

The Havergal

# Torch

SPRING 2013



## Principal's Farewell

A Retrospective with Havergal's 10<sup>th</sup> Principal



Havergal  
COLLEGE

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## Havergal's 10<sup>th</sup> Principal – Then and Now



### The Torch Fall 2008

On the cover (clockwise): Margot Dent, Dr. Susan R. Groesbeck, Karen Rhamey, Cassandra Lindow, Natalie Chow, Rayna Chandaria.

### The Torch Spring 2013

On the cover (clockwise): Margot Dent (Grade 5), Dr. Susan R. Groesbeck, Karen Rhamey (Grade 11), Natalie Chow (Grade 7). *Rayna Chandaria (Class of 2010) is currently attending Brown University.*

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**SPECIAL THANKS** to all members of the Havergal community who participated in interviews, submitted and reviewed articles and contributed photographs.

### SUSTAINABILITY AND THE TORCH

The Torch is printed on Forest Stewardship Council (FSC)-approved, 55% recycled, 30% post consumer waste paper and mailed in a 100% biodegradable bag that is also recyclable. Please help reduce landfill waste by disposing of it in your recycling box.

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Canada Post Publication Number  
48951322



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# “Auf Wiedersehen” to the Havergal Community

..... By Dr. Susan R. Groesbeck .....

As the 2012–2013 school year draws to a close, I reflect back on many significant milestones from this year. Just a few weeks ago, we hosted a magnificent Gala event at the historic Carlu in downtown Toronto. The monies raised from this spectacular evening will have a lasting impact on our school: net proceeds will support the new Outdoor Learning PlaySpace in the Junior School, as well as a timing system for the pool and upgrades to our Learning Support and Science Lab spaces in the Upper School. I want to take this opportunity to thank everyone who was involved with Urban Elegance—my memories will remain with me always. You will find pictures from the evening on page 25.

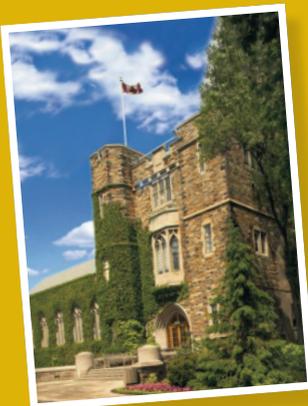
A critical event for Havergal’s future and one of our most important strategic initiatives this year was the visit from the accreditation team of the Canadian Accredited Independent Schools (CAIS). The team was at Havergal from April 28 to May 1. This process occurs every seven years and is an external, thorough review of every facet of our educational environment to ensure that Havergal is measuring up to the 12 CAIS accreditation standards as well as to our own superior standards of excellence. It was an extremely fruitful visit and, when made available to us, we will share the findings with the Havergal community.



The end of the school year is a time when we mark the retirements and departures of those who have contributed significantly to Havergal. This year we have a number of long-standing members of the community leaving us to pursue growth positions elsewhere or retiring to spend much-deserved time with family and friends. You can read about them on page 19.

It is also, of course, my own turn to say “auf Wiedersehen” to the Havergal community. As Havergal’s 10<sup>th</sup> Principal, it has been an extraordinary privilege for me to lead the school over the past five years. I feel we have accomplished much together over this time and I leave the school confident that I have been able to make a significant contribution to its history. I know that the future of the school is exciting in the hands of Mrs. Helen-Kay Davy and I wish her every success and happiness as she assumes the leadership of Havergal College in 2014.

And finally, to the Grads: I have seen you grow and flourish during the past five years into incredible young women. As we graduate from Havergal together in June, I wish you every future success as you move beyond the ivy to the next chapter in your life’s journey. ■



## You are a Havergal Ambassador!

As a member of the Havergal community, you are invaluable in the admission process by letting your network (your neighbours, colleagues and friends) know about Havergal College and our wonderful programs and opportunities. We rely on the Havergal community to be ambassadors for our school here in Toronto and beyond.

If you know of a family whose daughter would be a great addition to our community, please invite them to contact the Admission Office at 416.482.4726 or [admissions@havergal.on.ca](mailto:admissions@havergal.on.ca).





1. **February 27:** Junior School participates in Pink Shirt Anti-Bullying Day
2. **February 3:** The Havergal community gathers at the Family Skating Party
3. **November 16:** Parents and Board members at the HCC Parent Luncheon
4. **March 26:** Members of HC go on a behind-the-scenes tour of Havergal's facilities
5. **April 12:** Formal student leadership positions for 2013-2014 announced
6. **January 17:** Kendall Simon (Grade 5) becomes Principal for the Day
7. **November 30:** Senior students perform their Docudramas
8. **April 3:** Grads and Grade 7s at the annual Grad Hunt
9. **February 8:** Snow day! Boarders enjoy a day in the snow

- 10. **March 27:** Grade 8s participate in a science “Fluids Power” workshop
- 11. **February 22:** HCC Father Daughter Dance Committee celebrates a successful event!
- 12. **November 23:** Old Girls return to discuss their university experiences
- 13. **November 30:** Havergal’s GSA promotes the anti-bullying campaign
- 14. **November 19:** Dr. Susan R. Groesbeck (middle), 7<sup>th</sup> Principal Janette Doupe (left) and former Acting Principal and Vice Principal Mildred Hunter (right) at the Former Staff Reunion
- 15. **February 28:** Junior School parents versus the U 12 Volleyball Team
- 16. **April 23:** Senior Choir members at Founders’ Day
- 17. **January 23 to 26:** Grade 9 students hit the slopes in Québec
- 18. **November:** The men of Havergal support Movember



# A Snapshot of Life at Havergal



*Members of the Havergal Community are invited to...*

# A Free Seminar on Estate and Gift Planning

*Wealth Preservation and Succession Strategies for Your Future*

**Tuesday, June 11, 2013 • 6 pm – 8 pm • Ellen Knox Library**

Plan for your future today. People tend to avoid establishing their Will and making preparations for their assets. However, succession planning is essential to ensure that your assets are used and distributed wisely.

Join Kelly Rivard, Will & Estate Consultant, who will share with the Havergal community a wide variety of information on this topic, answer your questions and help you to improve your arrangements.

**Topics that will be covered include:**

- ✓ What to consider when making a Will
- ✓ Protecting your assets and your beneficiaries
- ✓ Wealth preservation strategies, including insurance and trusts
- ✓ Transferring your estate on a tax effective basis while maintaining family harmony
- ✓ Tax benefits of charitable giving

**RSVP To: Meghan Junke,  
Special Events Administrator, at  
416.482.3843 ext. 6520  
mjunke@havergal.on.ca**



# Havergal Makes Music

..... By Susan Pink .....

**M**usic lies at the heart of Havergal College. It is an integral part of our long-standing history and traditions, which include Carol Service, Founders' Day and Prayers.

Current students love participating in co-curricular bands, string ensembles, orchestras and choirs, as well as performing on special Music Nights; and when Old Girls return to Havergal, they proudly sing the school song, *Vitai Lampada Tradens*, and *40 Years On* at events and gatherings.

"Our ultimate goal is to instill a lifelong love of music in our students," says Lynn Janes, Head of Music at Havergal since 2007. Mrs. Janes teaches vocal classes, conducts the Senior Choir, Middle School Choir and Chamber Choir and coordinates the Music Program with Music department faculty Paul McCulloch (Upper School Music/Strings teacher since 2003); Cissy Goodridge (Upper School Music/Band teacher since 2011); Rachel Read (Middle School and Junior School Music teacher since 2012); and Jeff MacLean (Junior School Music/Vocal teacher since 2012).

Together, this talented musical team delivers a superb Music program to students in all grades and of varying skill levels. In the Junior School, students in Grades 1 to 5 have up to 150 minutes

of music instruction with Mrs. Read and Mr. MacLean each week. Students are instructed on instruments, including the recorder and various Orff instruments and drums, and they practice singing as a choir and learn to read music; by Grade 3, they are all fluent in the treble clef. Through Grades 6 to 8, students choose a band or string instrument and continue in vocal music classes. Students in Grade 9 have the choice of specializing in vocal training with Mrs. Janes, band with Mrs. Goodridge or strings with Mr. McCulloch. In addition to class time, all students have the opportunity to participate in

co-curricular musical ensembles and enroll in studio classes with professional private music teachers.

The Music program at Havergal empowers students to seek out opportunities to make and appreciate music and to bring all that they have learned together into their performances. "By the time our students reach the Senior School, they have had a thorough exposure to all forms of music," Mrs. Janes says.

Students in the Senior School often take their passion for music beyond the classroom by auditioning to perform in Prayers, participating in student-organized concerts (such as Beatstock and coffee houses) or competing at provincial and national levels. The music faculty regularly take their talents beyond the classroom too, performing as professional musicians with various ensembles, orchestras and other music groups in Toronto and beyond.

"We love to see students applying their knowledge, understanding and love of music in other aspects of their lives," Mr. McCulloch adds. "Knowledge and passion for music is part of the ethos at Havergal, and you can sense it in everything we do here." ■



▶ (left to right) Paul McCulloch, Lynn Janes, Cissy Goodridge, Rachel Read and Jeff MacLean. For more about our Music teachers, visit [www.havergal.on.ca/musicteachers](http://www.havergal.on.ca/musicteachers).

# Developing STEM Habits of Mind

By Susan Pink

The Junior School Science Lab is stocked with exciting educational resources that Darryl Reiter and the Junior School teachers use to engage students in the disciplines of science, technology, engineering and mathematics (STEM). Co-teaching and planning with homeroom teachers in Grades 1 to 6, STEM teacher Mr. Reiter develops unique, hands-on and practical educational activities. STEM is an approach that focuses on developing scientific thinking skills and problem-solving abilities in students; it is an important aspect of Havergal's overall focus on teaching for understanding in all subject areas. Students acquire specific knowledge and skills, make meaning from what they are learning and transfer that knowledge, skill and understanding to new and authentic problems.

"I steer away from textbooks and focus on experiential learning, which better captures students' curiosity and interest," says Mr. Reiter, who was hired in August 2012 to bolster student interest, knowledge and engagement in STEM. "Students come to the lab with their teacher and together we team-teach ways to investigate problems and share experiences with scientific ideas, based on the Ministry of Education's curriculum. After their time investigating and experiencing phenomena in the lab, students continue with their teacher to discuss and apply what they've learned," he says.

"What I teach is a mindset: a STEM habits of mind, which has interdisciplinary relevance. For example: learning to make qualitative and quantitative observations is a skill that is applicable in all subject areas. Once students are confident with their observation skills, they can focus on making inferences and deductions based on those observations and apply their thinking to creative problem-solving challenges."

Mr. Reiter has a long history of teaching STEM in new and innovative ways. As a university student, he was a science host at the Ontario Science Centre. After completing his training as a teacher, he worked in geophysics and taught science and computer studies for four years at a Toronto independent school

before starting his own business developing and delivering hands-on, applied science technology programs for schools, camps and communities around the world.

With many years of experience delivering quality, interactive STEM-based activities, Mr. Reiter has had a positive effect on Junior School students. "My first goal is to pique student interest so that they have fun learning science, technology, math and engineering. My second goal is to develop a deeper understanding of some key scientific ideas and principles," says Mr. Reiter, noting that he works in collaboration with the other members of the Junior School Teaching and Learning Team, Helen Carayannis and Nicole Davies. This team, in consultation with the homeroom teachers, works together to develop interdisciplinary thinking skills in students in all areas of the curriculum. They have developed guided inquiry units with the goal of developing a minimum of two projects in each grade.

"Having a dedicated STEM teacher is a part of the school's long-term plan, and this expertise will help to develop more sophisticated thinking skills in students," says Leslie Anne Dexter, Head of Junior School. "When Mr. Reiter co-teaches with homeroom teachers, it allows students' learning to flow outside the lab and into other areas of study. It also gives them a better understanding of the world around them." ■



## STEM activities this year include:

- collecting and analyzing samples (water, plant, mineral, etc.) from the Burke Brook woodlands on campus
- studying the impact of urbanization using school archives and the Internet
- creating small-scale energy projects
- exploring rocks and minerals and constructing model rocks using “minerals” created from wax
- studying light and energy using lenses, lights, prisms and lasers
- participating in soil sedimentation experiments
- constructing working models of the solar system with LEGO
- solving mysteries using knowledge of soil composition and observational skills
- using microscopes to investigate living organisms
- studying animal habitats and animal defense mechanisms
- having small students show the power of machines by lifting adults
- building crash test dummy LEGO cars to explore forces
- using computer simulations to study light and planetary motion



## The Wonder Wall

As a fun way to introduce the new STEM program at Havergal, Mr. Reiter created a Wonder Wall display in the front foyer of the Junior School at the beginning of the school year. The goal of the Wonder Wall was to focus student attention on a puzzling scientific apparatus and to have the girls wonder what was happening. The display had small openings that revealed only a portion of the object when viewed from a distance. But when students zoomed into the objects, they could discover more. This is a technique normally used with photographs or interactive white boards; however, the Wonder Wall was a more tangible experience for the students, and they loved it!



# Teaching and Learning at Havergal

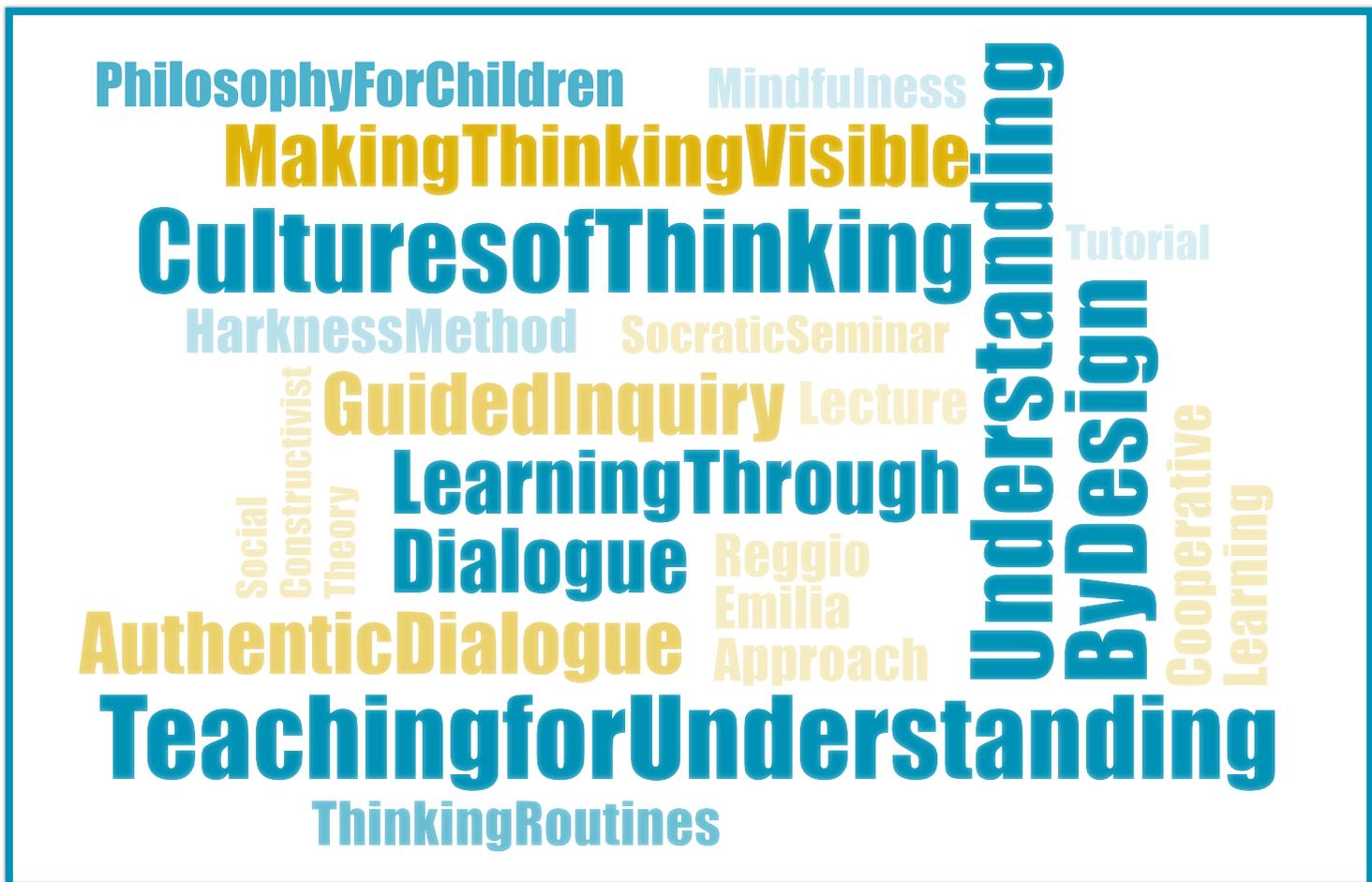
..... By Young Um .....

**H**avergal’s classrooms are places where students have the opportunity to become better thinkers and learners. To enable this, Havergal uses a framework—Teaching for Understanding—that focuses on important ideas, authentic assessment and appropriate instructional strategies to support student success.

“Teaching for Understanding facilitates our students’ acquisition of knowledge and skills, increases their understanding of major ideas, concepts and inter-relationships and gives meaning and context to facts and knowledge,” says Seonaid Davis, Director of Curriculum and Faculty Development, who brought this learning model to Havergal in 2000. “It’s important for students to come to their own understanding and to make meaning for themselves so that they can transfer knowledge to different problems and apply understanding in new situations.”

Within this framework, teachers ask themselves: what are the big ideas or underlying concepts that are important in understanding this topic? What types of assessment will provide evidence for what students know, understand and can do? What kinds of thinking are necessary in order for students to deepen their understanding? Are there opportunities for my students to develop and explain their theories with one another? What kind of creative solutions do my students construct? How do I invite students to debate the complexities of a plan or issue?

“When teachers focus their planning on answering these questions and creating a rich learning environment, students are more likely to show commitment to learning, find more meaningful connections between school and outside life and display attitudes we want to see develop in our learners—open-mindedness, curiosity, appropriate skepticism and a thirst for understanding,” Mrs. Davis says. “Things you remember best are always the things you understand.”





► Seonaid Davis works with faculty member Chris Carswell at the Understanding by Design workshop in August 2012.

To support Teaching for Understanding, learning strategies or pedagogy used in the classroom have the same goal in mind—to get students thinking. For teachers, this means understanding how the cultural forces in the classroom work together to encourage student thinking and how to use these forces in a deliberate manner. These forces include time, opportunities, routines and structures, language, modelling, interactions and relationships, and physical environment. Different learning strategies give teachers the tools to have different types of discussions in class and to encourage specific ways of thinking. And as students learn differently, one strategy may be more effective than another for a particular class or subject matter.

Learning Through Dialogue is a student-centred, cooperative method that provides students with the skills they need for inquiry and understanding. It integrates several educational practices that focus on learning conversations. For example, using the Harkness method of encouraging student dialogue, students grapple with discussions about questions that have no “right” answer. Philosophy for Children is another Learning Through Dialogue approach used in the Junior School that encourages students to connect, collaborate and value each other’s opinions as they think about questions without answers.

Teachers in all subject areas use specific thinking routines or protocols that help students demonstrate their thinking. Teachers will challenge students’ thinking by asking, “What makes you say that?” and ask them to defend and extend their thinking. Through a guided inquiry approach, teachers can uncover what students think and know about a topic and present challenges to help them deepen their understanding. The use of Socratic questioning, seminars and lectures are other ways in which students can articulate their thinking and examine it critically.

For Junior School teacher Lauren Phillips, Teaching for Understanding simplifies the learning process. Acting like an anchor, it clarifies what’s important. “In planning and aligning curriculum, you think of the

end first—the learning objectives. Goals are always defined and explicit, which makes learning accessible for all learners,” says Ms. Phillips, who has been teaching in the Junior School since 2007, teaching Grade 5 for her first five years and then moving to the Junior Kindergarten classroom this school year. Within the framework, she determines which learning strategies to use to meet the learning objectives and curriculum expectations.

For example, when Ms. Phillips taught the human body unit in Grade 5, the “big idea” behind the unit was form and function. Ms. Phillips would ask her students the essential question: “How does the structure of the human body help us to meet our basic needs?” Students would investigate the human body to understand how organ systems work together and how function relates to form. This learning strategy is inquiry-based, which means that the learning is driven by student questions. She would give her students guiding questions and prompts to break down the components of learning. If students’ understanding was challenged, she would provide various levels of differentiated instruction to support her students accordingly, for example, scribing for those who had difficulty expressing their thinking in written form.

“Everything we discussed, explored and researched was always in this frame of reference, and with a focus on the interconnectedness of form and function,” adds Ms. Phillips, who is also the Junior School Primary Divisional Coordinator.

“When students figure something out themselves, the learning is more profound and exciting. It makes learning and school more fun,” says Ms. Phillips, describing a break-through moment when a student discovered, by herself, that the sum of all angles in every triangle totals 180 degrees. By contrast, a traditional teaching approach would see the teacher providing this fact to students. “When a student discovers a mathematical principle independently, she is not only a student learning about math—she is a mathematician. We want students to see themselves in these roles, as mathematicians, scientists, writers and historians. We want students to actively construct their learning trajectory, rather than simply learning about math or science in school.”



► Lauren Phillips with her Grade 5 students in October 2011.

In addition, group-learning strategies, such as peer or cooperative learning, work with girls' learning styles—they benefit from the opportunity to collaborate and talk about concepts with classmates. “Girls are social learners and they often need to talk about ideas with each other. It helps them to validate their thinking and gives them confidence,” Ms. Phillips says.

When Upper School Chemistry teacher Judith DeBoer designs programs for students, she is also aiming to create lessons that emphasize fundamental concepts and how they link together. “Students who have experienced Teaching for Understanding start to look for the big ideas and develop the skills to look for

**“It’s important for students to come to their own understanding and to make meaning for themselves so that they can transfer knowledge to different problems and apply understanding in new situations.”**

these patterns in their future courses,” says Ms. DeBoer, who has been teaching at Havergal since 2004. “Students develop a deep understanding and they are able to use this foundation to build future knowledge.”

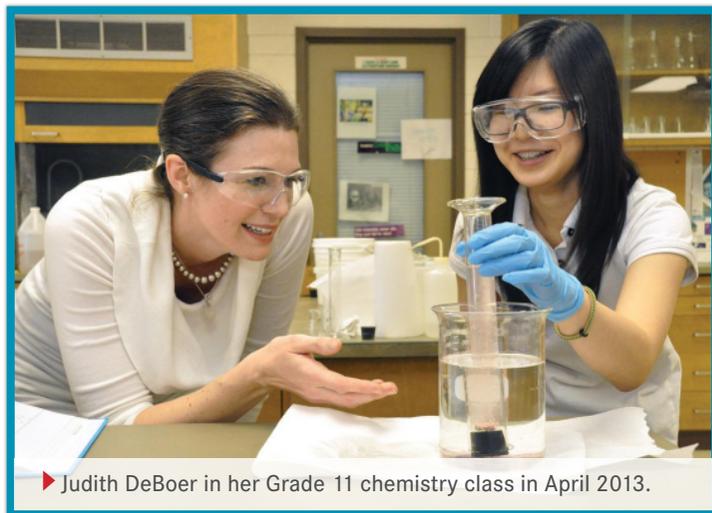
Using evidence to see how patterns work, Ms. DeBoer’s students break down and investigate flaws in the models they are studying to develop their own patterns. She uses differentiation to address students’ different learning styles, for example, providing curriculum material in written format, as illustrations or graphs, and mathematically. “Providing a variety of ways to receive and visualize information allows students to tap into different parts of the brain, giving them a richer understanding and increasing their ability to transfer their understanding to new situations,” Ms. DeBoer explains.

She recalls a student’s pivotal moment when her understanding went from simple to robust. Six years ago, a bright Grade 12 student had her “eureka” moment. “Oh, that’s what electrons are!” Ms. DeBoer recalls the student saying. “Everything she had thought she knew about atoms had shifted—quantum mechanics, molecular shape and electron movement in organic reactions—allowing her to conceptualize them as more dynamic particles.”

In her Grade 12 Chemistry class, Ms. DeBoer helps students to profile their learning skills. “Students build awareness of their strengths, and they use strategies and activities that draw upon these strengths,” she says. For example, if students are not strong spatially, they grab a model kit to help them visualize molecules in 3D. If math is not their strong suit, they can use words to explain what’s happening in a chemical reaction.

To help develop a culture of learning, Ms. DeBoer also helps her students develop their soft skills, such as their ability to effectively interact with others around them and to uncover the complexity of their ideas with detailed explanations. She uses oral interviews for evaluation and assessment, a method that requires students to develop their thinking strategies. “By making thinking visible, you can get to their nuanced understanding, and when you engage in dialogue, you can give them feedback and provide support. You can really see how the student applies her understanding in a new context.”

By graduation, students know the big ideas and questions, and they have a deep understanding of the important concepts for each discipline. “Once students have understanding, then they can do the tasks more quickly and they know why they are doing what they are doing,” Mrs. Davis says of Havergal’s intellectual approach to learning. “Students can always find the facts, but it’s what you do with them—and knowing where the facts fit—that’s most important.” ■



▶ Judith DeBoer in her Grade 11 chemistry class in April 2013.

## Professional Development—Understanding by Design

**Understanding by Design (UbD)** is the model Havergal uses for Teaching for Understanding. The UbD model was developed by educational researchers and consultants Grant Wiggins and Jay McTighe. All teachers new to Havergal participate in UbD workshops—co-presented by Jay McTighe and Seonaid Davis, a trained UbD consultant—as part of Havergal’s New Teacher Induction Program. Professional development is critical as it helps faculty acquire new knowledge and expertise to apply to classroom practice, which will ultimately impact student achievement. Professional Development is also a pillar of the school’s Strategic Plan “A Culture of Capability.”

# This Year in the Forum for Change

..... By Ann Peel, Director, Institute at Havergal .....

**The Institute at Havergal** is tasked with bringing the school's strategic pillars of global capability and self-efficacy to life by giving each student the knowledge and skills she will need to be successful anytime, anywhere, with anyone.

The goal of the Institute is to support innovative approaches to the world. It does this through working collaboratively with faculty and staff, and through programs such as community partnerships, exchanges, excursions and Students Act Now, which helps students put their ideas in action. Featured in this article are a few of the projects initiated this year.

## The Students Act Now Program

### Day of Creativity with Purpose at the Junior School

On March 6, the Junior School took part in the Day of Creativity with Purpose. Students experienced the methods of Cirque du Soleil in sessions designed to stimulate their creativity. The day was about teaching children to be vulnerable, to take risks with their ideas and to work with others toward a shared purpose. Students participated in a unique risk-taking workshop specifically designed to challenge them in a safe environment. Along with analytical and emotional intelligences, we want the students to value what creativity and innovative intelligence can bring to problem solving.



### Girls Helping Girls

Grade 10 student Susanna Manziaris has started an exciting new initiative called GirlsHelpingGirls. At the moment, our students may know it best from the recent documentary screening of *It's a Girl*, which explores the troubling subject of girls who are abandoned, killed or aborted because they are female. Susanna's focus is on raising the status of girls through education. So far, she has raised more than \$3,300, which will support three girls at a NOAH's Ark (our partners in South Africa) to attend enriched high schools.

### Everyone Loves Elephants

With an interest in learning more about animal habitats at the zoo, Lilian Battista, Sarah Smith and Shanti Mehta from the Junior School became involved with the organization Everyone Loves Elephants. The girls are advocating for the transfer of the elephants at the Toronto Zoo to the PAWS sanctuary in California where they will have "lots of rich soil, huge ponds, lots of friends and space." They have written letters to the Prime Minister, created buttons and raised funds to help support the elephants' moving costs.



### My First Wheels

Riding a bike has so many benefits: health, transportation, environmental and fun. As part of Grade 12 student Rebecca Hoffer's ongoing association with My First Wheels, an organization that wants every child to have the opportunity to own a bike, she ran a bike donation event at Havergal on April 6, collecting 68 bikes. Members of the Havergal community generously donated their gently used bikes to benefit My First Wheels and our community partners Grenoble and Derrydown Public Schools.

### Pop Tabs Girls

Grade 6 students Clarissa Yu and Madison Ziedenberg have been leading a drive to collect the tabs from pop cans. Robert Hampton, who lost his sight in the course of his treatment for cancer, uses the tabs to raise funds to purchase wheelchairs for Variety Village. In 11 years, he has raised enough money to purchase five chairs. Our students have collected more than 100 pounds of pop tabs to support Robert's efforts and will host a day of adapted sports in Phys. Ed. classes in late May at the Junior School.

# Athletics Highlights

## Fall & Winter 2012-2013



When not in the classroom, you can find Havergal's athletes sporting their green and gold athletic gear on the fields, slopes, rinks, courts and in the pools. Here are a few of the highlights of our athletes this year.

### FALL

**Basketball** The U13 and U20 Senior Girls Division 1 Basketball teams both had tremendous seasons and finished as champions in the CISAA finals.

**Field Hockey** The Senior Division 1 Field Hockey team placed second in the CISAA championships.

**Cross Country** Our Junior and Senior Cross Country runners had a great year. Seven team members represented Havergal at OFSAA.

**Soccer** The U15 Soccer D1 team placed second overall in the CISAA finals.

### WINTER

**Alpine Ski** The Alpine Ski teams (U14 and Level II) placed second in the CISAA finals. Maddie Rosenberg placed fifth in U14 in the CISAA finals; Rachel Gotlieb placed first in Level 2 in the CISAA finals and placed fourth in the Slalom event at OFSAA.

**Hockey** The Senior Girls Div 1B Hockey team won the championship at the Div 1B CISAA finals.

**Curling** The Hannah Sennik rink was the curling champion of the CISAA Girls Division.

**Badminton** The U16 Badminton team placed second in the CISAA finals and the U13 and Senior Badminton teams were the champions in the CISAA finals, with the Seniors not dropping any games!

**Volleyball** The U13, U16 and Senior Volleyball teams captured the CISAA Volleyball championships. The Mingay Trophy went to Taylor Ivey.





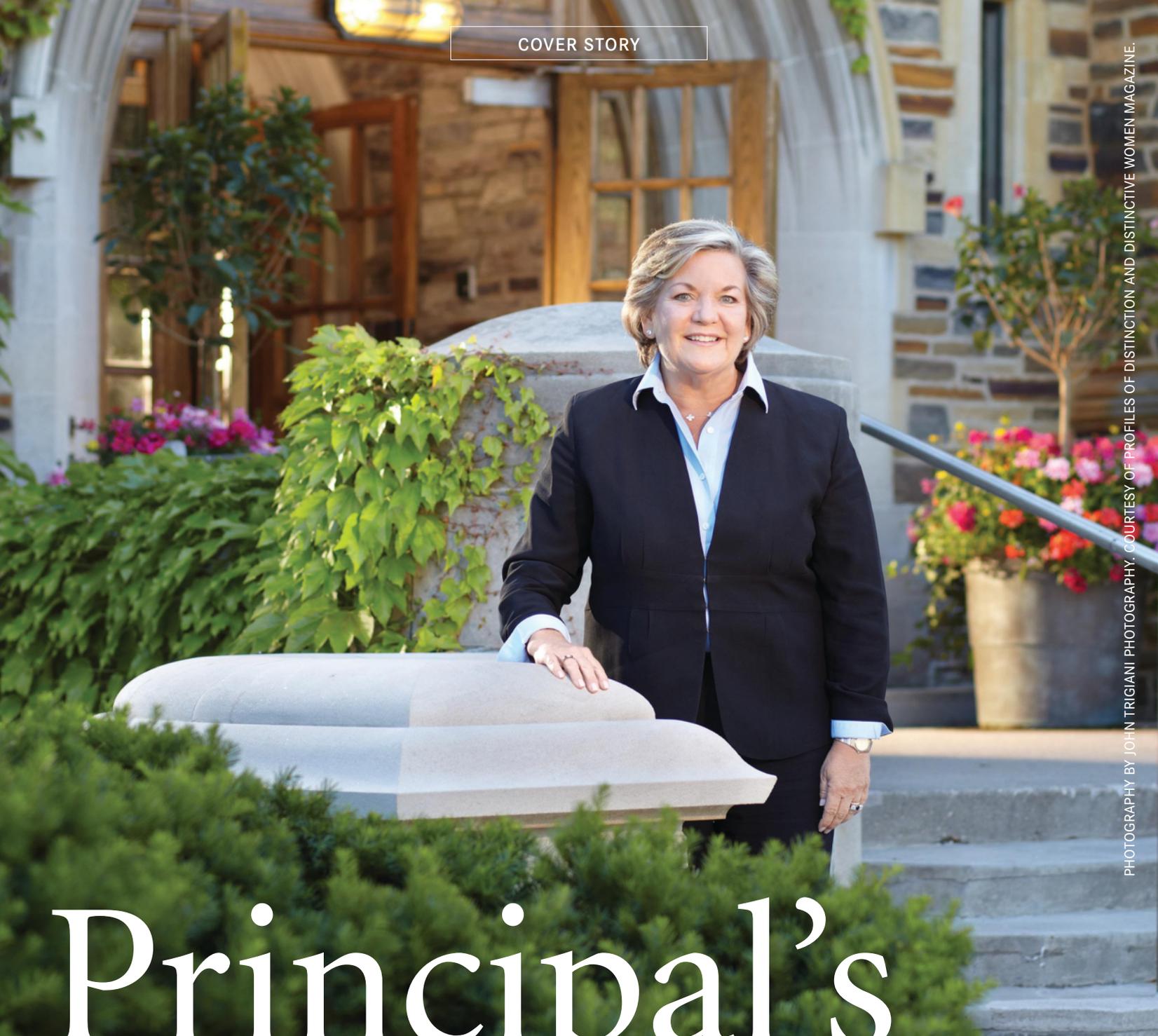
## FALL & WINTER

**Swim** The Swim team had an outstanding fall and winter season in the pool:

- The Junior and Senior Swimming teams won the CISAA championships in the fall, and together the teams won every event at the Relay Meet. They went on to claim the Bishop’s Cup for the second year in a row!
- In the winter, the U14 Swimming Team won the CISAA championship for their division. The team was instrumental in bringing home the Overall Championship Plaque, which combines the U11, U12, U13 and U14 team scores.
- The Senior and Open Swim teams were the champions and the Junior Swim team placed second overall at the CISAA finals in the winter, which combined to give Havergal the CISAA Girls Championships Trophy for the second year in a row!
- Havergal OFSAA swimmers brought home five gold medals and two silver medals. All 13 OFSAA competitors came within the top 13 in Ontario! This amazing success gave Havergal third place out of 147 schools participating in the women’s division in Ontario.

Congratulations to all of our athletes and coaches for a successful year! Results from the spring term to be announced in early June 2013. To learn more about current scores and to see photos of our athletes in action, visit [www.havergal.on.ca/athleticupdate](http://www.havergal.on.ca/athleticupdate).





# Principal's *Farewell*

## A Question and Answer Retrospective with Havergal's 10<sup>th</sup> Principal, Dr. Susan R. Groesbeck

### Q. What were your initial perceptions of Havergal and how have they changed over the years?

**A:** I was immediately struck by the stately nature of the buildings and the beauty of the campus. My first time visiting the school was a mizzly, dark winter day, but still, I felt the inviting lure of the campus. Entering the Rotunda, I felt the majesty and power. The school makes one feel grounded. That has stayed with me over the years.

My initial assessment of the teaching and learning within the buildings indicated that this was a place where professional growth thrived. I witnessed a group of teachers engaged in a professional learning group and knew that this was a very fine academic environment. I also noted that the plays and the art were more provocative than at other schools, and I was excited by the progressive level of artistic expression. I felt that students could soar at this school, and that has been underscored for me over the years. In fact, I have come to know of dozens of opportunities given to Havergal students and staff that are unparalleled compared to other schools. While I was impressed at first blush, my admiration has grown over time.

### Q. What is your favourite Havergal tradition and why?

**A:** I particularly love the Father Daughter Dance. It is a time to feel like a princess, without the teenage pressures of “a date.” As a student, I enjoyed my events with my father (we called it “Happy Pappy”). I felt privileged to attend the Havergal event annually.

By nature, I am a person who loves traditions. Carol Service also takes my breath away and I will treasure my memories of that. I also love the school spirit on display at the annual Hewitt Cup and how our entire community comes together to support our partnerships at Celebration Saturday.

### Q. Are there any special memories or moments you would like to share?

**A:** One night this past December, I heard the faint singing of “Silent Night” off in the distance. Then, I realized the music was coming from outside and the singing was in German. I knew it had to be Havergal students who had learned the song for our Carol Service.

I went to my front door and to my sheer delight, a group of Havergal Grads—bundled up and all donned with Santa hats—were caroling in front of the Residence! My husband and I were so charmed that the group had come to our home to serenade us. We invited them in—their dog and all!—and we enjoyed some Christmas cookies together. It was a wonderful evening and I will remember it always.

### Q. As the school's 10<sup>th</sup> Principal, what accomplishments are you particularly proud of?

**A:** I have had the privilege to work with the three outstanding Board Chairs—Alan Hibben, Eden Oliver 1978 and Ann Kerwin—who have each given so much to the school. I am proud of the school's Administrative Board—we have come a long way together to build a strong leadership team, and

I've enjoyed the lively and spirited conversations with my colleagues. The school's curriculum was brilliantly developed before I arrived, and I admire the academic and professional development programs. I have worked particularly hard to have Havergal's name recognized internationally. I have travelled to Old Girls reunions around the world to make those relationships and connections even stronger. Our marketing plan has been solidified and we are using metrics to guide our advertising buys. My relationship with the boarders has been important to me. Certainly the student information system (Veracross), and the supporting technical infrastructure, will last long after I leave. I am proud of the school's Strategic Plan—*A Culture of Capability*—and I know that it has guided our collective work during my tenure.

### Q. What will you miss the most about Havergal?

**A:** I will miss the excellent teaching and learning that goes on here daily. Havergal is by far the best school I have ever witnessed. The small miracles that occur every day around the campus become part of the Havergal story, and my heart will always be within the classrooms and hallways. I love Toronto's brisk fall weather, and I truly look forward to the first snowfall of the season. The flowers planted on campus that bloom in the spring are so gorgeous. And then what is better than the graduation ceremony with the fantastic white tent on the Ratcliffe Field? These are all memories I keep for a rainy day.

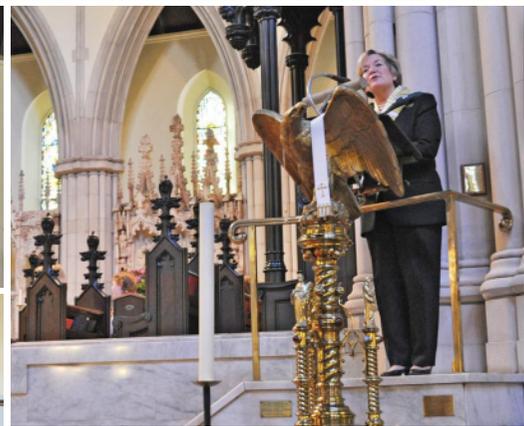
The Havergal community has enfolded Mr. Groesbeck and me, and we will leave Havergal with true friends, whom we will miss. We have also come to appreciate “all things Canadian.” We will miss the banking conservatism and the social liberalism of this country. We will miss the exciting verve we experience in Toronto. Our Anglican Church community is important to us now and we will miss our Rector and the congregation, who have claimed us as their own for these past five years.

We will miss waking up in the Principal's Residence and seeing the girls at dawn at their field hockey practice on the Ratcliffe Field. Hearing girls giggling and watching their animated antics is a joy for us. We will miss the kind treatment of the Food Services staff. There is no better crew than the Maintenance team and we will miss them incredibly. The Security force makes us feel safe night and day. We will miss the sense of community that the school exudes every day.

### Q. Do you have any words of wisdom to bestow on the incoming 11<sup>th</sup> Principal?

**A:** It is almost presumptuous for me to say “Welcome!” to Mrs. Davy. While Havergal is formidable, it is also a place that is filled with fun—academics, music and dance, athletics and drama, art and great food! The girls know how to celebrate and how to get down to work. The faculty and staff are professional, experienced and passionate. The school is both deep and rich in tradition and pedagogy. Please allow the Havergal proud continuum to support your work. You will come to love what Havergal stands for and what it means to be part of the Havergal community. ■

# 2008-2009



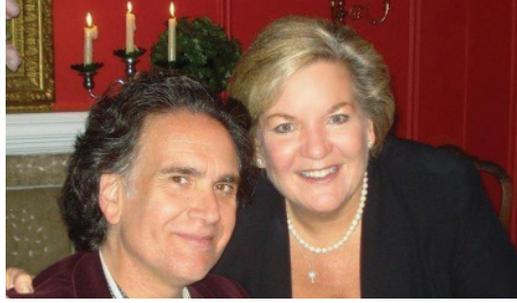
# 2009-2010



# 2010-2011



2011-2012



2012-2013



# A Celebration of *Leadership*

*By Ann Kerwin, Chair of the Board of Governors, and  
Eden Oliver 1978, Past Chair of the Board of Governors*

The end of June 2013 will bring to a close a significant and exciting chapter in the history of Havergal College. A highly effective and dynamic leader, educator and administrator, Havergal's 10<sup>th</sup> Principal, Dr. Susan R. Groesbeck, has overseen the development and integration of our Strategic Plan—*A Culture of Capability*—into the fabric and daily life of the school. The Plan has focused on helping each girl to develop the capability to pursue her dreams, as well as supporting faculty and staff in their professional development to ensure the highest caliber of teaching and learning. Dr. Groesbeck continued to strengthen our connections with Old Girls, both here in Toronto and around the world. Her unwavering support for the Institute at Havergal—a differentiator among independent schools—has helped elevate the level of innovation and creativity in our school programs.

Dr. Groesbeck's wise counsel and leadership qualities have earned her the respect and admiration of the entire school community of faculty, staff, students, Old Girls, parents and the Board of Governors. As an innovator, her continual pursuit of educational excellence and integration of leading-edge trends was evident in all her actions. Her unflagging enthusiasm, energy and dedication to education were recognized recently by her peers through the conferral of the 2011 Ransome Prize by the National Coalition of Girls' Schools for leadership in girls' education. She has extended Havergal's national and international reputation as a world-class independent school, and she has made and nurtured many friendships throughout the educational community in Canada and abroad.

Dr. Groesbeck has said many times, "there is no better place to be than Havergal." Dr. Groesbeck and her husband Mark Groesbeck have been particularly strong supporters of the Havergal Boarding community, both in welcoming new families from around the world and in seeking to ensure a happy and nurturing environment for all students at Havergal. The Groesbecks' sense of humour, warmth and caring will be greatly missed.

The Board expresses its sincere gratitude to Dr. Groesbeck for her extraordinary dedication and outstanding contribution to Havergal College as our Principal over the past five years.

**The Board of Governors** has established an endowment to honour Dr. Susan R. Groesbeck, Havergal's 10<sup>th</sup> Principal, for her many contributions to the school. Members of the Havergal community who wish to contribute to this fund can call 416.482.4703 or email [annualgiving@havergal.on.ca](mailto:annualgiving@havergal.on.ca).

## Introducing 11<sup>th</sup> Principal Helen-Kay Davy

Following an international search, on March 7, 2013, the Board of Governors announced the appointment of Mrs. Helen-Kay Davy as the 11<sup>th</sup> Principal of Havergal College.



Born in England, Mrs. Davy graduated from Oxford University with an MA in Modern History. She holds a Post-Graduate Certificate in Education, with Distinction, from King's College in London. Beginning her career in education as a history teacher at the Roedean School in Sussex, she quickly rose through a series of positions culminating in the post of Head of Faculty. She next became the Headmistress of Cobham Hall, an independent girls' day and boarding school located in Kent, and in 2008 was appointed Headmistress of Haberdashers' Monmouth School for Girls in Wales.

In establishing a compelling vision for her schools, Mrs. Davy has led the development of both strategic and master plans and has worked to support faculty, staff and senior management in the delivery of enhanced teaching and learning. High expectations and success cultures are the hallmarks of her leadership—she is a well-respected and passionate educator with intellectual rigour, global perspective and capability. Her style is compassionate, collaborative and sincere.

Mrs. Davy says, "I am fortunate to have amassed a rich experience in the wide variety of posts and placements I have held in my career and feel that I have grown—as my pupils do—through the sharing of life together in communities where the 'whole person' has counted for so much."

She will assume her new position at Havergal early in 2014 as she completes her present contract as Headmistress of Haberdashers' Monmouth School for Girls. In order to ensure a successful transition to her role as Principal, Mrs. Davy will visit Havergal on a series of occasions to become better known among the community and to work with the senior management team.

Looking ahead, Mrs. Davy will share her experience, skills and talents, building on Havergal's reputation as the pre-eminent girls' school in Canada. The Board of Governors is delighted to engage Mrs. Davy to lead Havergal College through the next dynamic period of its history.

## Havergal's Acting Principal, Lois Rowe



It is with great pleasure that the Board of Governors announces its selection of Lois Rowe as Acting Principal of Havergal College, effective August 1, 2013, until such time as Mrs. Davy assumes her position as Havergal's 11<sup>th</sup> Principal in early 2014.

Ms. Rowe has held senior leadership positions at Havergal as Head of Middle School, Head of Upper School and, most recently, as Vice-Principal. She is a highly capable, trusted and respected member of the senior staff and is known to lead with intelligence and compassion. During Ms. Rowe's tenure as Acting Principal, the position of Vice-Principal will not be formally occupied; however, the responsibilities associated with that office will be fulfilled by members of the senior leadership team who will support Ms. Rowe in ensuring the smooth and effective operation of the school. The school has a very strong senior staff who are leaders in their respective fields. Under Ms. Rowe's direction, they will ably steward and continue to advance the school during the transition period.

Havergal is indeed fortunate to have in Ms. Rowe such a dedicated, committed and accomplished school leader. We look forward to her tenure as Acting Principal with great confidence in her ability to maintain and enhance the excellence of teaching and learning at Havergal, and to continue to advance the school's strategic vision.

# Havergal says Goodbye

Thank you to the following staff members for their dedication and contribution to Havergal. We wish them all a wonderful retirement!



## Jo Barker

Jo Barker came to Havergal in 2001 after a long career in the corporate sector as a senior executive assistant. Since that time, she has been a valued member of Havergal's Advancement & Community Relations (A&CR) team. Working primarily for the Executive Director of A&CR, Ms. Barker has been responsible for stewardship and recognition, endowment reports, research and a host of other responsibilities. In addition to this, she has provided support to The Havergal College Foundation and to the HCC, in particular to the Father Daughter Dance Committee. Ms. Barker's knowledge of our donor community, her intelligence, efficiency and common sense will be greatly missed. We wish her all the very best in her retirement—Jo will spend lots of time with her friends, family and her beautiful grandchildren.



## Ken Crossley

Ken Crossley joined Havergal in January 2001 as the Director of Facilities. Mr. Crossley instantly fell in love with the school's historic buildings and beautiful campus. For 12 years, he ably led the Facilities team and guided the school through the construction of the Athletic Centre and other significant renovations and improvements. Mr. Crossley cherishes the relationships that he developed with his colleagues and other members of the Havergal community over the years. Since retiring at the end of August 2012, Mr. Crossley has kept busy with consulting work and home renovations. "Even in retirement, there are not enough days in the week to get everything done," he adds.



## Janet Howes

For 25 years, Janet Howes worked as an Administrative Assistant in both the Junior School and the Upper School. Working in Admission, and concurrently wearing Junior School Office and Middle School Office "hats" over the years, Mrs. Howes has had the opportunity to watch the new girls become Old Girls, something that proved to be an enduring delight for her. Most recently, Mrs. Howes held a support position in the Facilities department, enabling her to see the school and our historical buildings from a new and fascinating perspective. In her various roles, she has had the opportunity to develop meaningful relationships with many members of the Havergal community. Through all of life's changes, Mrs. Howes has always appreciated her colleagues' support and encouragement. And, although retirement opens up new doors, Mrs. Howes will miss the Havergal hallways!

*continued...*

At the end of the 2012-2013 school year, two members of the school's senior administrative team—Sarah Bruce, Head of Upper School and Barb Macintosh, Director of Student Life—will embark on new opportunities and adventures across the ocean and here in Toronto. Collectively, they have dedicated nearly 40 years to Havergal. We thank them for their many valuable contributions to Havergal College and wish them well in their new roles next year.



### Sarah Bruce

An opportunity to live, learn and embark on an international adventure was not one that the Bruce-Barry household could turn down. Sarah Bruce and her husband, Matthew Barry, will join the faculty at the International School of Aberdeen in Scotland and

their two young sons will attend the school. As the Learning Support Teacher in the Middle and High School, Ms. Bruce's new role will bring her back into the classroom.

When Ms. Bruce reminisces about her first days at Havergal in 1999, her face lights up. Along with teaching in the Physical Education Department, she coached many teams. Her first year coaching swimming was memorable, as the team was without a pool for the first month of training—and the team won gold at OFSAA that year!

In 2006, Ms. Bruce was promoted to Head of Health & Physical Education and then to Dean of Students in 2010-2011. For the past two years, she has been the Head of Upper School. Among her many achievements, she led her department through the opening of the Athletic Centre in 2006 and helped to establish the Gay-Straight Alliance club.

Ms. Bruce will cherish her Havergal connections with students, Old Girls and colleagues and will miss the Havergal traditions, including Prayers, the Grad-Staff Dinner and Hockey Day, as well as the seasonal colour changes of the ivy that covers our walls. She adds, "My boys could never wear the Havergal kilt, but they will have the opportunity to wear kilts in Scotland!"



### Barb Macintosh

Starting as a Boarding Don with teaching responsibilities in 1989, Barb Macintosh went on to join the faculty, teaching Middle School Science and then Social Sciences. In 2001, Ms. Macintosh was promoted to Head of Social Sciences, and in 2006 assumed her current position as Director of Student Life.

Ms. Macintosh—or, as she is affectionately known to most, Ms. Mac—values the sense of community at Havergal, its tradition and its people, both within and beyond the ivy-covered walls. She speaks of students with respect and appreciation, and continues to be in contact with many Old Girls, including the eight School Captains with whom she has worked in recent years. "Havergal has been such an enriching experience," she says, noting she will particularly miss the community gatherings, the wonderful music and the beautiful campus.

A consummate collaborator, she is always looking at the big picture. From the early days of using the Lisa Hardie Woodland Trail as a classroom, to coordinating the Grade 9 Extension Project during the 1999 construction of the new Upper School wing, to leading a number of summer experiences, she appreciates the opportunities for hands-on learning.

In the fall, Ms. Mac will join St. Clement's School as Director of Student Life, leading the school's co-curricular and leadership programs. Although she has spent most of her professional life at Havergal, she adds: "I have to graduate too."



At the end of June, faculty and staff will gather at the annual Garden Party to celebrate employee milestones, as well as acknowledge those individuals who will be leaving Havergal for new opportunities. We appreciate their many contributions during their tenure at the school.

## SAVE THE DATE: Celebration Saturday 2013

**Saturday, September 28, 2013**

Celebration Saturday brings together the entire Havergal community in support of the school's community partnerships. Invite your extended family and friends to join us on this special day!





## ongratulations to the Class of 2013!

Celebrate the legacy of this graduating class by making a gift to the Class of 2013 Bursary.  
To donate, call Heather Colwell at **416.482.4703** or go online to [www.havergal.on.ca/support](http://www.havergal.on.ca/support).



We encourage you to take a few minutes to go online to view two new videos that celebrate the wonderful music program at Havergal.

### Highlights of A Festival of Lessons and Carols—

this video captures the essence of this special Havergal tradition. We encourage you to go back in time and listen to the beautiful singing of our choirs and take in the majestic atmosphere of St. Paul's at Christmas time.

**Music at Havergal**—the latest addition to our “Havergal Stories” video series features our School Captain for 2012-2013, Grace Woroch, and her connection to music.



To view our school videos, visit:  
[youtube.com/HavergalCollege](http://youtube.com/HavergalCollege)

## stay connected

There are so many ways to stay connected to Havergal. You can:



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# The Art and Science of Homework

..... By Lois Rowe, Vice Principal .....

Teaching is a complex profession. The possibilities and nuances present in every minute of the day are incredible. For this reason, teaching is often considered both a “science” and an “art.”

**As a science**, Havergal faculty seek the most effective strategy or approach—what we often refer to as “best practice”—to inform how curriculum is delivered and assessed in class. We also examine closely the nature of learning assigned as homework.

The majority of the research that draws correlations between academic performance (grades) and homework focuses on the amount of time spent on tasks (a “perfect” correlation is 1.00). Not surprisingly, ignoring all other variables the amount of time spent doing homework is positively correlated with achievement. Looking more closely, the strength of the correlation depends upon the grade of the students.

- For students in Grades 3 to 5, the correlation is zero.
- For students in Grades 6 to 9, the correlation is 0.07.
- For students in Grades 10 to 12, the correlation is 0.25.

## Correlation ≠ Cause and Effect

For example, in warm weather, people wear shorts. Wearing shorts will not result in warm weather.

As students get older, the correlation increases between time invested and academic success/improvement; however, there is a limit to the degree of improvement. Students in Grades 10 to 12 show a positive correlation with up to 1.5 to 2.5 hours of homework per night, and then their achievement begins

to decline; this is not surprising given what brain research is revealing about the importance of sleep in terms of academic success.

Time on homework is not the only variable related to academic success. Interestingly, as more variables are controlled in time-related studies, the correlation between time on homework and academic scores in some cases diminishes to zero. For example, when researchers control for motivation or ability, the correlation disappears. High achievers spend more time on homework and have higher scores. Low achievers spend less time on homework and have lower scores. Further, higher achieving students in these studies were more likely to take more challenging courses that require more homework.

**As an art**, Havergal faculty recognize the inherent complexity that each student is unique in her individual interests and learning style, while at the same time considering if the work is reflective of the learner in a group of learners. Science has informed our practice regarding what is considered to be pedagogically impactful homework and the importance of putting limits on the time spent on such tasks. When assigning homework, teachers consider:

- Does the student have the context or background for the work?
- Does the homework engage the unique interests of the student?
- Does the amount of homework required for a particular task result in thinking/learning?
- What is the level of complexity and degree of open-endedness, creativity or independence in the task?

One student in a class may quickly engage with tasks that allows for greater independence of approach, while another may struggle and begin requiring support or additional instruction in order to be successful. One student may be motivated by a task with a high level of complexity requiring a fluid understanding, while another is still developing an understanding of the elements of a concept. Both of these variables, as well as the distinct learning style of each student, will mean that some need more time and some less time on any given task.

The art and science of teaching encourages the school to be thoughtful, deliberate and transparent about homework practice. Based upon published “best practice,” the school established “Homework Practice at Havergal College” guidelines, which is published in *The Family Handbook* and *Student Agenda* (Upper School). ■





## Homework has many different purposes:

- To complete class work;
- To provide opportunities for practice in order to reinforce learning when the student can already independently perform the skills required to be successful; to reinforce previous learning; or to provide opportunities to reflect on learning to increase student retention and understanding of concepts;
- To prepare students for future lessons by giving them opportunities to reflect on their prior knowledge;
- To extend learning by giving students opportunities to deepen their understanding and relate their learning to the real world;
- To support the development of good work habits;
- To build a sense of independence and personal responsibility;
- To reinforce the attitude that learning takes place both inside and outside the school.

## Havergal's Homework Guidelines:

- No homework will be assigned on scheduled holidays and long weekends;
- The amount of homework assigned to students will vary depending upon their age, as the time spent on homework must be balanced with other interests;
- Teachers will provide students with guidance on the type of homework assigned. The length of time required for homework will vary with the grade and the student:
  - Kindergarten: there is no homework assigned to kindergarten students; parents are encouraged to read to their daughters regularly and to discuss the day's learning.
  - Grades 1 to 6: homework assigned in the early grades most often takes the form of reading, discussing the day's learning and the completion of work. This homework should take no longer than 20 minutes.
  - Grades 7 to 8: homework assignments in total should not exceed one hour per day.
  - Grades 9 to 12: homework assignments in total should not exceed two hours per day.



## Five Myths about Homework

1. The role of school is to extend learning beyond the classroom.
2. Intellectual activity is intrinsically more valuable than non-intellectual activity. In other words piano lessons, soccer practice or independently finding something to do is less important than school assigned homework.
3. Homework teaches responsibility: the "Homework Inoculation Hypothesis" – *for a substantial portion of our students, the experience of constantly facing routine homework assignments in the name of developing "good homework habits" during the early elementary years has a perverse effect on later attitudes toward truly important homework.*
4. Lots of homework is a sign of a rigorous curriculum.
5. Good teachers give homework; good students do their homework.



Urban Elegance was an unforgettable evening shared by parents, Old Girls and friends of the school to raise funds for the new Outdoor Learning Playspace in the Junior School, a state-of-the-art pool timing system and upgrades to the Learning Support and Science Lab spaces in the Upper School. The school is enormously grateful to all its Gala volunteers and donors who made this special night possible. Particular thanks to our Emcee Pauline Chan 1983, our live auctioneer Hal Hannaford and our incredible entertainers Eleanor McCain and Sean Jones for lending their talents to the superb evening!

## Thank You

### Gala Committee

Laurie Ogilvie Melbourne 1990,  
Co-Chair  
Loree Meneguzzi, Co-Chair  
Lisa Assaf  
Ildiko Battista  
Lynda Budd  
Lindsay Whyte Berry 1985  
Sophia Crenian

Kevin Daley  
Sikin Dharamshi  
Anne Langford Dotsikas 1983  
Catriona Ferguson  
Laurie Foote  
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Smythe les Vestes



For more Gala photos, visit [www.havergal.on.ca/urbanelegance](http://www.havergal.on.ca/urbanelegance)

# Reunion Weekend 2013



**Saturday, September 28 & Sunday, September 29**

Havergal is pleased to welcome back all Old Girls to Reunion Weekend 2013! This special weekend provides a great opportunity to reconnect with friends, classmates and former teachers, relive old memories and create some new ones!

Join the entire Havergal community with your family and friends on Celebration Saturday for a chance to tour the school, drop in at the Old Girls Hava Java Coffeehouse, cheer on or participate in sporting events and shop, eat and have fun! Please also attend the Old Girls Chapel Service on the Sunday of Reunion Weekend.

Special events have been planned for the honoured years ending in '3 and '8, who are celebrating milestone anniversaries.

## Reunion Weekend Events for All Old Girls at HC

**Celebration Saturday**  
SATURDAY, SEPTEMBER 28

- Old Girls Hava Java Coffeehouse
- Old Girls vs. Students Sports Games

**Old Girls Chapel Service**  
SUNDAY, SEPTEMBER 29  
11:00 am – 12:00 pm

## Reunion Weekend Events for Honoured Reunion Years at HC

**Reunion Years Cocktail Party**  
SATURDAY, SEPTEMBER 28  
5:00 pm – 7:00 pm

**50<sup>th</sup> Reunion Luncheon for the Class of 1963**  
SUNDAY, SEPTEMBER 29  
12:30 pm, Ellen Knox Library

For more information, call 416.480.6524 or email [clawson@havergal.on.ca](mailto:clawson@havergal.on.ca)

### Reunion Weekend 2012:

1. Old Girls at the Reunion Years Cocktail Party
2. Old Girls sing *40 Years On*
3. Old Girls vs. students basketball game
4. Old Girls Chapel Service

# Reunion Year Class Events

Your Class Rep and Reunion committees are planning events to bring your class together so that you can see familiar faces and renew old friendships. We will send you more details regarding Reunion Weekend, your class event and how to RSVP for activities when we mail invitations in July (Classes of 1943 to 1978) or email invitations in mid-August (Classes of 1983 to 2008).

## Class of 1948 (65<sup>th</sup> Reunion)

The Class of 1948 has a list of functions: a luncheon (cost \$40) at 12 pm on Saturday, September 28 at the Badminton and Racquet Club, followed by the Reunion Years Cocktail Party. On Sunday, September 29, there will be a sandwich lunch (cost \$30) at the home of Margie King Huycke at 12:30 pm, following the Old Girls Chapel Service. **Contact:** Margie King Huycke 416.481.2116 [goody4paws@rogers.com](mailto:goody4paws@rogers.com) or Pat Millidge Roberts 416.486.7632

## Class of 1953 (60<sup>th</sup> Reunion)

The Class of 1953 is planning a luncheon on Saturday, September 28 at the Badminton and Racquet Club. More details to come. **Contact:** Nancy Turville Bongard [ianbongard@yahoo.ca](mailto:ianbongard@yahoo.ca), Jill Bartlett Colley [jcods@rogers.com](mailto:jcods@rogers.com) or Chesley Pratt Rees [cmrees@rogers.com](mailto:cmrees@rogers.com)

## Class of 1958 (55<sup>th</sup> Reunion)

The Class of 1958 is currently planning its 55<sup>th</sup> Reunion. More details to come. **Contact:** Di Hume Ward 905.473.1633 [d.ward@xplornet.com](mailto:d.ward@xplornet.com)

## Class of 1963 (50<sup>th</sup> Reunion)

Karen Magee Pape has graciously offered her house for the Class of 1963's Saturday dinner, which will take place immediately following the Reunion Years Cocktail Party. More details to come. **Contact:** Luba Frastacky 416.920.3744 [luba.frastacky@utoronto.ca](mailto:luba.frastacky@utoronto.ca)

## Class of 1968 (45<sup>th</sup> Reunion)

The Class of 1968 will meet for dinner at Rossini Restaurant (1988 Avenue Road) immediately following the Reunion Years Cocktail Party. More details to come. **Contact:** Vicky Dunbar Koudstaal 416.901.7771 [vkoudstaal@gmail.com](mailto:vkoudstaal@gmail.com)

## Class of 1973 (40<sup>th</sup> Reunion)

The Class of 1973 is calling all gals who don't feel a day over 29 (that should be the entire feisty Class of 73). It's time to travel down memory lane, reconnect with old classmates, check out the old haunt, then boast and whine about those 40 après years over dinner. Attendance is a "stainless steel" must for this group. Feast at Lollywood = \$50. Stories and laughter = priceless! **Contact:** Lolly Gillen 416.730.9111 [lollyg@rogers.com](mailto:lollyg@rogers.com)

## Class of 1978 (35<sup>th</sup> Reunion)

The Class of 1978 is currently planning its 35<sup>th</sup> Reunion. More details to come. **Contact:** Tatiana Jaciw Kowryga 416.253.1986 [tatiana@interexcanada.ca](mailto:tatiana@interexcanada.ca) or Eden Oliver 416.483.2855 [olivere@bennettjones.com](mailto:olivere@bennettjones.com)

## Class of 1983 (30<sup>th</sup> Reunion)

The Class of 1983 invites you to come to a celebration worthy of three decades! After enjoying the Reunion Years Cocktail Party, join them for dinner at Riz North, 3321 Yonge Street. On Sunday, September 29, the group is planning a family brunch at the home of Anne Langford Dotsikas (cost TBD). Join their Facebook group event page "30<sup>th</sup> Reunion Weekend of Class of 1983" and make sure your contact info is up to date on the Havergal Old Girls Portal at [www.havergal.on.ca/oldgirls](http://www.havergal.on.ca/oldgirls). Feel free to send your ideas to your 30<sup>th</sup> Reunion Team! **Contact:** Naomi Sedgwick Schafler 416.486.0333 [schafler@sympatico.ca](mailto:schafler@sympatico.ca), Karen Jewett Allen 905.877.0062 [tkallen@sympatico.ca](mailto:tkallen@sympatico.ca), Anne Langford Dotsikas [dots4@rogers.com](mailto:dots4@rogers.com) or Janet McAlpine Nestico 416.485.0885 [janetnestico@rogers.com](mailto:janetnestico@rogers.com)

## Class of 1988 (25<sup>th</sup> Reunion)

Join the Class of 1988 for dinner at 7 pm (immediately following the Reunion Years Cocktail Party). Location and cost TBD. The unofficial theme for our event is "Rediscovery." We hope that you will come back to rediscover each other and our remarkable school. **Contact:** Angela Meharg 416.706.2199 [angela.meharg@rogers.com](mailto:angela.meharg@rogers.com) or Lillian Tang Smith 416.516.8211 [lillsmith@rogers.com](mailto:lillsmith@rogers.com)

## Class of 1993 (20<sup>th</sup> Reunion)

Plans are underway for celebrating the Class of 1993's 20<sup>th</sup> Reunion! More details to come. **Contact:** Andrea Racansky Thomson 613.809.8087 [andrea.thomson@nac-cna.ca](mailto:andrea.thomson@nac-cna.ca) or for more information visit <http://hcclassof93.wordpress.com>

## Class of 1998 (15<sup>th</sup> Reunion)

Weekend plans are underway to celebrate the Class of 1998's 15<sup>th</sup> Reunion. More details to come. Please follow the "Havergal College Grads 1998" group on Facebook or email [havergalgrads98@gmail.com](mailto:havergalgrads98@gmail.com). **Contact:** Amanda Karahanas [amanda.karahanas@gmail.com](mailto:amanda.karahanas@gmail.com)

## Class of 2003 (10<sup>th</sup> Reunion)

Join the Class of 2003 at Scallywags (11 St. Clair Avenue W) immediately after the Reunion Years Cocktail Party. Organizers have reserved the front/top patio. Cost is cash and carry only. Each person can order food and drink as they wish. **Contact:** Jordan Hartkorn 416.579.6041 [jordan.hartkorn@gmail.com](mailto:jordan.hartkorn@gmail.com), Jennifer Lui [jennifer.y.lui@gmail.com](mailto:jennifer.y.lui@gmail.com) or Laura Stoll Womersley [laura.stoll.womersley@hotmail.com](mailto:laura.stoll.womersley@hotmail.com)

## Class of 2008 (5<sup>th</sup> Reunion)

Join the Class of 2008 at Safari Bar & Grill immediately after the Reunion Years Cocktail Party. Cost TBD. **Contact:** Carolyn Gooderham 647.986.3107 [carolyn.gooderham@gmail.com](mailto:carolyn.gooderham@gmail.com)

**Community Events and Calendar:** To view a list of community events at Havergal for the rest of the school year, visit [www.havergal.on.ca/OGevents](http://www.havergal.on.ca/OGevents) for Old Girl events and [www.havergal.on.ca/schoolcalendar](http://www.havergal.on.ca/schoolcalendar) for school events.



## Havergal Grandchildren's Party

**MARKING OVER 100 YEARS OF CELEBRATION**

**Thursday, May 30, 2013  
4:00 pm to 6:00 pm  
Havergal College Upper School**

Celebrate more than 100 years of tradition! The Havergal Grandchildren's Party was started in 1910 by Havergal's first Principal Ellen Knox for Old Girls and their descendants. The event is an opportunity for Old Girls, their children, grandchildren and great grandchildren (girls and boys) to visit the school for an afternoon of exciting activities including games, music, pony rides, critters and treats!

Let us know you're coming! RSVP to Helena Follows at 416.482.4706 or hfollows@havergal.on.ca.



## "Gators and the City 2"— a Young Alumnae Event

**Thursday, June 20, 2013  
7:00 pm to 10:00 pm  
Riz North (upstairs) at 3321 Yonge Street (Fairlawn Avenue)**

Calling all 2007-2012 Old Girls: save the date, hire a babysitter and plan to attend Gators and the City 2! Enjoy great food, catch up with old friends, relax and have fun!

To register, contact Christine Lawson at 416.480.6524 or clawson@havergal.on.ca.



## Old Girls Annual Dinner 2013

**Save the Date:  
Wednesday, October 23, 2013  
6:00 pm, Havergal College**

You are invited to join us for this special evening as we honour recipients of the Havergal Old Girls Life Achievement Award and the Susan Ditchburn Young Alumna Award, and recognize the contributions of our Class Representatives.

For more information please contact Helena Follows at 416.482.4706 or hfollows@havergal.on.ca.

## Old Girls— Share Your News

It's time to think green and gold and share your news with your fellow Old Girls in the 2014 *Chronicle*! Tell us what's new—share your milestones, health updates, volunteer pursuits, career moments, travel highlights and achievements or surprise us! Your classmates want to hear from you!

Send your news via email to [clawson@havergal.on.ca](mailto:clawson@havergal.on.ca) or by fax to 416.483.6204.

*Remember: pictures say a thousand words, so if you have photos to share please send them to the Old Girls Office at Havergal College, 1451 Avenue Road, Toronto, ON, M5N 2H9 or email to [clawson@havergal.on.ca](mailto:clawson@havergal.on.ca). Please identify the Old Girls in the photo and mark your name and year on the back of the photos if they are to be returned.*

## The Havergal Old Girls Online Community



*Keeping US Connected  
Beyond the Ivy*

[www.havergal.on.ca/oldgirls](http://www.havergal.on.ca/oldgirls)



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**Thank you**

Questions? Contact: Advancement & Community Relations, **416.482.4703** or  
[annualgiving@havergal.on.ca](mailto:annualgiving@havergal.on.ca)

The fiscal year at Havergal College runs from July 1, 2012 to June 30, 2013  
Cheques can be mailed to: 1451 Avenue Road, Toronto, Ontario M5N 2H9



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2012-2013

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Of knowing that place will be with you  
for a lifetime.

Of friendships found at unexpected moments

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