to ophthalmology, and to eye health organisations. Head of Clinic 3 Special, and ophthalmologist to the Glaucoma Unit and Surgical Ophthalmology Service at the Royal Victorian Eye and Ear Hospital, Anne is also a nine times Trainer of Excellence award recipient.

Anne's journey to studying medicine was a winding one. After St Catherine's she completed a Licentiate of Music (Clarinet Performing) and studied Arts as well as Dentistry before settling on a Bachelor of Medicine and Bachelor of Surgery at the

University of Melbourne where she won many awards including the Carnation Prize in Paediatrics. Her studies continued and she received a Doctor of Philosophy from The University of Melbourne, for her thesis on Investigations into Corneal Abnormalities as well as other awards and qualifications. In 2019, she received the Royal Australian and New Zealand College of Ophthalmologists (RANZCO) College Medal, the first female to receive this Honour.

Anne's interest in ophthalmology came about because it offered both microsurgery and general medical treatment of eye diseases which is quite unusual

in medical specialities, as they are normally focussed on either medical treatment or surgery. Also, an ophthalmologist is with the patient for their whole journey, hopefully right through to stopping vision loss or even returning lost vision, which is very rewarding.

Anne enjoys spending time at her farm with husband Dr Murray Frazer (PhD in Applied Mathematics), her pets, music, gardening, tennis and the beach. Her two daughters, Dr Elita Frazer and Dr Georgina Frazer, have followed in her musical and medical footsteps (as veterinarians). She is a strong advocate for women as leaders.





## Edith 'Jessie' Flanders (Edgar '39)



Edith (Jessie) Flanders (Edgar '39) became a decoder in 1943 at the Monterey

Unit in Melbourne, an outpost of Bletchley Park, the famous British institution that broke the German codes. Jessie worked on the Japanese Codes in absolute

secrecy. The work of Monterey has been widely credited with bringing World War II to an earlier close and saving countless lives.

Her introduction to the war effort began when she volunteered at the age of 22 and was given one week's training on deciphering before joining the *Special Intelligence Bureau*, later to become FRUMEL (Free Radio Unit Melbourne). Jessie, formerly known as RANS EJ Edgar 2158, Leading Writer, worked in an apartment block in Queens Road, St Kilda.

Her work and the contribution of her colleagues was not

recognised by Australia for secrecy reasons. They had signed and sworn to the Secrecy Act and would have been court-martialled had they spoken about their work. The British recognised the work of their decoders only recently and Jessie received a citation and a medal from the British Prime Minister David Cameron with the words "Deepest gratitude on behalf of the British Government for the vital service performed during World War II." Her name is also inscribed on the Harrow War Memorial.

After three years in the navy, Jessie went back to the family

farm and met returned fighter pilot, Bob Patterson, and married. They made their home at Warrock Homestead and built a thriving sheep station. Jessie and Bob had three children, Robert, Richard and Annie. It was only decades later that Jessie began sharing her extraordinary history with family.

Jessie was married and widowed twice. First to Bob Patterson then to John Flanders in Casterton. Throughout her life she played competitive golf and later, croquet. She then took to competitive Bridge. Jessie passed away in her 100th year in August 2020.



## Lisa Roet ('84)



**Bachelor of Fine Arts (RMIT)**

Lisa Roet ('84) is a visual artist who exhibits in Australia and internationally. For 30 years her work has focused on the image of the ape and monkey as humans' closest relative. Lisa

uses visual art and design to explore environmental issues and genetic discoveries. She sees the ape as a mirror in her work, reminding us of the necessity to re-evaluate our position within this increasingly urbanised world.

Taking an interdisciplinary approach to her art practice, Lisa works with arts, design and science communities. She has undertaken field studies of orangutans in Borneo and worked with museum archives, conservation facilities and zoos in Brussels, London, Berlin and Sydney researching and developing ideas. She

expresses these ideas through a range of mediums including sculpture, photography, video art, drawing and painting.

Lisa has held over 30 solo exhibitions and participated in over 50 group exhibitions. Her large-scale public artworks have been exhibited in major cities including Beijing (*Skywalker*), Hong Kong and Chengdu (*Golden Monkey*), and in the Netherlands (*Baboe*). In 2020, her nine metre by twelve meter inflatable sculpture of the chimpanzee, *David Greybeard*, was launched at Arts Centre Melbourne. It was designed to raise awareness

of the conservation efforts of the Jane Goodall Institute. Lisa hopes that exploring habitat and species protection through large-scale public art will bring a new perspective to sustainability and act as a vehicle for change.

Lisa's work is held in prestigious collections including the National Gallery of Australia and the National Geographic Museum in Washington. An edition of Lisa's bronze *Chimpanzee Hands* sits in the grounds of St Catherine's School.

Lisa's interests include food, travel, science, bird watching and forensic documentaries. She also likes to hug trees.



## Professor Jane Halliday AM (Wettenhall '66)



**BSc (Hons),  
PhD, FPHAA**

Jane Halliday  
(Wettenhall '66)  
is an Honorary

Professor in the Department of Paediatrics at the University of Melbourne and Principal Fellow and Group Leader of Reproductive Epidemiology at

the Murdoch Children's Research Institute (MCRI).

Jane's career as an Epidemiologist commenced at MCRI where she worked as a clinical research associate in the Genetics Department. She completed a PhD in epidemiology in 1994 focusing on prenatal genetic testing.

Jane then worked for the Department of Human Services as Manager of the Victorian Perinatal Data Collection Unit and as Epidemiologist in charge of the Victorian Birth Defects Register. During this period, she was also building her research

team at the MCRI, becoming a Group Leader in 2007.

Jane's research has produced over 210 peer-reviewed publications and she has delivered over a hundred seminars, conference presentations and workshops. In 2010 she was invited to present the prestigious Human Genetics Society of Australasia Conference Oration, in recognition of her outstanding contribution to human genetics in Australia.

Jane's other professional achievements include serving six years as President of the Australasian Epidemiology

Association, being selected as a "Brilliant Mind" for the 30-year anniversary of MCRI and receiving a British Fertility Society Exchange Award in 2018. In 2021, Jane was appointed a Member of the Order of Australia for her significant service to medicine and to reproductive epidemiology.

Jane enjoys reading, gardening, handicrafts and walks with her dog. She has an interest in bird watching and travelling to remote places to find elusive species. Jane furthers her interest in the natural environment through her role as Chair of the Board of the Wettenhall Environment Trust.



## Her Honour Judge Anna Robertson (Lally '88)



**BSc, LLB  
(Monash  
University)**

Anna Robertson  
(Lally '88)

graduated from Monash University in 1993 where she gained the degrees of Bachelor of Science (Chemistry and Mathematics) and Bachelor of

Laws. After finishing university, Anna embarked on a career as a solicitor but soon decided to specialise as a barrister at the Victorian Bar. Following a legal career spanning almost three decades, in June 2021 Anna was appointed as a Judge of the County Court of Victoria.

In her career as a barrister, Anna built a successful practice in civil, commercial and administrative law litigation in Federal and State courts. Anna defended government agencies, insurers, corporate clients and statutory and regulatory authorities in difficult, complex and high-

profile matters including some of Victoria's most important cases, notably the Kilmore/Kinglake and Marysville/Murrindindi 2009 Black Saturday bushfires class actions, considered to be the biggest class actions in Australia's history and the COVID-19 Hotel Quarantine Inquiry and subsequent class actions.

Anna has contributed widely to the broader legal community to ensure access to justice for all. She has encouraged people from diverse backgrounds to consider a career in the law and to ensure the law upholds the principles of equality and inclusiveness.

Anna continues to mentor numerous readers and many junior lawyers. Anna was recognised in December 2020 by the conferral of the Women Barristers' Association Mentor of the Year Award.

Anna is married to Peter (who she coincidentally met at the St Catherine's School Dance in 1988) and has two daughters also attending St Catherine's – Emma ('20) and Molly ('21). Outside work she enjoys travelling, walking, tennis, the beach, reading, music and theatre, pilates, and time spent with family and friends.



## Weddings



Annabelle Atkins ('11) to Bill Brukner.



Audrey Reinstein ('03) to Rodrigo Barretto.

## Babies



To Nick and Amy Sutton (Freeman '00), a son Harvey Freeman Sutton.



To Scott and Phillipa (Pip) Leggo (Peardon '00), a daughter Olivia Jennifer Leggo. Holly is loving being a big sister. Olivia is also a grand-daughter to the late Jenny Peardon (Horne '65).



To Heath and Emma Bruckner (Guthrie '01), a daughter Alice Margaret Alma Bruckner. A sister for John.

# Obituary

## JANE WILKINS (BANNERMAN '53) 1936-2016

Jane was born on 24th November 1936 at Mordialloc. She was a much loved daughter of Marjory and Hugh Bannerman and a loving older sister to Mary and Sue.



Jane, Mary and Sue commenced at St Catherine's in 1950 and over the next ten years the girls enjoyed a wonderful school experience as members of Templeton House. The family home was in Kooyong Road, Elsternwick and the girls would begin their school journey with a morning walk to the bus stop on Glenhnutly Road. They would then catch the 'brown bus' to the corner of Orrong and Toorak Road and walk to school from there. I have heard in recent times that the girls nicknamed the 'brown bus' the 'beige bus' to make it sound more stylish!

Jane would say she loved her time at St Catherine's and made special lifelong friends. She was still meeting up regularly with 'the girls' when well into her 70's. Whilst Jane enjoyed a range of school activities, the art of weaving was one she was particularly keen on. Her sister Sue remembers Jane's weaving as being wonderful work and recalls the great pride she took in her finished product.

Jane had a natural, incredibly special way with children and after leaving school in 1953 went to work with Ms Mabel Ross at Rossbourne House in Selbourne Road, Toorak. Ms Ross ran a small school to cater for children who had challenges with mainstream education settings. Jane loved her role at Rossbourne House and relished the opportunity to nurture and support the children in her care. Rossbourne House later became Rossbourne School in Hawthorn which continues to nurture its students as they develop self-worth and confidence. In the years that followed Jane worked as an Orthodontic nurse for Dr Donald Spring in Collins Street. In this role she was again able to offer expert care and reassurance to children and young adults undergoing treatment.

On 24 January 1959 Jane married Geoffrey Winston Wilkins at St John's Anglican Church, Toorak. It was a 40-degree day and Jane was

ably attended by her bridesmaids including sister Sue Bannerman ('59) and school friend Ila Ackland ('52). Ila had been a boarder from Hopetoun in the southern Mallee and she and Jane became wonderful friends. Jane and Geoffrey often reminisced about their wedding day and how lucky they were to have celebrated at 'Stanmark' in East St Kilda which was the only reception venue in Melbourne to have air-conditioning.

Jane and Geoffrey had three daughters who they adored – Sarah, Fiona and Emma. They formed a wonderful partnership and were so very proud of their girls and 10 treasured grandchildren.

Over the years Jane, Geoffrey and the girls lived in Melbourne, rural Victoria and NSW. They made wonderful connections and friendships during their 18 moves over 57 years of married life. Jane certainly became an expert at packing, unpacking and settling in – supporting her husband and daughters was always a priority.

Jane saw her life work as caring and giving. The impact of her kindness extended beyond her family and into the special community groups for which she volunteered. Jane so loved people from all walks of life and they so loved her.

Jane passed away in her 80th year at Cooinda Aged Care and was farewelled at Holy Trinity Anglican Church, Benalla. Jane was a remarkable and extraordinary woman. Her love, strength, wisdom, sense of humour and positive attitude continue to guide and inspire all of us who were fortunate to know and love her.

Jane is the Grandmother of past students Edwina Cooper ('10) and Harriet Cooper ('13).

**Emma Douglas (Wilkins)**



# Obituary

## JILL STANSFIELD (CANNON '66) 1949-2021



Jill came to St Catherine's in the final term of Barbreck in 1960. She was always sociable and formed lifelong friendships from school.

Jill was athletic – an excellent swimmer and skier. Her father was keen for her to excel in Snowsports, and Jill would come to school in the winter months after rigorous training zig-zag jumping up and down the stairs of her Albany Road house. The result was described by Jill's partner of 28 years, Paul Bridgeford, as a "duchess on the ski slopes with skis clasped together, executing beautiful parallel turns."

Jill studied sciences because she followed the advice of her parents, and because she was capable. However, she matriculated from St Catherine's and in 1968 studied Interior Design at RMIT.



This was the beginning of 40 years of professional life in textiles and design.

She was remembered as gregarious, generous, gutsy and irreverent. Jill was not a political person, but this was a time of world-wide protest and with her fellow students joined the sit-in to demonstrate against the Vietnam War.

She married John Stansfield, whom she had known since school days and joined John's family business, Comspring Fabrics. She was the first of her cohort to marry.

Later she returned to RMIT for more study in textile design, produced her first daughter, Emma, and with John built a marvellous Hawthorn house.

She lectured at RMIT in the Textile Design School. She was a natural educator and was regarded as an excellent role model for women.

Jill became the first female national President of the Design Institute of Australia in 1995. She was awarded the Life Fellowship in recognition of her outstanding contribution.

She managed her textile business, completed her Masters of Design, won medals for Rowing, was president of the Hawthorn West School Council and was active in the Hawthorn Community Chest.

It was at the Hawthorn Rowing Club that she met her second partner, Paul. Jill and Paul had adventurous international travel

together, and many happy years at their Port Fairy holiday house, where Jill always relished the smell of the sea on arrival.

Jill leaves her partner Paul, her three daughters, Emma, Chloe and Skye; her grand-children Jemima, William, Ruby, Sarah and Lachlan; and one brother Andrew.

## Vale

Margaret Jean (Vary '61)  
Alison Webster (May '46)

## CURRENT STUDENTS OF ALUMNAE (All mothers, grandmothers and great-grandmothers are listed by maiden name)

Child	Mother	Grandmother	Great Grandmother	Child	Mother	Grandmother	Great Grandmother
Sophie Abbott	Anna Nieuwenhuysen ('91)			Chloe Handbury	Georgina Seccull ('86)		
Camilla Aberdeen	Nina Kirby ('94)			Tania Hay	Sophia Canet ('00)		
Fleur Angenent	Emma Stanley ('97)	Susan Connor ('61)		Charlie Herron	Prue Lording ('96)		
Giselle Armstrong	Lachlan Armstrong (Old Boy '95)	Toni Pierce ('67)		Imogen Herron	Prue Lording ('96)		
Ziabella Armstrong	Lachlan Armstrong (Old Boy '95)	Toni Pierce ('67)		Emma Hoban	Minnie Law ('83)		
Summer Balla-Kellett	Mandy Balla ('86)			Zahra Hoban	Minnie Law ('83)		
Charlotte Bell		Sue Catchlove ('59)		Madeleine Hooker	Antoinette Walshe ('88)		
Zara Bongiorno	Felicity Miller ('87)			Olivia Howitt	Michaela Grogan ('86)		
Isabella Bufé	Tracy Cedzich ('86)			Amelia Hyams		Ann Pisterman ('64)	
Katie Cacopardo	Christina Smith ('88)	Prudence Whitehead ('61)		Isabella Jamieson	Emily Stephen-Daly ('98)		
Annabel Calvert	Fleur McKay ('94)	Sarah Baillieu ('68)	Margaret Cox ('35)	Lily Jamieson	Emily Stephen-Daly ('98)		
Clara Calvert	Fleur McKay ('94)	Sarah Baillieu ('68)	Margaret Cox ('35)	Ella Johns	Susannah Chapman ('86)		
Nina Calvert	Fleur McKay ('94)	Sarah Baillieu ('68)	Margaret Cox ('35)	Evie Joseph	Jonathan Joseph (Old Boy '95)	Louise Strauss ('62)	Shirley Ellinson ('42)
Lucy Campbell	Amelia Osborn ('86)			Eloise Kewley	Sally Stonier ('78)	Noel Lidgett ('50)	
Poppy Cashmore	Lucy Olsen ('97)			Sophie Knight			Constance Vanston ('22)
Annabelle Christensen			Marion Carlisle ('28)	Holly Landrigan	Margaret Guy ('89)		
Milla Cohen	Susan Adamson ('90)			Amelie Lane	Lisa Tarasio ('95)		
Pernilla Coleman	Kirsty Gilmour ('86)			Timothy Lane	Lisa Tarasio ('95)		
Saskia Coleman	Kirsty Gilmour ('86)			Ava Lansell		Genevieve (Jenny) Home ('52)	
Chloe Cooper	Sophie Richmond ('89)	Elizabeth Newman ('61)	Betty Lyall ('36)	Katherine Lee	Karen Lim ('87)		
Cressida Coote	Daisy McKenzie-McHarg ('03)			Adelaide Lempriere		Diana Dougall ('57)	
Scarlett Davis	Briely Trollope ('89)	Helen Crankshaw ('59)		Cassandra Lie	Kelly Clemenger ('80)		
Jessica Dobbin	Fiona Goldstraw ('90)			Charlotte Lincoln	Marita Batty ('96)	Carol Kimpton ('67)	Sheila Creswick ('31)
Maggie Dryden	Victoria Krauss ('92)	Prudence Spinney ('68)	Margaret Spinney ('42)	Coco Lutz	Rebecca Paranthoienne ('97)	Robin Richards ('74)	Jill Sargood ('48)
Jessica Elshaug	Sarah Moffatt ('93)			Luca Lutz	Rebecca Paranthoienne ('97)	Robin Richards ('74)	Jill Sargood ('48)
Amelia Esposito	Suzanne Davies ('91)			Poppy Maling		Jean Cameron ('49)	
Sarah Fanning	Samantha St Hill ('87)			Tabitha Manson		Thea Coltman ('51)	
Holly Farrer	Susie Cook ('93)			Zoe McComas	Phoebe Hammon ('04)	Barbara Boynton ('73)	Jill Warnock ('46)
Madeleine Farrer	Susie Cook ('93)			Eliza McCurdy	Nicole Austin ('88)	Lisa Nicoll ('63)	Marjory Sharp ('35)
Sophie Farrer	Susie Cook ('93)			Millie McIntosh	Kate Correll ('87)	Brenda Pulling ('49)	Phyllis Rowell ('31)
Arabella Foote	Sarah Scambler ('93)	Margaret Drummond ('62)		Skye McIntosh	Kate Correll ('87)	Brenda Pulling ('49)	Phyllis Rowell ('31)
Olivia Fortey	Lucy King ('90)	Pamela Rome ('63)		Sophia McKinnon	Anna Tracy ('87)		
Ed Goorjian-Taft	Gemma Goorjian ('02)			Chloe McMahon	Caroline Morgan ('95)		
Sophie Gorton	Sandra Court ('84)	Anne Lowry ('58); Sue King ('59)	Lynette Walkley ('34)	Ella McMahon	Caroline Morgan ('95)		
Anoushka Graham	Sophie McSweeney ('93)			Phoebe Messum	Catherine Stoney ('97)		
Scarlett Graham	Sophie McSweeney ('93)			Alexandra Mirabella	Sophie Panopoulos ('86)		
Lucy Green		Isabella Stokes OAM ('58)		Adelaide Mitchell	Katie Krauss ('90)	Prudence Krauss ('68)	Margaret Spinney ('42)
Eliza Grey	Georgina McConnell ('88)	Margaret Lemmon ('61)		Nadia Mohamed	Farah Pasha ('91)		



**CURRENT STUDENTS OF ALUMNAE** *(All mothers, grandmothers and great-grandmothers are listed by maiden name)*

Child	Mother	Grandmother	Great Grandmother	Child	Mother	Grandmother	Great Grandmother
Willow Moore	Camilla Fox ('11)			Mirabelle Thomson	Rebecca Jockel ('98)		
Missy Morley	Bonnie Morris ('93)	Joan Spooner ('61)		Charlotte Upton	Lisa Hinrichsen ('83)	Jill Smith ('55)	
Charlotte Myer	Annabel Plummer ('82)			Giselle Upton	Lisa Hinrichsen ('83)	Jill Smith ('55)	
Olivia Nash	Abbey Blackshaw ('93)			Mia Upton	Lisa Hinrichsen ('83)	Jill Smith ('55)	
Chloe Nevins	Simone Willis ('91)			Lily Van der Venne	Susannah Guy ('96)		Suzanne Holden ('50)
Clementine Newton-Brown	Jane Forsyth ('88)			Pippa Van der Venne			Suzanne Holden ('50)
Meg Nixon	Helen Adams ('88)			Lucinda Webster	Jonathan Webster (Old Boy '97)		
Martha Officer	Clara Officer ('80)			Clementine Wilson	Annabelle McSweeney ('92)		
Abby Page	Kate àBeckett ('87)	Leigh Denham ('61)	Noreen Heath ('34)	Pia Zayontz	Anna Davis ('87)		
Jessica Paterson	Sophie Nicholas ('89)			Sara Zayontz	Anna Davis ('87)		
Emma Peele		Elizabeth Gillon ('67)					
Zara Peele		Elizabeth Gillon ('67)					
Alexandra Pitt	Fleur Forsyth ('99)	Patricia Loveless ('66)					
Nina Portnoy	Jane Davis ('85)						
Sarah Pratt		Jill Cannon ('66)					
Hollie Pringle	Marnie Ross ('92)	Victoria Jacobson ('65)					
Scarlett Pringle	Marnie Ross ('92)	Victoria Jacobson ('65)					
Molly Robertson	Anna Lally ('88)						
Charlotte Rodgers		Marion Teare ('50)					
Ellie Rodski	Maggie Harrison ('99)	Jane Morris ('71)	Julie Davey ('51)				
Eloise Rudge	Rowena Williams ('87)	Pamela Granowski ('51)					
Scarlett Russell	Bianca Russell ('95)						
Anna Shears	Penny Roysmith ('81)	Betty Shields ('51)					
Scarlett Shelton		Letitia Cole ('58)	Maroia Molesworth ('25)				
Pippa Shergold	Holly Tinsley ('89)	Margaret James ('61)					
Jessica Sibly	Lucinda Langdon ('88)	Janet James ('58)					
Isabella Soutter	James Soutter (Old Boy '92)	Prue Macnaughtan ('62)					
Katharine Soutter	James Soutter (Old Boy '92)	Prue Macnaughtan ('62)					
Billy Speer	Camilla Deague ('02)						
Henry Speer	Camilla Deague ('02)						
Chloe Stansfield	Meredith Dwyer ('88)						
Violet Stephens	Emma Millis ('89)						
Elizabeth Switkowski	Georgina Hinton ('99)						
Henri Switkowski	Georgina Hinton ('99)						
Annabel Taylor	Melissa Sweetland ('86)						
Lily Taylor	Melissa Sweetland ('86)						
Camilla Thomas	Julia Hammon ('00)	Barbara Boynton ('73)	Jill Warnock ('46)				
Coco Thomas	Ineke Hay ('98)						

## Next Annual General Meeting

The 101st Annual General Meeting (AGM) of the St Catherine's Old Girls' Association (SCOGA)

Saturday 27 November 2021, 10.00am  
Ballroom, Sherren House

All Old Girls are welcome to attend in person or online. The ongoing COVID-19 restrictions will be monitored over the coming weeks with a view to the safety of our members and restrictions that apply. Any changes to AGM arrangements will be emailed to those registered to attend or available to view on the School website (where updates will be available every Friday until the AGM).

To attend online, please register with the Secretary to receive a meeting link.

Any member who would like to bring business before the AGM is required to give notice in writing to the Secretary no later than Saturday 30 October 2021.

**RSVP by Friday 12 November 2021 to the Secretary:  
Sally Hartmanis ('10) | [scoga@stcatherines.net.au](mailto:scoga@stcatherines.net.au)**



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Join the St Catherine's Old Girls' Association (SCOGA) closed group page on LinkedIn. This page is set up for Old Girls to communicate, network and hear about upcoming alumnae events. Once you are a member you can then share with other Old Girls in your LinkedIn network.