

the SOUBEIRAN

AND **KOGU** MAGAZINE



KAMBALA

BI-ANNUAL MAGAZINE
WINTER 2021

*“Focusing on self-care is
an ideal starting point to
enhance mental health.”*



Humanity | Courage | Curiosity | Respect

Inspired learning.

Empowering young women of integrity.



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TAKE GOOD CARE

Shane Hogan, Principal

It is now four years — almost to the day — since I walked into the grounds of Kambala to offer my assistance and experience for a short period of time as Interim Principal. I quickly fell in love with everything about Kambala.

My first contact with students was in the Art Room over the Easter break, where a group was working on their Major Works. They were friendly, engaging, inquisitive and very appreciative that I was offering to stay for a while. My lasting memory of Kambala will be that consistent contact with students, who everyday demonstrate those same qualities I first encountered that day in the Art Room. Every student I've met in my time at Kambala is focused in her own way on her "major works", whatever those works might be!

I have been blessed and fortunate to have worked in so many amazing schools, each so different in ethos yet so similar in mission. I am definitely a wiser and better person for each of them. I now have the opportunity to put this experience and knowledge into a new school, building it from scratch physically, pastorally and academically. Kambala, as a non-academically selective school, has a tradition of outstanding academic results in both the HSC and IB. While I have been to a number of very good academic schools, Kambala has shown me what can be achieved by excellent teachers and high expectations of each and every student, regardless of ability. Kambala has taught me that most students have great ability and capacity that, unless challenged, will remain untapped.

All schools should endeavor to spark and develop a student's passion by providing exceptional experiences that generate moments of enlightenment regarding identity or academic ability. Particularly in the early formative years, if excellent foundations are not established in literacy and numeracy, students will find it difficult to catch up to their peers and move at an appropriate pace in later years. Under the Head of Junior School, Stuart Coppin and his team, excellent foundations for our girls are laid and updated through each student's primary years. Even the structure of the day and placement of classes is cultivated to maintain a high standard and maximise learning opportunities. This will be a core educational practice in the early years section of my next school!



Many (most) people ask me the difference between teaching and running all-boys and all-girls schools. My first answer is that every school I have been in was/is uniquely different for many reasons, including religious tradition, location, socioeconomic factors and the tone of the school based on the previous leadership. The key difference and learning I have taken from my time at St Vincent's and Kambala is that girls want to be heard. They don't always want a solution, simply to be listened to. Boys on the other hand, want a short conversation and action... now!

The Jesuits have, at the core of their teaching, a wonderful skill; that of discernment. Discernment literally means listening or hearing. It involves the weighing up of facts and feelings about several good choices which ultimately leads to a choice about what is the best fit for an individual in a given situation. At the core of a good education, for boys or girls, is the importance of learning discernment. Not only for academic strengthening of knowledge, but for the emotional and intellectual development of the heart, head and the hands – those critical human tools we use long after we forget the lessons we were taught at school, but that are the foundations of our everyday lives and happiness. I also believe that, in order to improve and strengthen consent education in schools, students need to be taught to make better choices; to discern and choose what is the best course of action for an individual in a critical situation.

I have said many times that Kambala's academic results could be obtained teaching in a tent on the oval (air conditioned of course, we are Kambala), as it is quality teaching and student endeavour that make this possible. However, it is truly time for Kambala to upgrade its Senior School teaching and learning spaces. While Massie House is an exceptionally welcoming and happy learning space, the quality of other select spaces diminishes as the students progress through the school. The current building and development plan is a critical part of Kambala's future.



Given our location and our limited potential to expand, the new building plan, which involves lifting the oval and developing a Sport, Wellbeing and Senior Learning Precinct, is crucial if we are to continue to attract girls and families who value education and to maintain our high standing in Sydney and, indeed, the Australian educational community. I encourage parents and staff to maintain their enthusiasm and fundraising to ensure this vision is made a reality.

Another of the challenges facing Kambala in the future will be its ability to attract, retain and develop exceptional teachers and staff. I have seen many good programs in schools which address this, but none as strong as our current KITE program. Under the direction of Sam Gooch and assisted in the teacher accreditation process by Tina Bramis, Kambala has a world-class program that promotes the development of staff in all areas of teaching and professional growth. Outstanding schools need outstanding teachers and it cannot be left to chance that these teachers will find Kambala. Experienced teachers passing on the Kambala benchmark of excellence and rigor to new staff, in an environment that acknowledges and rewards excellence, is vital to Kambala.

I am saddened knowing I will not be here to see the Class of 2021 through their final exams and subsequent graduation from Kambala. I know I leave them in the very passionate, experienced and capable hands of teachers and mentors who have been delivering outstanding results year after year.

Thank you to the staff, students, Kambala Parents' Association and Kambala Old Girls' Union for welcoming me into the Kambala family and allowing me to feel part of this wonderful School's legacy. Thank you also to the School Council, led by Council President Ainslie van Onselen, for their encouragement and support of the *Kambala Strategic Plan 2019–2023*, which has been the guiding light for our initiatives of improvement in many areas of the School.

I greatly look forward to wishing you all well as I say farewell this term and to thank this wonderful community that has taught me immeasurable lessons and made me a wiser leader, person and educator.

SEEDS OF SELF-CARE PLANTED IN THE JUNIOR SCHOOL

Ms Kate Moore, Deputy Head of Junior School

In 2021 Kambala has focused on developing a Visible Culture of Care across the entire school. A Visible Culture of Care takes on many forms, but stems from creating an environment in which every girl is known, supported and celebrated for her unique talents and abilities.

In the Junior School, while our goals as educators are many and varied, ultimately the work we do is not about Maths, English, Art or any particular subject content; it is about helping students to develop a sense of self, purpose and efficacy. It is about imbuing them with a strong belief in themselves and their capacity to pursue their chosen path in life. Long after the Mathematics formula is forgotten, our hope for Kambala students is that they will carry with them a sense of their own worth, value and ability because, ultimately, this will mean they learn the importance of loving and caring for themselves.

In the Junior School, exposure to opportunities to develop resilience and independence go a long way toward building positive self-esteem and positive self-efficacy. We focus on teaching girls the skills and strategies to bounce back when faced with adversity; which could range from getting a question wrong on a test, to losing a loved one. The aim is to instil a sense of resilience so that they go through life with positivity and confidence, knowing that they will be okay whatever challenges they may face.

At Kambala, we refer to Carol Beck's concept of 'growth mindset', however, by the researcher's own admission, popular use of this concept is often a misinterpretation. A growth mindset is not about telling students that, if they just try harder, they will get there. In fact, at times, there can be nothing more demoralising than this for a student who is trying their hardest to hear. Instead, it is about encouraging them to persevere and to welcome mistakes as learning experiences on which they can build greater understanding. As teachers, we create challenges for individual students that are difficult, but achievable, in a safe and supportive environment. True growth comes from the type of detailed knowledge that our Junior School teachers have about each and every student. To be able to differentiate within the classroom, to know when to extend and challenge a particular student and when to offer additional support, are the skills of a great educator.



This is what we mean when we talk about a Visible Culture of Care; it is an environment in which each and every student is known and celebrated for their own unique talents and abilities and supported in their particular challenges. Within this environment, they develop an understanding of their own ability and the sense of achievement that comes from success.

While the measures we put in place over the past year were mandated by COVID-19, what we have seen blossom in our students, particularly our very youngest girls, has been a greater sense of self-assurance and belonging. While the simple act of something such as walking themselves into school might seem trivial, it is clear to see that this small act can change their perception of themselves and their ability to take on the day and all it brings.

Above and beyond the daily encouragement for Junior School students to embrace their independence and grow in self-awareness and self-esteem, we utilise a number of programs to support the concept of their own worth and value, inspiring care of the self. Our Personal Development and Health programs, including the Bounce Back program, ensure that our students gain an insight into their identity, their place in the world and develop strategies to keep themselves healthy, resilient and safe. These classes are supported by a series of research-based programs that span all year groups.

These programs help the students gain a healthy understanding of how they are growing and changing both physically and emotionally, and offer guidance in navigating the most challenging aspects of becoming an adolescent.



2

From our very first Bounce Back lesson in Prep, we focus on recognising, understanding and validating our feelings. We highlight the idea that feelings are neither good nor bad but should be acknowledged and dealt with appropriately. This might mean using calming breaths, having a brain break or focusing on a low stress activity such as solo reading. This also encourages students to focus on the moment and with time, they develop greater self-awareness and can recognise the need to articulate, acknowledge and deal with what they are feeling. This, coupled with the strength-based work we do with students (acknowledging their talents and areas of interest), ensure the girls have a toolbox of self-care strategies they can employ at any time.

While the concept of caring for the self might seem abstract to our younger students, it is in these formative years that the seeds are planted. It might be through education on the importance of a healthy mind, a healthy lifestyle and a healthy body. It might come from learning about respect for self and respect for others. It might come from the teaching of relaxation and mindfulness. Ultimately, the work we do day-to-day has a far greater impact because it sends the message to our girls that they are valued and cared for and that they, in turn, should value and care for themselves.

1. Junior School students enjoy a physically active and engaging program.
2. Kambala's Visible Culture of Care creates an environment where students' individual needs are supported in the classroom.
3. Students learn steps to manage stress and anxiety in the Bounce Back program.



KAMBALA EXECUTIVE FAREWELLS MR HOGAN

Kambala School Executive

He came for a day and stayed for over four years. Never did we think that when Mr Shane Hogan came through the gates of Kambala that he would make such an impact; his warmth was evident from the moment he arrived.

Each year, Shane has shared a story with new staff about how he thought he was coming to Kambala for a day and found himself in the position of Principal four years later. The sense of community and care that Shane describes he was met with in these stories has only been enhanced due to his experience, strength as a leader and compassion. You need only to look at the Kambala Strategic Plan to see how Shane has built on the strengths of the team and focused on professional development — as Shane would say, happy staff, happy students. It has been in his small gestures to staff — an open-door policy, despite his ‘most wanted’ status on campus, as well as building staff connections by consistently and frequently checking in with staff — that he finds himself well liked and respected.

The past four years have flown by and many of us will never forget meeting Shane for the first time here on the fair hill of flowers. His common sense, warmth and jovial nature struck many of us as endearing qualities. Shane’s rapport with students, from our youngest in Hampshire House, to the girls in upper secondary, is impressive to witness; he can often be found joining a reading lesson in Transition or a History lesson with Year 6.

Additionally inspiring and striking, is Shane’s superior knowledge of schools, teaching and learning. He has brought much to Kambala and to the School Executive over the past four years. We have greatly appreciated learning from one of the most impressive operators in education.

The School has been fortunate to be gifted this time with Shane as Principal. Kambala is a special place and has been blessed with a leader who exudes warmth, intelligence and humour and who displays a genuine care and concern for others. We have all benefited from having a Principal who is hands-on, proactive and giving of his time to support all areas of the School.



Shane arrived the year of the School's 130th anniversary.

He has been a support and inspiration to students and staff alike. As an Executive, we have worked closely and always as a team with Shane. His expertise as an educator and leader in school management has been invaluable for the advancement of Kambala. As he leaves us to give more to the community in starting a new school, Kambala can feel confident he leaves the School in a better place. Shane will have a place in all of our hearts.

Farewell, Shane. You will be greatly missed.

Stuart Coppin, Danielle Kassoua, Tamara Lang, Katherine Mar and Michael Nicholls

Kambala School Executive

CARING THROUGH KITE: A NEW FRAMEWORK FOR PROFESSIONAL LEARNING

Ms Samantha Gooch, Director of KITE

At Kambala, we know that at the heart of a successful school is excellent teaching. That is why, during the development of the School's current Strategic Plan, focus was placed on ways to develop and nourish our teachers.

The result of this vision, and with a strong passion for the care of teachers held by both the Executive and the School Council, is KITE — the Kambala Institute of Teaching Excellence. At its core, KITE aims to serve teachers through the promotion and facilitation of professional learning and growth at both an individual and group levels.

KITE initiatives began in 2018 with a small group of school leaders travelling to Cambridge, USA to attend the renowned Project Zero Classroom. Project Zero Classroom is a week-long professional learning institute for educators that showcases research-based tools and frameworks emerging from Harvard Graduate School of Education. With the support of generous Kambala parents, the School was able to send another group on this impactful professional learning adventure in 2019. We thank the Kambala parents who continue to place importance on the expertise and skills of our teachers and who show their care and interest through their kind donations to our KITE program.

Being a part of the first Kambala group to attend Project Zero in 2018 sparked inspiration and engagement with the ideas and guiding principles advocated by Project Zero, especially in relation to teacher learning. Since this experience, ways to build and enrich the offerings within KITE have been developed further, culminating in a new framework for professional learning which was launched at the beginning of 2021.

The key themes for the KITE framework are based on current research and theory surrounding teaching, learning and education leadership. They include:

- ◆ collegiality and sharing
- ◆ practice improvement
- ◆ teacher leadership
- ◆ personal interest and inquiry
- ◆ education research and theory
- ◆ reflection, evaluation and feedback
- ◆ professional recognition.



1. The KITE Framework was launched this year and is centred around five key pillars.
2. A key part of KITE is collaboration and sharing amongst teaching staff.

The KITE framework aims to demonstrate its care for staff and the value the School places on professional development and engagement. The many opportunities within the framework are envisioned to spark interest and motivation amongst Kambala teachers looking to expand their professional knowledge and experiences.

It is hoped that 2021 will be an increasingly opportunistic year for professional learning, as courses and learning institutions reopen and adult learners are welcomed back to classrooms and conferences. We look forward to sharing our learning and development with the community as we take up the diverse and rich opportunities offered within the KITE framework.

STEM BUZZ BUILDS AT KAMBALA

Ms Greta Beaumont, Ms Samantha Nahum, STEM Champions

Following the launch of Kambala's STEM Strategic Plan 2020-2023, Kambala girls have been immersed in opportunities to extend their thinking and demonstrate innovation, intellect and inquiry thanks to a huge range of STEM initiatives across Terms 1 and 2.

In Term 1 2021, students in the Senior School were challenged and stretched by the Junior Imagine Cup. This competition offers students aged 13 to 18 the opportunity to learn about Artificial Intelligence (AI) technology and how it can be used to positively change the world. The global challenge introduces students to AI and Microsoft's AI for Good initiatives. It is also a great opportunity to encourage students to develop and practice skills like communication, collaboration, critical thinking and creativity. Furthermore, we are privileged to be able to offer 25 Year 10 STEM internship opportunities to connect students with industry. This year, our offerings include, but are not limited to Qantas, Nine News Technology and SpeedX. We value our students' feedback and are cognisant of the enrichment and experience these internships provide our young women.

Student engagement in STEM initiatives remains high and the Kambala STEM committee continues to be expertly led by Lily Hovell. Our STEM Senior Leaders, Allegra Pirie and Nawal O'Neil, inspire and lead by example, cementing a strong sense of collegiality and shared passion amongst students through their initiatives.

One such committee initiative — forming part of the *STEM Strategic Plan 2020-2023* — that we are excited to launch, is a whole-school Mentor Group competition. This will run as part of the Angus Cup, for which students can be awarded House points. Each week, students will compete in mini competitions that apply problem-solving and group work skills, including Sudoku cube challenges, mathematical equations and puzzles. Further, during Term 2 the inaugural Computer Coding Club took place, run by Year 11 students Vanessa Lin and Sophie Li, for Years 5 and 6.

As part of the development of the STEM Strategy, embedding STEM skills within the curriculum is key. To facilitate this, in 2021, two staff were appointed STEM Champions in order to better support the role of the Director of STEM Strategy and Innovation.



Senior School students tackle STEM outside of the classroom

The STEM Champions have taken a pedagogy-informed approach to planning and implementing opportunities to expand beyond the existing Co-curricular and Extra Curricular STEM initiatives, to continue to bring STEM Principles and 21st century preparedness into the mainstream curriculum.

Years 9 and 10 Lake Mungo trip

Years 9 and 10 traveled to Lake Mungo as part of the cultural immersion program to investigate how science and technology can better help us understand ancient Australia. Some of the historical artefacts that can piece this puzzle together include stone tools used by ancient Australians, the skeleton of Mungo man and Mungo woman — who have been dated to between 40,000 and 60,000 years old and provide evidence of the first ritual burial practices — and 20,000 year old footprints of the Willandra people. Students worked collaboratively with scientists and experts to develop their own critical thinking skills, allowing them to contribute their interpretation and understanding of beliefs, values, lifestyle and customs of ancient Australia.

Year 9 Speculative Fiction study

Year 9 students have been immersed in the speculative fiction genre throughout Term 2. A genre of fiction that seeks to hypothesise, critique, imagine solutions or provide commentaries on the 'what if' questions and scenarios that emerge from society, students elevated their learning by drawing on real-world concerns and current moral and ethical dilemmas to produce their own creative short stories.

In order to apply detailed scientific, technological, environmental and socio-political global themes to their writing, the students will host a panel discussion with field experts to gain greater understanding and insight into these complex issues. Academics from the University of Sydney and the University of New South Wales will participate in the panel in Term 3. Students will engage in extensive research and critical reflection into potential global issues and translate their findings into a creative call to action, solution or social commentary. The study is due to be completed by the end of next Term.



PDHPE

PDHPE students piloted a project that required them to analyse and interpret data from global positioning systems (GPS) attached to players from one of our soccer teams. This technology allowed students to generate data on the performance and output of the players in terms of their physical movement, patterns and strategy. The process of data analysis and interpretation can be harnessed to create feedback that improves performance.

The students involved in STEM at Kambala are the architects of their own success. Their ability to think above and beyond themselves is a credit to their motivation. The collaboration and positive group dynamics witnessed in Term 1 are a promising indicator of what is to come. The STEM Champions and the Director of STEM Strategy and Innovation look forward to helping these students to enrich all aspects of their learning.

1. Year 10 students undertaking an internship with Qantas.
2. Junior School students receive an early introduction to STEM with Bee-Bot robot coding.
3. Kambala students are regularly exposed to technology in the classroom in preparation for a life of responsible digital citizenship.
4. Year 8 students stepped out of their comfort zone and into the realm of virtual reality.
5. Year 4 student Arabella Cochineas building a model bridge out of lollies to explore weight distribution.

FACES OF KAMBALA

Mr Benjamin Farr and Mrs Susanne Williams

Mr Benjamin Farr, Senior School Teacher Librarian

I joined Kambala in November 2017 as a Senior School Teacher Librarian, having previously worked at Tanglin Trust School in Singapore for 12 years prior. Throughout my career I have worked as a primary school classroom teacher, Head of Library at Tanglin and now as a Senior School Teacher Librarian at Kambala.

My role at Kambala is multifaceted. I teach information literacy and critical thinking skills and support students so that they can become critical readers, insightful thinkers and ethical researchers. In addition, I am a Year 9 Mentor, I teach Drop Everything and Read (DEAR) and I oversee the Environment Committee.

A project of which I am particularly proud, is Kambala's Bonding Over Books program, which aims to connect parents and their daughters through literacy. We discuss big topics in a safe and supportive environment by encouraging students and parents to broaden their ideas of the world.

Kambala has a long tradition of providing a rich collection of online and physical resources to students and teachers. I have personally found the School's library collection to be a solace during the stresses of the past 12 months. I have been able to escape into literature, which has enabled me to maintain good mental health and wellbeing throughout the COVID-19 pandemic. The Senior Library's borrowing statistics have also increased significantly throughout the past year, which is a reflection of how many students and staff turned to reading as a comfort.



1. Mr Benjamin Farr



2. Mrs Susanne Williams

Mrs Susanne Williams, Junior School Science and Technology Specialist Teacher

I joined Kambala in August 2016 after being on maternity leave with my first child, Tabitha. Prior to this, I worked as a Secondary School Science Teacher at SCEGGS Darlington and Meriden. I also spent seven years working in London where I was Head of Science at both Latymer Prep School and Thomas's Kensington. My time in London was not only an incredible career-shaping experience, but I also had the opportunity to travel the world extensively, something I value greatly to this day.

My role at Kambala involves teaching Science and Technology to every student from Years 1 to 6. I like that I have the opportunity to build longer term relationships with my students during their years at Kambala; I get to witness the girls' progression and development of their skills and knowledge. I love that our Junior School students have a passion for Science, are enthusiastic in every lesson and that I get to teach them things that they often find astounding.

I currently work part-time as I have two young children that I love to spend time with. Prioritising self-care is a challenge with a young family and busy job, but some activities I always make time for each week are swimming and running. I particularly enjoy swimming laps as it releases tension in my body and the repetitive rhythm calms my mind.

HOW I SEE MYSELF

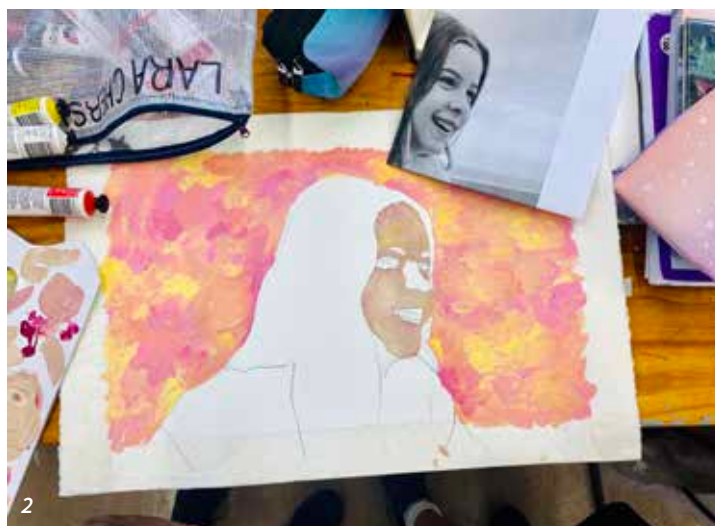
Lara Chersky, Year 7 Visual Arts student

In Visual Arts this year, Year 7 studied expressive portraiture. Our task was to create an expressive self-portrait that would easily and clearly portray a certain emotion. The first step was to find or take a photograph of ourselves where facial expressions were emphasised. An example of this is a very big smile or even a miserable looking face.

The photo had to be from the shoulder up, which meant some girls had to crop their picture to the right size and orientation. The next step was to find an artist of influence — an artist whose style you enjoy or want to emulate in your painting. We jotted down notes on what colours to use to best convey the emotion we wanted our final piece to portray. This was a very important part of the process as it gave us guidelines and ideas on how our painting would look.

After the planning stage was completed, it was then time to draw the image onto the page. We used carbon paper laid on our photograph to trace the image. We were told that making mistakes was ok as we could easily paint over them. Then came the most nerve wracking part of the project ... applying paint onto the paper. The first thing we painted was the background. I decided to use warm colours — pink, orange and yellow — as my painting portrays a happy emotion. We were given the opportunity to use any colours within whatever style we wanted, so it was quite a difficult decision to make. After we had finished the background and let it dry, it was time to move onto the foreground, the face. We started by painting the forehead, chin and cheeks before moving on to the eyes, mouth, ears and nose.

Overall, this project was an enjoyable experience that allowed us to express ourselves in the most artistic way possible. I found it quite challenging to step away from the realistic element as this wasn't part of the brief, but it definitely helped me to step out of my comfort zone. It was fun to have a play around with colours and textures and find our preferred painting style. I chose to use warm pastel colours to portray joy through my painting. I chose these colours because I think that they work well together and complement my image really well.



1. Lara consults her process diary while developing the colour of her portrait.

2. Lara's expressive portrait in progress.

SCIENCE-BACKED TIPS FOR SELF-CARE

*Ms Lorraine Cushing-Kleber, Ms Laura Farkash and
Ms Catriona Daly, School Psychologists*

Kambala's Psychologists frequently provide guidance to students and families on how to boost their wellbeing and move toward optimal mental and emotional health.

Focusing on our self-care is an ideal starting point for anyone seeking to enhance their mental health. What we might call 'lifestyle medicine' can provide us with science-backed tools and insights.

Following are our top tips for introducing more self-care habits into your daily routine.

Sleep

Sleep is essential for all human functioning. For sleep to work its magic, both quality and quantity are important. The benefits and restorative powers are all-encompassing; enhanced mood, protection of the immune system, consolidation of learning and memory and improved mental and physical performance. Think of the last time you awoke from a night of deep and peaceful sleep and the day that followed. Alternatively, remember that night before your big meeting or project launch where you just ... couldn't ... sleep.

Our top tip: get regular. Your body clock thrives on routine, running on a 24-hour cycle to maintain a regular sleep-wake cycle while controlling a lot of complex processes behind the scenes. Regularity also facilitates strong habit formation. Try to go to bed and get up at roughly the same time each night and day. 'Catching up' on sleep on weekends actually hurts this cycle.

Nutrition

What we eat matters! The foods we eat affects how we feel. The growing field of nutritional psychiatry is providing insight into how improving diet quality can reduce levels of anxiety and depression and enhance mood. Nutritional psychiatrists are finding that there are many consequences and correlations between what we eat and how we feel.

How does this work? Serotonin is a neurotransmitter that helps regulate sleep, appetite and mediate moods. Ninety-five percent of our serotonin is produced in our gastrointestinal tract, which is lined with many nerve cells (neurons). The function of these neurons

is influenced by the good bacteria that make up our intestinal microbiome. Depression, for example, is now understood to be an inflammatory disease and our choice of foods can be significant. Good bacteria limit inflammation and activate neural pathways that travel directly between the gut and the brain. Opting for an anti-inflammatory diet is key and can be mood-changing.

Movement

Moving your body feels good. When your muscles contract, they release chemicals into your bloodstream and brain that boost your mood. Moving your body for 20 minutes at any intensity can release endocannabinoids which enhance feelings of pleasure and reduce stress and anxiety. Even three minutes of physical activity can increase feelings of optimism.

How you can make the most of movement in your life:

- ♦ Make it meaningful: if you can combine movement with something you love it can help you stick to it.
- ♦ Use as much of your body as you can: setting yourself a challenge and pushing yourself to reach this goal can help.
- ♦ Listen to music, move with others or move in nature: all of these things have been shown to amplify the benefit of movement on wellbeing.

Connection

When we're faced with busy lives, social connection is often the first thing to go. Research shows us that a lack of human connection can be more harmful to our health than obesity, smoking and high blood pressure. In comparison, social connection, even in small doses, can lower anxiety and depression, help us to regulate our emotions and improve our immune systems.

Nature

Spending time connected to nature can have positive effects on your wellbeing. Time spent in nature can lead to significant decreases in heart rate, cortisol levels and blood pressure and increases parasympathetic arousal and feelings of happiness and connection.



School Psychologists Lorraine, Laura and Catriona are the Kambala School Psychology team, available to any member of the Kambala community in need of support.

Here's what you can do:

- ◆ Actively seek out natural environments that bring you joy: green space, blue space or something in between. Find a natural environment and intentionally include it in your schedule. Somewhere close to work or home is often a good starting point and makes it easier to create a habit.
- ◆ Use all five of your senses to fully immerse yourself in your chosen nature. What can you see, smell, hear, taste and feel? If you notice yourself becoming distracted, try bringing your attention back to your five senses and the experience of just being in nature.
- ◆ Leave your phone at home and allow yourself to completely focus on your experience in nature.

Self-compassion

With self-compassion, we give ourselves the same kindness and care we'd give to a friend. What if you started talking to yourself like a friend? Most people agree that compassion is a commendable quality yet the notion of self-compassion is often unfamiliar. Many of us have a judgemental or harsh voice inside our head pointing out our every mistake and speaking to us in a way we would never talk to a friend. This critical voice can contribute to low mood and low self-worth.

Studies have found self-compassion can:

- ◆ counter rumination
- ◆ enhance interpersonal relationships
- ◆ improve positive body image and self-esteem
- ◆ enhance motivation by fostering a growth mindset
- ◆ foster resilience
- ◆ counter unhelpful perfectionism and procrastination.

Self-compassion means treating yourself with kindness and understanding. Talk to yourself like a friend!

KAMBALA GIRLS OPEN THEIR HEARTS

Emily Hausman and Georgina Beer, 2020/2021 Wellbeing Prefects

During Week 3 of Term 2, we celebrated Wellbeing Week with the theme, 'Open the Heart', encouraging and reminding students the importance of having an open heart and embracing the little things in life.

The week began with the Wellbeing Committee handing out chocolate at the Senior School gates, followed by a mainstay event, the jumping castle. It was lovely to see the more senior girls connect with younger students while jumping about having fun. On Tuesday all students created origami hearts which were pinned on a mirror, creating a mural at. Midweek we welcomed Mr Byron Dempsey, Founder of the *Driven Young* podcast series, to speak about encouraging personal development of life skills to boost confidence, motivation and happiness.

On Thursday, our School Psychologists, Ms Lorraine Cushing-Kleber and Ms Laura Farkash, hosted a breakfast for Year 12 students, parents and teachers, to discuss how we can ensure a positive conclusion to our Year 12 journey. We closed the week with Sheron from Afro Step who led the group in a thrilling class. We learned about African culture and embracing cultural diversity all while getting students active through dance!

At the end of the week, students reflected a new understanding that it is okay to not always feel okay and that we are here to support one another.



For Wellbeing Week, students made love hearts, one for their best friend and one to pin up on the wall.

IT STARTS IN HAMPSHIRE HOUSE

Ms Kate Sheridan, Director of Hampshire House

At Hampshire House, we strive to ensure that children feel safe, supported and secure in their surroundings. Our task as educators is to provide a program that builds lifelong skills and encourages each child to be resilient and to view themselves as capable, confident and as possessing a unique voice — one that is confident, caring, independent, strong and unafraid to make mistakes.

Recently, we were fortunate to have dieticians, Anna and Alex, from The Biting Truth visit Hampshire House to deliver a fun, informative and hands-on workshop for our pre-schoolers. Students enjoyed making their own rainbow fruit kebabs and participated in a blindfolded guessing game which involved identifying a piece of fruit or vegetable by smell and/or touch.

Good nutrition during early childhood plays a significant role in developing lifelong healthy eating habits and attitudes, and is key to supporting optimal growth, development and overall health. The children participated eagerly in this workshop, sharing their knowledge about where food comes from, how it grows and why we need it for our growing bodies. “I know that watermelon grows on a vine like tomatoes,” Annabel North shared.

Learning about healthy eating habits from a young age can have a positive impact on wellbeing, establishing healthy eating patterns and building confidence. It is wonderful to be able to provide the students at Hampshire House with fun and practical experiences to learn about eating nutritious foods and how that contributes to good health.

Environment also plays an important role in wellbeing. At Hampshire House our environments are carefully designed to provide an abundance of natural light, with key features including quiet spaces, sensory rock gardens and a dedicated atelier space for students to explore. Our programs offer diverse experiences and opportunities that set positive foundations for life.

Children and families can: Develop healthy thinking habits that help them respond to and manage their emotions, such as positive self-talk, self-compassion, a sense of optimism and a positive attitude. We promote the use of open-ended questions such as “What’s the best thing that happened today?” and strive to incorporate mindfulness, breathing activities or other relaxation techniques into everyday routines.



1. Blue Playfair students enjoy a moment of mindfulness watching the clouds go by.

2. Elke Hoffman, Lilia Feng and Camilla Wang learning about food texture during a visit from nutrition consultancy The Biting Truth.

3. Ms Courtney Williams, Evelyn Ashurst and Remmy Richards exploring the Hermitage foreshore walk.

4. Yellow Playfair students exploring Tivoli lawn greenery.

Whether it is having the freedom to roll down Tivoli Lawn, explore the Hermitage foreshore nature walk, hammer away at the woodwork bench, partake in small yoga and meditation groups or to simply lay down and watch the clouds go by, it is important that children in Hampshire House are given these small moments to investigate, explore, question and wonder about the world around them.

It begins in our Rosebud Room, where children’s agency is at the heart of what we do. Our high child-to-staff ratios provide the time that our young children need to explore and feel supported to learn, grow and connect. From here, children move into the White Room, where the focus shifts toward furthering their agency and independence, particularly in relation to exploring empathy for the land and those around them. Our eldest children in Hampshire House reside in the Playfair Room, where students engage in small group work designed to deepen their ability to talk about their emotions, sense of belonging and unique place in the world.

In Hampshire House, we believe that, by setting strong foundations in the vital early years, role modelling and creating healthy habits of mind and body, we are well placed to set students up for positive experiences and outcomes as they enter into the Junior and Senior School and far beyond that gates of Kambala.

GRATITUDE AND FURRY FRIENDS SECRET TO SELF-CARE!

Quincy Sheldrick, Year 6 student

“I want to be defined by the things I love. Not the things I hate, not the things I’m afraid of, the things that haunt me in the middle of the night. I just think that ... you are what you love.”
– Taylor Swift

My daily routine isn’t particularly special or unique. Like most 11 year-old Australian girls, I wake up, pat my dog, have some breakfast and head to school. What is unique and very special is the group of amazing people that bring me joy and inspiration everyday.

Let’s start with band, or should I say bands, because I play trombone in three! That’s how I start my Mondays, Thursdays and Fridays. Playing this incredible instrument with other amazing Kambala girls, many of whom I wouldn’t normally be such good friends with, brings me so much pleasure, warmth and a sense of belonging. Starting my day like this ensures I’m in the right mindset for the day ahead.

I feel lucky to have so many amazing people in my life. There’s my cheeky dog, Nike, who greets me every morning before anyone else, putting a ginormous smile on my face; my super smart mum and dad who motivate me with love and guidance before rushing off; and my gorgeous friends and supportive teachers, who I’m excited to spend the day with as I enter the Tivoli gates and walk up the fair hill of flowers.

At the end of every day when I’m feeling tired, we have a family tradition which I like to call ‘snuggle time’. As a family (and, yes, that includes Nike) we all spend some time together on the couch. It’s when I talk about my day and reflect on how the wonderful people in my life make me who I am, support me and, most importantly, keep me smiling.



1. Quincy with her dog, Nike!

2. Starting the day heading through the Kambala gates.

3. Georgia in her role as a dance teacher at OzTots Dance Company.

Georgia Perkins, Year 10 student

“Ten years from now, make sure you can say that you chose your life and that you didn’t settle for it.” – Mandy Hale

After what feels like never enough sleep, my daily routine begins by somehow making it out of bed with enough time to have an early coffee with mum and a hug with dad. Waking up early has never been my strong point, however, my labrador, Hudson, never got that memo. Hudson loves to drag me out to play and his loving nature always makes me feel better. With the addition of the sun rising over the ocean and the serene calmness of the cold morning breeze, I can never help but stop and appreciate how lucky I am to live in such a beautiful part of the world.

On the journey to school, I’m the backseat driver with my sister. We like this time together to connect and talk about what the day or week ahead will be, as well as what important events are going on in each other’s lives. I’m also very grateful to see my Kambala friends every day, who keep me grounded. I love that we support each other with everything we do and I am looking forward to going on World Challenge with them this year.

In the evenings I am focused on homework, as well as training or dance teaching. Importantly, I make sure to FaceTime my older sister now that she has moved to university and, although I miss her, she keeps me feeling cheerful. When Friday finally comes, my weekends are full of dinners out with my family, reading and family card nights.

My daily routine involves being many things and wearing many hats. I am a daughter, sister, friend, student, dance teacher, teammate and best friend to a silly labrador who eats everything. I’m proud of all of the people in my life and thankful that they bring out the best in me. I wouldn’t be as happy as I am without them.



MOOD MUSIC

Isabelle Wilkins, Year 12 Music student

As a Year 12 student studying Music 2 and Music Extension, who is close to the halfway mark for my final year, I find myself reflecting on my Kambala musical journey. It was in Massie House in 2009 where my love of music first bloomed.

I was inspired by my older sister's musical talents and the range of instruments I could learn at Kambala. I soon began Violin lessons. From 2009 to 2011, I watched as the new Music Centre was built and, from the moment it was completed, with its beautiful interior and exterior design, I was always excited by any opportunity to perform music. Throughout my school life at Kambala, the Music Centre has been my place of refuge; a place where I was always encouraged to do my best.

One thing that truly ignited my passion for music was taking singing lessons with my amazing teacher, Ms Powell, and the guidance and patience of Mr Sagar. Ms Powell and Mr Sagar have taught me to strive for my goals, perfect my work and be courageous. Head of Music, Mr Grandison, has also been an inspiration to me. He firmly, yet with an incredible sense of humour, encourages all students to create the best work we can. Broadly, the Music teachers at Kambala have inspired me to sing for my HSC and undertake Music 2 as well as Music Extension in my HSC. I am grateful for my Music 2 classmates and will forever cherish our time in Music at Kambala.

Music has become an outlet and form of self-expression for me. I feel happy, at peace and focused when writing a composition or learning my pieces for singing. Singing has always been a source of security and become something I am very passionate about. Music is a part of my everyday life. There isn't a day that I have not been in the Music Centre during my schooling and I can say with certainty that music will be a constant in my life beyond Kambala, due to my passion, but also for the self care benefits it provides.

I am grateful to the entire Music staff for their patience, passion and the help they constantly provide. From musicals, exams, marching bands, rock bands, orchestras and other ensembles, if not for their support, I would not have the skills and love for music that I have today.



1. Year 12 students outside the ICC Sydney.
2. At Kambala we hold a number of musical events and evenings for the community.
3. Festival of Music 2021 Year 12 leaders await the announcement of winners.

A SPORTING CHANCE

Isobel Davies, Sport Prefect

As I embark on my final year of school, I find myself becoming increasingly overwhelmed by anxiety and my workload. Before a recent Economics exam, I looked over at a friend who shares my interest in sport, both of us shaking with nerves and the crazy urge to run.

We dropped our notes and sprinted down the hallway, leaving behind us a blur of confusion. With every step, the pressure lightened and the nerves became more bearable. By the time we returned, we felt calmer, focused and ready to sit the test.

As a long distance runner and triathlete, I have been asked countless times why I do what I do. If I'm honest, at first I was largely motivated by trophies and medals. As I've gotten older, sport and staying fit has become so much more to me. The elation I feel in completing a long run or a triathlon comes from the knowledge that I didn't give up when things got tough. When people ask why I regularly wake up at 6.00am to train or why the rain doesn't stop me, the answer is that the feeling that comes afterwards is incomparable and irreplaceable, that the emotional and psychological rewards far outweigh any physical pain.

Last year was very difficult for people worldwide. With my parents residing overseas, I spent 20 percent of the entire year in quarantine. The rest of the year was spent in the Kambala Boarding House with necessary but intense restrictions. When I was allowed outside, running times and distances were greatly reduced and I'd be lying if I said my motivation to study was at 100 percent.

I decided to view these circumstances as an opportunity to block out the background noise and focus on self-care. Instead of giving in to the temptation of lethargy and a mountain of chocolate, I looked for creative ways to exercise and stay active. In Sydney hotel quarantine, where space was permitted, I hired an exercise bike. When my quarantine room in Hong Kong was too small for equipment, I did yoga, created wall-to-wall step challenges and followed online dance workouts. When I was finally allowed outdoors, I used the steep hills of Victoria Peak in Hong Kong to push my body to new limits. Unsurprisingly, once I started doing these things, not only did I feel better mentally and physically, but my motivation to study returned.



1. Isobel running up Victoria Peak in Hong Kong.
2. Yoga in Hong Kong quarantine.

This past year showed me that no matter the circumstances, running and physical activity has and always will ground me for emotional, physical and academic success. It gives me a sporting chance.

ANNUAL FUND TO CREATE LEGACY FOR CURRENT AND FUTURE KAMBALA GIRLS

Mr Murray Happ, Director of Development

We are delighted to launch the Kambala Annual Fund, an annual philanthropic appeal to the Kambala Family to support each and every girl at the School. The establishment of the Kambala Annual Fund follows the successful end-of-year appeal launched by the School in December 2020.

Kambala is a school that was founded on philanthropy. Many of the facilities and classrooms that our girls use and benefit from each and every school day were made possible through the extraordinary philanthropy of previous generations of Kambala families and Old Girls.

Just as Kambala leads the way in girls' education by being consistently positioned at the top of the HSC and IB results, we are also keen to lead the way in the world of philanthropy at girls' schools.

To honour the legacy of those who have gone before us and to create a legacy for the current and future daughters of Kambala, we have launched the Kambala Annual Fund to the wider Kambala Family.

The School has identified a number of projects that we would like to undertake that are above and beyond the normal budget. The projects will provide our girls with additional resources; small refurbishments, Scholarship and Bursary Fund assistance and extra teaching resources which are necessary but may be delayed due to other pressing budgetary demands.

Gifts to the Kambala Annual Fund are, in the majority of cases, expended within 12 months of receiving the gifts and are fully tax-deductible.

Whole School Project

The Playfair Pool – renovation of the change room facilities

The Playfair Pool caters for around 1,000 students (with every girl from Years 3 to 10 utilising the facility as a part of their core PDHPE studies), swim squad members and a swim school. The change rooms require complete refurbishment, having last been renovated over 20 years ago.

Senior School Project

The Soubeiran Room – renovation of the Year 12 facility

The Soubeiran Room is a multipurpose area located in the Year 12 study area. Funds raised for this project will see the installation of new computer and audio-visual equipment, new storage and locker designs, purpose-built study hubs and comfortable furniture for the girls to enjoy.

Junior School Project

Renewal of the Years 1, 2 and 6 classrooms

Funds raised will be used to renew and refresh the Years 1, 2 and 6 classrooms in the Junior School. The provision of new lockers, classroom furniture and renovated classrooms will provide our girls with fresh new learning spaces specifically designed for younger students.

Scholarships and Bursaries

Kambala offers a broad range of Scholarships and Bursaries. Diverse in their criteria, these provide talented students the opportunity to fulfil their potential, whilst also enriching the wider School community through their participation and active engagement within the life of Kambala.

All donations to the Kambala Annual Fund are fully tax-deductible. Every gift, regardless of size, will directly benefit our girls and their educational journey. To make these projects a reality, we seek your active and generous support.

You can support our girls by:

1. Making a donation online by visiting www.kambala.nsw.edu.au/donations and choosing where you would like to direct your gift from the dropdown menu
2. Completing the donation form opposite and returning it to the School via post, email, fax or hand deliver it to Reception at Kambala, or
3. Calling the Development Office on +61 2 9388 6751 and making a credit card gift over the phone.

We challenge every member of the Kambala Family to make a gift in support of the Kambala Annual Fund; to make Kambala and all our girls a personal philanthropic priority. Thank you in advance for your ongoing support of the School and all our girls. At Kambala, there will always be new dreams to realise and with your support we will reach them successfully.

2021 KAMBALA ANNUAL FUND



Name(s): _____

Address: _____

Phone: Home: _____ Mobile: _____

Email: _____

I/we would like to support:

☐ Whole School Project – The Playfair Pool (renovation of the change room facilities)

☐ Senior School Project – The Soubeiran Room (renovation of the Year 12 facility)

☐ Junior School Project – Renewal of the Years 1, 2 and 6 classrooms

☐ Scholarships and Bursaries

☐ Kambala Institute of Teaching Excellence – KITE (non tax-deductible)

☐ Please let the Principal decide where my donation is best directed

☐ \$1,000

☐ \$500

☐ \$10,000

☐ \$2,500

☐ \$25,000

☐ \$7,500

☐ \$5,000

☐ \$ _____

☐ Enclosed is a cheque made payable to Kambala School

☐ Please charge my credit card:

☐ MasterCard ☐ Visa ☐ Amex _____ / _____ / _____ / _____

Name on Card: _____ Expiry: _____ / _____ CVN: _____

Signature: _____

Name(s) for Tax-deductible Receipt: _____

(Personal, company, foundation or trust name)

☐ I/we wish for my/our gift to remain anonymous. I/we do not wish to have my/our name(s) acknowledged in the *Kambala Annual Philanthropy Report*.

☐ I have a tax liability in the United States, please contact me and advise how I can obtain a 501(C)3 tax receipt.

☐ My company has a Matched Giving Program, please contact me to ensure that my company matches my gift to Kambala.







125 YEARS

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Be Social with KOG



Follow us on Facebook
facebook.com/KambalaOldGirls



Follow us on Instagram
instagram.com/kambalaoldgirls



Join our LinkedIn Group
linkedin.com/groups/5118542

Eurythmics on the front lawn, ca. 1918-1922

Left to right: Jessie MacMaster, Alice Moss, Sadie Smith and Marjorie Speare.



GET CONNECTED AND STAY CONNECTED

How to update your contact details:

Website: www.kogu.kambala.nsw.edu.au/
Go to 'Your Account' and register or login using your name.

Phone: 02 9388 6888.

Email: kogu@kambala.nsw.edu.au with your name, cohort year, maiden name (if applicable) and postal address details.

LinkedIn: Add Kambala to the education section of your LinkedIn Profile.

PRESIDENT'S REPORT

Jane Poole '79, KOGU President

It has been a challenging 12 months, with ongoing and rapidly changing COVID-19 restrictions resulting in the cancellation and postponement of several Old Girl events. Now, with the easing of restrictions by the NSW Government and the School, we are delighted to once again be hosting events and reunions, with the 2021 KOGU Committee busily planning events for later in the year.

This is a special year for KOGU as we celebrate our 125-year anniversary. We warmly invite Old Girls back to Kambala for a cocktail party on Saturday 6 November and encourage you to join the celebration and catch up with old school friends. Keep a look out on our social media and website for further details.

One of the joys of being KOGU President is observing the curiosity, resilience and passion of our younger Old Girls as they participate in the opportunities KOGU offers our recent graduates. In this edition we profile the newest opportunity proudly sponsored by KOGU, The Kambala Teaching Scholarship, which recognises the value and impact of teaching as a profession and career choice. We also profile the power of connection through our Kambala Internship Program, which has enabled us to facilitate over 40 internship opportunities for Kambala Old Girls since 2017. As this issue goes to print, our Mentoring Committee is busy reviewing offers from mentors in our wonderful Old Girl community and pairing them with younger Old Girls eager for the experience. At a time of considerable volatility and uncertainty, the wealth of knowledge and experience within our KOG community has never been more valued.

In this edition we are thrilled to be announcing Kambala's Inspirational Old Girls for 2021. Kambala's Inspirational Old Girl Series recognises the achievements of our outstanding Old Girls. We received numerous exceptional nominations this year across many different fields of endeavour. Ultimately, the selection panel has chosen to recognise three individuals: for a lifetime of service and dedication to the School, we recognise the late Diana (Winston) Hampshire '55; for an esteemed academic and business career combined with service to the Arts and young people, we recognise Dr Nicky (Breuer) McWilliam '82; and for inspiring leadership and courage shown in her advocacy for better and earlier consent education in schools, we recognise Chanel Contos '15. In very different ways, each of these women has demonstrated values and actions that inspire us to contribute toward improving the lives of others, regardless of our age or path in life. We hope that the powerful images of these three women, which will be placed in the Alexander Hall later in the year alongside images of past awardees, will inspire current students as they contemplate their own paths in life.

This year has been a powerful and, at times, emotional period for Australian women as we continue to openly discuss harassment, abuse and inequality; a time when it is especially important that we practise self-care, the theme of this edition of The Soubeiran. The KOGU Committee will share with you the ways in which they practice self-care in the following pages. A very common theme is the ongoing connection and support of lifelong friendships formed during school years!

Finally, on behalf of the KOGU Committee, I would to thank Shane Hogan for the support, collaboration and guidance shown to KOGU over the past four years. We truly value the strong bonds between the School and the Old Girl community and Shane has nurtured this during his time as Principal. We wish Shane all the best for his future endeavours.



CLASS OF 2001 20 YEAR REUNION

Marcella Dalenogari '01

The Kambala Class of 2001 celebrated its 20-year reunion on Saturday 1 May. The cohort had originally planned to meet for an afternoon of lawn bowls, however, due to an unpredictable weather forecast, the location was changed to The Clovelly Hotel Oceanview Room — the perfect setting for a catch up after so many years!

We were a truly harmonious group who got along very well; it was evident in our excitement to see one another. Most of the girls hadn't seen each other since the 10-year reunion (which, funnily enough, also involved lawn bowls!), however, some hadn't seen each other since we finished school, making this an extra special occasion to reunite, particularly as some girls travelled across the country to attend.

In many ways, it was incredible to see how much really hadn't changed; we were all fresh-faced and just as excited for some fun chit-chat about life and reminiscing about what we were all like at school and our days at Kambala. We now have a large WhatsApp group chat, so hopefully a yearly reunion won't be too hard to coordinate next time.



Kambala Old Girls celebrate their 20-year reunion.

KITE/KOGU TEACHING SCHOLARSHIP

Jane Poole '79

In recognising the important role teachers play in Australia, the Kambala Institute of Teaching Excellence (KITE) and KOGU have launched a scholarship for university study in the field of Education.

The aim of the scholarship is to inspire the next generation of teachers and to commend the teaching profession as a valuable and impactful career choice. The partial scholarship will be offered to one Kambala graduate per year. It is hoped that successful recipients will endeavour to maintain their connection with the Kambala School community, to not only gain professional guidance and support during their undergraduate study, but also to consider possible career pathways with Kambala in the future.

The School will work to provide professional experience opportunities in addition to those provided by the recipient's tertiary institution, such as classroom visits and participation in Kambala's Teacher Mentoring Program.

KOGU is delighted to contribute financially toward the scholarship. We believe it is a unique opportunity for any of our younger Old Girls interested in a career in education, to have the support and expert guidance of the outstanding faculty at Kambala during the initial stages of their development as a teacher.

We received very strong applications from candidates for the scholarship, an indication of the passion for teaching that has been inculcated during the students' time at Kambala. We are very pleased to award the inaugural scholarship to Olivia Cramer-Roberts '20, who has commenced a Bachelor of Primary Education at the University of Sydney. During the selection process, Olivia showed passion, maturity and appreciation of the power of education, which convinces me she will follow in the footsteps of the great teachers who have inspired her. We wish her well in her studies and her career beyond.



*Scholarship recipient,
Olivia Cramer-Roberts '20.*

MEET THE KOGU COMMITTEE



Jane Poole '79
President

Background: Finance and Banking, Telecommunications. I've recently transitioned to post corporate life.

KOG history: I was a Boarder and left Kambala in 1979. My sisters, Kate Poole '84 and Susie (Poole) Willeke '86; my mother, Patricia (Macdougall) Poole '55;

aunt, Jennifer (Macdougall) Finlayson '57; and great aunt, Yvonne (Duval) Crouch '40, all went to Kambala.

How I practise self-care: Making sure I have a balance between what I want to do and what I should do with a strong sense of purpose. This means making time to meet up with friends, relaxing at home, going for long walks, theatre, book club and, when possible, travelling to new places whilst also contributing to something beyond myself.



Luisa Gidaro '08
Vice President

Background: Finance.

KOG history: I left Kambala in 2008.

How I practise self-care: Organisation and prioritisation. Everything that is important to me, I put in my calendar. This includes scheduling time to step away from the computer during a workday, exercise, calling back home and seeing friends.



Jessica Lasky '15
Vice President

Background: Studied Bachelor of Commerce and Bachelor of Laws at UNSW. Currently studying Masters of Teaching (Secondary) at UNSW.

KOG history: I left Kambala in 2015 and was the first in my family to attend.

How I practise self-care: I love staying fit by playing sports and forcing myself to go to the gym. For my mind, I find it important to meet with friends in order to keep my sense of connectedness.

How I practise self-care: I love



Sarah Swan '09
Secretary

Background: Solicitor and Yoga Instructor.

KOG history: I left Kambala in 2009 and I am a first generation Kambala girl.

How I practise self-care: I practice and teach yoga almost every day. The Asana practice cultivates a mind-body

connection which can help with relaxation, resilience and fortitude, while building physical strength. The practice can be as simple as five-minute breath work which can help refocus and calm the mind.



Maria Fidler '14
Treasurer

Background: Consulting, Data and Analytics.

KOG history: I left Kambala in 2014. I have maintained a relationship with the School since through my role as Head Debating Coach (2017/18), Linden Fellow (2019) and KOGU Treasurer (2019 to present).

How I practise self-care: As someone with a pretty hectic work schedule and study on the side, I find moments of relaxation few and far between during the week. When I do have the opportunity, I try to relax with a nice cup of tea, a book or TV show. Aside from that, I practice self-care through exercise and by staying connected with my friends and family.



**Antonia Murphy '80**

Public Officer

Background: Casting Director.

KOG history: I left Kambala in 1980 and my daughter, Ava Pietranski, is currently in Year 12.

How I practise self-care: I find time to curl up with a good book or go and stare at the ocean for five minutes.

**Anthea (James) Balzer '08**

Committee Member

Background: Lawyer.

KOG history: I left Kambala in 2008 and my sister, Amelia, left in 1998.

How I practise self-care: I schedule time for me and try to focus on the things that really matter.

**Portia Cerny '94**

Committee Member

Background: Data and Analytics.

KOG history: I am the youngest of three sisters who attended Kambala. I was in the Boarding House from 1992 to 1994. My parents chose Kambala as four of my second cousins also attended the School.

How I practise self-care: I have recently studied a course on mindfulness and meditation. I eat well, with a preference for vegetarian meals and also enjoy cycling.

**Rowena Curlewis '88**

Committee Member

Background: Drinks Design.

KOG history: I graduated from Kambala in 1988. My mother, Sally Ann (Best) Curlewis '65, grandmother, Mary (Fenwicke) Best '40, aunts, Jane (Best) Boyd '69 and Jenifer (Page) Best '73, all attended Kambala. My daughter, Zara Goodfellow,

is in Year 10 at Kambala.

How I practise self-care: A combination of meditation, pilates and enjoying a wine at the end of the day keeps things (relatively) in balance. And sleep – as much as I can get!

**Sarah Grunstein '75**

Committee Member

Background: Concert Pianist.

KOG history: I am from the Class of 1975 but left Kambala in 1972 to attend the Conservatorium High School. My neighbours since I was nine months old were Kambala Old Girls: Suzanne (Bunce) Williams '67, Wendy (Bunce) Peters '69 and

Vicki (Bunce) Howell-Price '72.

How I practise self-care: My daily exercise recharges the energy of my body, mind and spirit. While highly physical, my exercise becomes a kind of mindful meditation. I exercise every morning and walk/run for an hour in the evening.

**Amanda (Baird) Kirton '88**

Committee Member

Background: Investment Banking.

KOG history: I left Kambala in 1988. My mother, Juanita (Grant Sullivan) Baird, left in '63 and my sister, Joanna (Baird) Dean, left in '90. My daughter, Daisy Kirton, left in 2019 and my other daughters Polly and Piper are in

Year 10 and 7 respectively.

How I practise self-care: For 15 minutes a day I learn Italian. Whilst I worry that its practical application will be terrible, I enjoy both the intellectual exercise and the dream of breezing through Italy knowing exactly how to order a Negroni!

**Nora (Gazal) Milling '97**

Committee Member

Background: Property.**KOG History:** I left Kambala in 1997; my sister, Nicole (Gazal) O'Neil, in 1996; my nieces, Nawal O'Neil and Neve O'Neil, are in Year 11 and 10 respectively. My daughters, Naya and Novella Milling, are both in Hampshire House.**How I practise self-care:** I believe in staying as active as possible and do pilates and spin classes a few times a week. I also enjoy going for long walks with my friends and husband. I work part time; my daughters are at pre-school and day care a few days a week and I'm lucky enough to have an amazing support network around me that allows me to take time out for myself to keep connected with friends and family.**Dasha Moskalenko '16**

Committee Member

Background: Commerce/Law (Hons) student at the University of Sydney.**KOG history:** I left Kambala in 2016 and I am a first generation Kambala girl.**How I practise self-care:** I love an early morning swim as the sun rises because it means I've taken time out for myself before the day has even begun.**Nicole (Gazal) O'Neil '96**

Committee Member

Background: Events and Entertainment.**KOG history:** I left Kambala in 1996 and my sister, Nora (Gazal) Milling, left in 1997. My two daughters, Nawal and Neve, are current Kambala students. My nieces, Naya and Novella Milling, are in Hampshire House.**How I practise self-care:** I practice self-care by spending time with my family and friends. I feel recharged by the incredible energy of those around me. I also make time to exercise daily and not take life too seriously!**Cath (Kaye) Scott '90**

Committee Member

Background: Former FMCG Marketing, currently Administration.**KOG history:** I left Kambala in 1990 and joined KOGU in 2020. My daughter, Lucy, is a current student in Year 9. My mum worked at Kambala for 25 years.**How I practise self-care:** I try to start each day with exercise which gets me energised for the day ahead and I finish each day by reading a book to relax.**Alix (Varley) Rimington '96**

KOGU Representative on School Council

Background: Large scale FMCG, Retail, Telecommunications, Technology, Media, International Policy, Corporate Venture Capital and the global startup ecosystem.**KOG history:** I left Kambala in 1996. My mother, Wendy

(Warden) Varley '70; aunt, Diana (Warden) Baker-Harber '68; and sister, Georgina Varley '99, all attended Kambala. My niece, Eleanor Smith, is currently in Year 4 and my daughter, Camilla Rimington, is due to start in 2022.

How I practise self-care: I have a pretty demanding and busy job as well as a young family (Oliver, 11 and Camilla, 9). I dedicate 6.00am to 7.00am to exercise at least five or six days per week. Running gives me the opportunity to completely switch off and think uninterrupted.**Emily Smith '96**

KOGU Representative on School Council

Background: Investment Banking.**KOG history:** I left Kambala in 1996. My mother, Pamela (Williams) Smith '64; aunt, Deborah (Williams) Davis '77; and sister, Stephanie (Smith) Jones '94, all attended Kambala. My daughter, Lucinda Behncke, is a current student.**How I practise self-care:** Balance is always difficult to achieve when living a busy life. However, regular exercise, as well as prioritising family, are a key focus in my life.

INSPIRATIONAL OLD GIRL SERIES

Brooke Kathriner, KOG Relations Manager

Kambala's Inspirational Old Girl Series recognises and acknowledges the achievements of Kambala Old Girls in their professions, community, arts, sport or family life. We received a number of truly outstanding nominations this year, highlighting what an incredible and diverse community of inspirational women we have.

We are delighted to announce the Kambala Inspirational Old Girls for 2021, Chanel Contos '15, Nicky (Breuer) McWilliam '82 and the late Diana (Winston) Hampshire '55. We look forward to unveiling their portraits in the Alexander Hall later this year.

Chanel Contos '15

Chanel graduated from Kambala in 2015. After studying Commerce and Arts at the University of New South Wales, she moved to London in 2020 to pursue a Masters in Education, Gender and International Development at University College London.

In 2021, Chanel started a petition calling for earlier and more holistic consent education in schools as a means of reducing rates of sexual assault in Australia. Her petition spurred national conversation and began to remove the taboo placed around being a survivor of sexual assault, as thousands told their stories.

At the age of 23, Chanel has met and collaborated with school principals from around Australia, Members of Parliament both at the State and Federal level including the Prime Minister, and with State Police as she pushes for: reform to sexuality education, legislative change and resource reallocation in an attempt to demolish gender-based violence at a macro level.

Dr Nicky (Breuer) McWilliam '82

Nicky studied Arts and Law at the University of Sydney, practicing Law in Sydney and London before co-founding Sydney Mediation Partnership, a mediation practice. Nicky was awarded a PhD in Law and holds an appointment as Associate Professor (adjunct) in the Faculty of Law at the University of Technology Sydney where she teaches as a casual academic and leads research projects (e.g., implementing and evaluating community mediation programs including at a NSW corrections facility and collating data on perceptions of mediation of the judiciary).



1. Inspirational Old Girl, Chanel Contos '15.
2. Inspirational Old Girl, Nicky (Breuer) McWilliam '82.
3. Inspirational Old Girl, Diana (Winston) Hampshire '55.

Nicky served the NSW Government on the Independent Liquor Gaming Authority and managed her late mother's Eva Breuer Art Gallery. As well as academic papers, Nicky has co-authored and published several books, including *Two Birthday Cakes*, a self-help children's book series on separation; a book about artist, David Boyd; and *Slow Burn*, a homage to Australian female artists. Nicky has also mentored school students interested in law, as well as UTS Brennan Justice and Leadership Program students. Nicky was KOGU President from 2006 to 2010. Nicky is married to Bruce McWilliam and mother to Andrew, Hugo and Kambala Old Girl Sarah '15.

Diana (Winston) Hampshire '55

Diana's association with Kambala spanned more than 75 years: as a student, two-time President of KOGU and her position as both member and President of the School Council. Diana was the first woman and first Old Girl to be elected President of Council, a position she held for 10 years. Diana's lifetime service to Kambala was honoured in 2009 in the naming of Kambala's Early Learning Centre, Hampshire House.

Kambala has been truly enriched by the longstanding service and contribution Diana has made to the School and to the Kambala Old Girls' Union. Diana passed away on 25 March 2021 (Vale page 32).

THE KAMBALA INTERNSHIP PROGRAM

Since 2017, the Kambala Internship Program has facilitated the opportunity for Old Girls to intern with businesses in the broader Kambala community. The Program aims to offer young Old Girls professional work experience and improve career prospects across a wide range of professions. With the generous support of our community, to date, we have been able to facilitate over 40 internship opportunities for Kambala Old Girls.

One of our wonderful supporters is current Kambala parent and Managing Director of Automic Group, Mr Paul Williams. Automic Group has hosted four Kambala interns to date, offering integrated technology solutions combined with legal, company secretarial, governance, share registry and finance professional services.

Paul explains what prompted him to extend an internship opportunity.

“Our family has been part of the Kambala community for 10 years and in this time we have witnessed first-hand the diverse opportunities available to the Kambala cohort. As the Managing Director of an innovative, technology-focused company, I am proud to be in a position to offer internships to Kambala Old Girls where they can gain experience and be supported to excel in the FinTech and Professional Services industries. I have been impressed with the all-round quality of every candidate. Each of the interns we have employed has fit into our organisation extremely well, added energy and enthusiasm and been a delight to work with,” said Paul Williams.

We asked Paul if he would recommend this Program to other business owners in the Kambala community.

“The Internship Program allows us to get to know each candidate, gauge their skill levels and determine how well they could fit into our company culture. We are nurturing the growth of young women and enjoying the benefit of having well-rounded, young and enthusiastic women as part of our team. Bringing in students who do not see our company as we do provides a fresh perspective on our day-to-day business.

We recently recruited Lily Cox as an intern through the Program. Pleasingly, she has now accepted a full-time graduate position with us — a true testimony to the success of the Program. We hope that each intern that works with us leaves feeling like they have made a valuable contribution, but also having gained a better understanding of how a company operates and, most importantly, an insight into what they do and do not want to do in the future.”

Lily Cox '15 discusses her experience in the Program:

“I applied for the internship at Automic Group just as I was completing my final semester of a five-year double degree in Arts/Law at the Australian National University. I was not entirely sure what I wanted to do after uni, however, I was eager to move back to Sydney and further my professional experience whilst figuring out my plan. Although I had a bit of legal experience coming into my internship, I had never worked at a tech-focused, financial services company like Automic Group and was highly intrigued by their innovative and unique business model. I was definitely looking for a role that had either a legal or commercial focus and fortunately for me Automic Group has both.

There are so many things I have loved about my experience at Automic Group so far. Not only has the work been interesting and varied but the people have been incredibly friendly and welcoming. I remember in my interview, Clare Elsworth, the Talent and Culture Manager, told me that Automic Group was the kind of place where people ask ‘how are you’ and actually wait to hear the answer — this has definitely been my experience so far.

It has been great to meet and work alongside many successful and established professionals in both the legal and financial services sector at Automic Group. The open plan office has been highly conducive to meeting people from other teams.

As an Old Girl, one of the best things about the internship has been getting to meet other Kambala interns at Automic Group, Claudia Chen '19 and Zoe Carolan '17. All three of us are a few years apart so we didn't get to know each other while at school; it has been great to get to know these girls now in a totally different environment.





Kambala Old Girl intern, Zoe Carolan '17, Automic Group Managing Director, Paul Williams and Automic Group Law graduate, Lily Cox '15

This internship has been hugely beneficial to furthering my career; within my first month, I was offered a full-time role as a law graduate at Automic Group, which I very gladly accepted. With Automic Group's support, I have now begun my Practical Legal Training and will hopefully be admitted as a solicitor to the Supreme Court of NSW by the end of the year."

We welcome support from Old Girls of Kambala and the broader community to help us expand this wonderful Program. If you are in a position to offer a paid three-month internship to an Old Girl of Kambala, we would love to hear from you. Please contact kogu@kambala.nsw.edu.au.



Save the date Vintage Lunch

for Kambala Old Girls from 1970 or prior

Wednesday 20 October 2021

11.30am to 3.00pm

Kambala

Invitations will be distributed closer to the date

For more information please email
kogu@kambala.nsw.edu.au or phone **+61 2 9388 6888**

Note that this event is subject to COVID-19 restrictions



KAMBALA CLASS OF '71 50 YEAR REUNION

Harbour View Room, Hampshire House, Kambala
Midday to 3.30pm

Saturday 23 October 2021

Tickets (including drinks): \$90



VALE DIANA HAMPSHIRE

Diana (Winston) Hampshire '55 passed away on 25 March 2021.

Diana had a lifetime association with Kambala and a great passion for the School. She entered Kindergarten in 1944 and in 1946 commenced as a Boarder when she was only eight years old. She only boarded for a couple of years and was often heard to say that she could look out her window at Tivoli and see her home in Rose Bay.

In 1955, Diana was appointed Senior School Prefect and Gurney House Captain. Her outstanding career as a student culminated in her being awarded the prestigious Latham Cup for Work, Sport and Conduct in her final year at Kambala.

After leaving Kambala, Diana trained as a nurse at Royal North Shore Hospital, a career she followed for many years. During this period, she joined the committee of the Kambala Old Girls' Union (KOGU), serving as President from 1962 to 1964. Following her retirement as KOGU President, she served as the KOGU Nominee to the School Council from 1965 until 1967.

In 1967, Diana married David Hampshire and subsequently moved to a property in Cowra. In 1981 the Hampshires moved back to Sydney and their daughters, Elizabeth '86 and Jennifer '95, attended Kambala. Her association with Kambala continued in the special and important role of a parent.

From 1983 to 1985, Diana held the position of KOGU Archives Registrar and became KOGU President for the second time in 1986, a position she held until 1989. Diana led by example, encouraging Old Girls to play a major part in the many celebrations held throughout the year. She was also involved in the production of the School history tome, Kambala, authored by Dr Alanna Nobbs and published in 1987 – Kambala's 100th anniversary.

Diana was invited to join the School Council in 1989, becoming Vice President in 1990 and President in 1991 – a position she held until her retirement in 2001. She held the distinction of being the first woman and first Old Girl to be elected President.

As President, she took an active role in all aspects of school governance and had a great understanding of the challenging, technical and exciting advances in education in the 21st century. With great enthusiasm and the support of the School Council, the Principal and School administration, major renovations and extensions were carried out on the Alexander and EJ Watt buildings as well as Massie House. A new Senior Boarding House, Fernbank, completed the building program in 1996.



1. Laurie (Nyman) White '48 and Diana perform a sketch they authored, Campaign Capers, KOGU Building Fund Dinner, 1964.
2. Diana at 17, original snapshot from the collection of Jan (Oscar) Clark-Walker '55.
3. Prefects, 1955. Back: Patricia Macdougall, Dorothy Ann Wentworth, Diana Winston, Pamela McCure. Front: Jan Oscar, Dorinda Brady.
4. Diana in 2009.
5. Diana at the official naming of the Laurie White Archives Room at Kambala, 2018.

During her 10 years as President, Diana was a familiar figure at almost every Kambala function. Her deep interest in, and passion for, the vision of Kambala through its students, staff and community, was much admired. She nurtured a continuing relationship with the School and showed an absolute commitment and sense of responsibility to all her duties, always representing the School with dignity and graciousness as well as always upholding the Kambala values.

Diana's lifetime service to Kambala was honoured in 2009 in the naming of Kambala's Early Learning Centre, Hampshire House. Kambala has been truly enriched by the longstanding service and contribution Diana has made to the School and to the Kambala Old Girls' Union.

Diana is survived by her daughters Elizabeth (Hampshire) Burnett '86, Jennifer Hampshire '95 and grandchildren Charlie, Ellie and Anniqye Burnett.

NOTICES

BIRTHS

Congratulations to **Samui (Reid) Monnot '09** and Sébastien Monnot who welcomed baby boy Enzo Mayger Monnot on 8 February 2021. Congratulations also to Grandmother, Julie (Kelly) Reid '77 and Great Grandmother, Sue (McCathie) Kelly '54.

Sophia (Cassimatis)

Conomos '03 and her husband Peter are delighted to announce the birth of their third child, Harry Luke Conomos, born 15 December 2020. Harry is a brother for James and Adelle.

Congratulations to **Lauren Oayda '08** and Simon Cheras who welcomed baby boy Greysen Fox Cheras on 25 September 2020. Congratulations also to Grandmother Liz (Edser) Oayda '82.

MARRIAGES

Congratulations to **Chloe Spartalis '08** who married William Malouf on Saturday 6 March 2021. The wedding ceremony was held at St George Greek Orthodox Church, Rose Bay, followed by a reception at Bar M. The bridal party included Chloe's sisters, Adriana Spartalis '12 and Stephanie Spartalis '13 as well as Kambala Old Girls Anthea (James) Balzer '08 and Samantha (Levis) Kogan '08.

DEATHS

Judith (Whitelaw) Abadjian '55 passed away in Maleney, QLD on 30 January 2021 after a long and valiant battle with cancer. Always an adventurous spirit, after leaving Kambala Judy travelled to Europe and her love of travel was awakened. She became an air hostess with Dan-Air, a British

airline which flew into Africa and the Middle East. It was thus she met David Abadjian, a flight engineer for Middle East Airlines, in Beirut, where they married in 1968. They moved to Kuwait where their sons, Christopher and Simon, were born. In 1978, to escape the civil war in Lebanon, the family moved to Surrey, England and then in 1984 to Brisbane, Australia. In recent years, Judy became a loving grandmother to Annice, Gemma, Eva and Mia. She loved reuniting with her school friends wherever in the world they found each other. To their lasting sorrow, her beloved sons and their families were prevented by COVID-19 from being with Judy in her final days. Her indomitable humour, optimism and adventurous spirit are the lasting echoes of her presence which sustain all those who loved her.

Aline (Castle) Adler '59

passed away peacefully with her husband by her side on 8 August 2020 in Derby, England. Kambala was the only school that Aline and her sister, Jill (Castle) Kennard '56, attended. On leaving Kambala, Aline trained as a Speech Therapist at the University of Sydney. She worked in that field in Sydney and in the UK. While in the UK, she met and married her husband, Ivan. They lived in Derby, where both their sons were born. Aline had fond memories of her days at Kambala and made lifelong friendships. Despite distance, she was able to maintain close contacts and attend reunions and Old Girls functions when possible.



1. Baby Enzo, son of Samui (Reid) Monnot '09 and Sébastien Monnot.
2. Greysen Fox Cheras, son of Lauren Oayda '08 and Simon Cheras.
3. Peter, Adelle and James Conomos with baby Harry Luke Conomos and Mum Sophia (Cassimatis) Conomos '03.
4. Chloe Spartalis '08 and William Malouf on their wedding day.

DEATHS

Suzanne (Bennett) Knowles '47 passed away on 30 May 2020, aged 90. After her schooling at Kambala, Suzanne became a nurse and worked at Royal Prince Alfred Hospital. She married William Russell Knowles in Rose Bay in 1957 and they moved to Mosman. She was an active member of the Old Girls Union and remained close to a handful of school friends, including Barbara (Gleed) McClelland '47 and Judy (King) Hawley '47, their friendship spanning 85 years. Suzanne is survived by her children David, Leila and Louise and grandchildren Leda, James, Ella, Edward and Ruby. She was loved and looked up to by many and will be deeply missed.

Pamela (Upton) Macdermid '45 passed away on 3 November 2020. Pamela attended Kambala as a Boarder, as did her sister, Oenone Upton '42. Pamela won her pocket as an athlete and did the leaving certificate in 1945. She trained as a nurse at Royal North Shore Hospital, where she was awarded the proficiency prize two years running out of some 400 nurses. She married John Macdermid in 1958, which was the beginning of a wonderful 62 years of fun, love and companionship. Pam was a truly remarkable lady; every day in her life was one lived to the full. She was a selfless, strong and determined character and a wonderful wife, mother and loving grandmother to Pippa and Benjamin.

Georgia (Georgie, as she was known) Scotts '80 passed away on 26 November 2020. Georgie excelled in all sports, especially high jump, in which she successfully competed in the All Schools Competition representing Kambala.

On leaving school, she made nursing her career, where she was highly praised for her empathy with patients and love for her occupation. Sadly, at the age of 21, she became ill with Multiple Sclerosis, which she battled bravely for 35 years. Even with her illness, she married and had a daughter, Poppy, whom she adored. She died soon after her father's death, leaving her mother Jan (Roberts) Scotts '56, her sisters Juliet (Scotts) Petrack '77 and Edwina (Scotts) Scotts-Tolley '84, and their children. Georgie was gregarious and had a wicked sense of humour. She was a beautiful soul and is missed and loved by all who knew her.

Fiona (Reading) Tansley '80 sadly passed away on 30 December 2020 after a battle with cancer. Fiona was the devoted daughter of Dr John Reading (dec) and June Reading of Vacluse, dearly loved sister of Graeme Reading and sister-in-law of Ginny Reading. Fiona was a beloved member of the Kambala Class of 1980. She found a passion for travel, landing a career with Qantas, where she spent many years working in international sales. She met and married Nick Tansley and moved to Wellington, New Zealand, where her children, Drew and Liza were born. Her time at school was a happy one and she counted her Kambala friends as among her closest. Fi was a shining light to all who knew her and her infectious enthusiasm for life meant she lit up every social occasion. Even though she lived in New Zealand, she would always make a point of travelling across the ditch to catch up with her old friends. Fiona was much loved and will be greatly missed by many.



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Caroline Anne (Boulter) Trollope '62 — 'Cackles Boulter' of Hampshire, UK — sadly passed away on 8 November 2020, aged 75, after a long period in care. Adored wife of Mike, wonderful mother to Roger and Suzanna and proud Kambala Old Girl. Caroline left her much loved family in Sydney to travel to the UK on 'Fairsky' in June '64 with Carolyn (Young) Shannon '62. So many valued school friendships and good times were had in Australia and the UK with Lou Burney '62, Marianne (Mackey) Cremin '62, Robyn (Hodge) Robertson '62, Carolyn (Coombes) Williams '62, Diane (Goodman) Lovett '62, Dianne (Goldsmith) Miegel '62 and others. She loved spending time with her Kambala family. A life of grace, beauty and, of course, many cackles.



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1. Suzanne (Bennett) Knowles '47.
2. Pamela (Upton) Macdermid '45.
3. Georgie Scotts '80.
4. Fiona (Reading) Tansley '80 with dog Whammo.
5. Caroline Anne (Boulter) Trollope '62.

*“... all of these women have
demonstrated values and
actions that inspire all of us
to contribute in ways that
improve the lives of others.”*





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