Teaching for the 21st century

Good teachers make a positive difference in the lives of young people, and many adults can recall particular teachers who helped them to develop their individual talents, or consider career options or life paths. If our 21st century teachers are to continue to make a positive difference, schools must continue to enhance teacher professionalism and to reflect deeply on all key aspects of teaching and learning.

There is a growing body of research about teaching and learning, and we have moved a long way from the autonomous teacher in the classroom, standing in front of a class and imparting his or her knowledge. We have also moved away from a perception of students as passive recipients of knowledge, without an active role in the learning process. Teaching is no longer about filling up empty vessels – our students – with content from our subjects, but is about engaging our students in study. Mrs Winchester, who despaired over my maths. We didn’t use the term study. Miss Kennedy, who taught me how to memorise Latin and the finest values of integrity, fairness and putting others before oneself. Miss Warner, who inspired. He further defines teacher expertise and the key characteristics of ‘expert teachers’.

Expert teachers, he writes in Visible Learning for Teachers: Maximising Impact on Learning (2012), have ‘high levels of knowledge and understanding of the subjects that they teach’ and are able to:
• guide learning to desirable surface and deep outcomes
• successfully monitor learning and provide feedback that assists students to progress
• attend to the more attitudinal attributes of learning (especially self-efficacy and mastery motivation).

The Australian Government, like governments around the world, is giving attention to the education that we must provide to our children and young people in order to ensure that they are equipped to meet the demands of life in this increasingly complex century, and capable of making a contribution not only in their own society but also in a global context. The Australian Institute for Teaching and School Leadership’s (AITSL) has been established to lead national efforts to improve student learning outcomes for all students, so as to be in a position to enhance learning for all learners requires teachers to be highly committed, thoroughly prepared, continuously developed, properly paid, well networked with each other to maximize their own improvement, and able to make effective judgments using all their capabilities and experience’ (Professional Capital: Transforming Teaching in Every School, 2012).

At Lauriston, professional learning is a core focus for our teachers, as collaboration. Teaching is a complex activity, and teachers do not work in isolation. A key theme in current educational research is the value of teacher collaboration and the opening of classrooms so that colleagues can observe each other’s teaching practice and provide valuable feedback.

Research findings show that teacher collaboration – which includes the shared development of work for students; discussion about individual students’ progress; analysis of student performance; the sharing of strategies for improvement of student outcomes; and the sharing of resources – can make an important contribution to the teaching and learning process. At Lauriston, high levels of collaboration are evident in both. Junior School (see article on page 5) and Senior School. In addition, we encourage support for individual teachers through the opening of classrooms so that teachers can observe each other.

We also ask our teachers to participate in learning groups, which are focused on specific elements of the School’s Strategic Plan. These learning groups have to date undertaken a wide range of tasks, including reviewing curriculum, developing new programs, trialling and implementing our new online learning management system (see overleaf) and reviewing transitions at key year levels.

Learning groups enable us to use a distributed leadership model, whereby teachers who have expertise and interest in a curriculum area that is under review can lead the investigation and review process. They can thus become part of change and be part of the implementation of new initiatives at the School, while also participating in professional learning.

To critically reflect on one’s teaching, so as to be in a position to enhance learning outcomes for one’s students, is a significant task for teachers. At Lauriston, our teachers’ active commitment to the continuous re-evaluation of their practice is observable in the dialogues between teachers, whether in formal or informal settings, that take place throughout the School every day. Our teachers’ capacity for collaboration, and their openness to change, is just as evident in their participation in our learning groups – where the focus is squarely on curriculum, student learning, and teaching methods that will deliver the best possible outcomes for our young women.

Susan Just
Principal
‘Just Moodling …’

‘What’s Moodling?’ I hear you ask. ‘Is it something like doodling?’

Well no, not really.

‘Moodling’ simply means using Moodle, a respected and widely adopted web-based learning management system (LMS). Now in use at Lauriston, Moodle provides an electronic platform for learning documentation and other learning resources, and has the potential to simplify and streamline, for the benefit of all of our students and teachers, learning-related communications within the School community.

So what does a learning management system look like? It is less complicated than it sounds – Moodle is a bit like a classroom version of Facebook. Teachers using Moodle can upload an array of learning materials, including lesson plans; learning tasks or activity sheets; readings; and links to other study resources, such as videos, audio files, and images. Students are then able to access these various materials online (parents can access Moodle via their daughter’s login protocol). Moodle is a fantastic resource for students who need to be absent from school because of illness or travel commitments, or for other reasons. They can simply log in to Moodle and catch up with the work they have missed. Being away from school no longer has to mean anxiety about falling behind. And one of the best things about Moodle is that it can be accessed from anywhere in the world!

Another advantage of Moodle is that it can be used to create forums where students can continue to discuss with their classmates and their teacher, ideas explored in a particular lesson or series of lessons. Teachers can post additional resource material in response to student questions. Moodle is thus truly interactive as it enables the extension of learning beyond the classroom, for all students.

In addition to hosting lesson content and related resource material, and facilitating online discussions, Moodle features various administrative functions that teachers can use to assist students to remain on track with their learning. For instance, tips on how to approach assessment tasks, as well as reminders about due dates, can be sent to students as email messages delivered through Moodle. Moodle is also able to log the dates on which students submit their work, and so provides teachers with a useful tool as they monitor student learning and achievement.

Lauriston teachers piloted Moodle in 2011, and the system was adopted by all of our Senior School teachers earlier this year. Our new learning management system is already proving successful and was used effectively by students revising their class work in preparation for end-of-year examinations. Now the question most commonly heard around Senior School is not ‘What is Moodle?’ but ‘How did we manage before we had Moodle?’

Nene MacWhirter
Deputy Principal / Head of Senior School

A setting for unique teaching and learning opportunities

The truly remarkable aspects of working at Howqua include the variety of teaching spaces available, the creative ways in which our staff make use of the beautiful natural environment in which the Howqua campus is situated, and, of course, the learning opportunities – many of which could never be duplicated in an urban setting – that we are able to offer our Year 9 girls.

We are fortunate to have access to a natural environment that is characterised by diversity. ‘The Flat’ (the land below the buildings on our campus), the Howqua River and Mount Stirling all provide unique learning opportunities. A major project of the Howqua year is a biodiversity study that the students undertake on campus; the project requires the use of Google Maps, and spans two subjects – Environmental Science and Humanities. The students also observe the effects of erosion at Wild Dog Creek, and see how this erosion is being managed; measure the water quality and flow of the Howqua River, and complete a study of the effects of altitude on the vegetation found on Mount Stirling. These projects are additional to the activities offered by Howqua’s outdoor program. The amount of learning and teaching that takes place in the course of the outdoor program is sometimes underestimated, because the learning occurs outside the traditional confines of the classroom. Our outdoor program is in fact experiential education at its very best, with the students learning about decision making, communication, leadership, personal responsibility, peer relationships, and group dynamics; acquiring outdoor skills; and learning about and building resilience and physical fitness.

Some of what the girls learn is of a very practical nature. Following the completion of each outdoor program activity, the students join their teachers for an extensive debriefing session. Debriefings are a forum at which the girls’ experiences in the outdoors are discussed in depth, as are the lessons learned; if you do not put your tent up properly you will probably get wet overnight; not inflating your sleeping mat leads to a poor night’s sleep; not preparing and cooking proper meals means you are going to be hungry in the morning, and lacking in the energy you will need for the day ahead …
Teaching in Junior School: A changing paradigm

The teaching profession continues to evolve in response to the challenges associated with educating our children and preparing them for their future in a rapidly changing world. Part of our mandate as teachers is to keep abreast of significant research around ‘the science of teaching,’ in order to ensure that we engage, and remain relevant to, today’s children.

In many areas of education, teachers have habitually done most of their work in isolation, cut off from the support of colleagues. Working in isolation – with classroom doors closed, and with individual teachers operating according to their own ‘private’ business models – has become the professional norm.

If we are to prepare students to succeed in the 21st century, we must acknowledge that no one person can or should take on this crucial task without the support and benefits of collaborative work. As the authors of a report prepared for the National Commission on Teaching (US) in 2005 have argued: ‘The most persistent norm that stands in the way of 21st century learning is isolated teaching. … Transforming schools into 21st century learning communities means recognizing that teachers must become members of a growing network of shared expertise’ (Induction into Learning Communities, 2005). The staff in Louise’s Junior School have worked tirelessly, over a number of years, to ‘deprivatise’ their practice.

As a result, we have moved away from the norm of isolation to a new norm: collaboration.

At all year levels, our staff now work in collaboration with each other. Many effectively ‘team teach’. Team-teaching is the ultimate experience in shared and collaborative teaching practice. This increasingly popular model sees teachers share ideas and expertise; critique each other’s work; and problem solve collaboratively; seek each other’s views on individual students’ progress; discuss student work; and jointly plan content – all with a view to constantly improving their teaching and, above all, to enhancing outcomes for the children in their care.

For the staff who teach our Year 5 and Year 6 students, collaboration has led to the development of strategies to ensure that all students have the opportunity to access and move through curriculum at a pace appropriate to their individual needs. The staff regularly meet to share student data and to discuss and reflect upon how effectively they are meeting the needs of each and every student.

This kind of team-based approach to teaching and learning is a powerful means of achieving improved student outcomes. It also fosters in our young learners a strong sense of learning as a shared experience.

As teachers, but, more importantly, as a community of learners, we look forward to increasing our own professional capacity as we work together, in close collaboration, to provide excellence in all aspects of our work with the children in our care.

Ann Hooper
Deputy Principal / Head of Junior School
A beautiful noise: Innovative teaching in our Kindergartens

At the beginning of each year, the educators in Lauriston’s Kindergartens decide on a ‘big idea’ that will become the basis for a learning project in which all of the children will participate. This year we were inspired by the words of the Neil Diamond song ‘A Beautiful Noise’. Whenever visitors walk through our Kindergartens they hear beautiful noises everywhere as the children learn, interact with each other, play, and explore their environment.

The idea of a whole-Kindergarten response to a single theme takes its inspiration from the schools of Reggio Emilia in Italy. This concept calls for a team approach to learning – one that involves the whole community. The community works together on one theme, and then the project might unfold. Here the focus was on the learning that would occur as the children further explored the concept of ‘a beautiful noise’ and the meanings that it held for them, both individually and as part of a group.

In 2001, Carla Rinaldi, a leading proponent of the Reggio Emilia approach, wrote: "How can we help children find the meaning of what they do, what they encounter, what they experience? And how can we do this for ourselves?" (Making Learning Visible, 2001).

These questions are particularly relevant to our whole-Kindergarten learning project. As the children began to think more deeply about beautiful noise, and the forms it might take, our highly skilled staff gave them every opportunity to freely express their ideas. The staff, in turn, learned from and moved with the children’s ideas and imaginings.

The richness of the Beautiful Noise project lay in the incredibly different imaginings that the children came up with, and in their collaborative contributions in their groups. In our four-year-old Kindergarten, the Koalabu Group listened to the noise of friendship, discussed it, and decided how to represent it visually; the Lyrebird Group did the same for noises in their environment; the Wombat Group focused on music. The Dolphin Group was inspired by a nest of mice discovered in the garden; the children were able to watch the mice through the window and listen to the noises they made.

For some of our three-year-olds, it was the noises made by wild animals that caught their imaginations; for others, it was the sounds of the weather.

How could eight groups of children bring such a diversity of understandings to the same concept? We were constantly amazed by the children’s rich thoughts, imaginings and ideas, which they verbalised through discussion, and visualised through drawing, painting, or making three-dimensional forms, using clay, plasticine or recycled items.

As a project such as A Beautiful Noise unfolds, it is flexible and innovative teaching that guides its progress and ensures the relevance of the children’s learning. Through constant reflection, we as educators determine how learning is occurring – the process will be different for every child – and how we can best encourage the children to be the very best they can be. As educators, we are influenced by the theories of the pioneering developmental psychologist L. S. Vygotsky, who talks about the ‘zone of proximal development’ – the distance between a child’s existing capabilities and the capabilities attainable by the child when guided by adults (or by peers).

Our central job as teachers is to activate, indirectly where possible, the meaning-making competencies of the children. We must endeavour to capture the integral moment and then to find the right approach so that fruitful dialogue can occur and the children’s meanings and interpretations can be gathered and documented. As Vygotsky reminds us, thought and language operate together in the generation of ideas, the planning of an action, and then in the execution of that action, and discussion of it.

Our whole-Kindergarten learning project is not about art; it is about the complex process of knowledge building as the children, supported by their teachers, create meaningful understandings and connections. Building knowledge in this way is central to the Reggio Emilia approach. ‘What children learn does not follow as an automatic result from what is taught. Rather, it is in large part due to the children’s own doing, as a consequence of their activities and own resources’ (Loris Malaguzzi, in The Hundred Languages of Children, 3rd edition, 2012).

Fiona Ireland
Co-Director of Kindergartens
New ways of seeing, new ways of making

Kate’s studies in Communication Design, and her work in the field of graphic design, have equipped her with a high level of knowledge about, and expertise in, the new and emerging technologies that our Visual Arts / Visual Communication students will eventually need to master.

Kate is committed to sharing with her students her love for design. In the classroom, she creates a vibrant and positive environment and encourages the students to develop their skills through the use of a range of traditional and digital media.

Kate sees Melbourne as a hub for art and design. ‘Melbourne has such a rich artistic culture and there are always events, markets, workshops, exhibitions and installations around the city that promote and celebrate contemporary artists and designers,’ she says. Kate encourages her students to explore art and design in Melbourne, visit galleries, follow trends in furniture design and interior design, and read The Design Files Daily – a blog on contemporary artists and designers and what they are creating.

The 2012 Year 11 Visual Communication students were given a very real opportunity when they were invited to work with the operators of a local eatery, Baby Blue Café, to revamp the business’s branding. Exploring such concepts as ‘taste’, ‘sight’ and ‘daily harvest’, each student developed a brief, backed up by research, for design concepts that communicated a fresh and seasonal creative direction, branding, visual merchandising, industrial and product design, interior design, architecture, film, multimedia, animation, publishing, and photography – just to name a few. Lauriston graduates who studied Visual Arts or Visual Communication at school have been inspired to pursue careers in all of these areas, as well as in the visual arts, marketing, and event management.

‘We believe that the reason a number of our students decide to pursue creative careers is the artistically stimulating environment Lauriston provides,’ says Kate Murray.

All teachers within Lauriston’s Arts Faculty are constantly updating their skills and seeking new ways of engaging students. Both Kate and the School’s Head of Arts, David Morrison, are members of the Council of Visual Communication Victoria, which meets once a month to discuss, among other matters, how schools can effectively introduce new curriculum initiatives in Visual Communication. Both Kate and David also run professional development presentations at conferences for Visual Communication teachers.

In Junior School, Terry Abraham is encouraging our younger girls to look at art in a different way.

So as to bring additional depth and intellectual content to the girls’ learning, Terry links this learning, wherever possible, to an artist, a culture, or a historical context. For example, if the girls are learning about paper, they explore issues such as the origins of paper, or the origins of art forms such as origami. Thus gaining insights into specific cultures and the modes of creativity that they have developed.

Terry believes that this approach assists the girls to establish a closer connection with the art they study, to recognise that art is made by everyday people, and to understand that they themselves can create art and become artists.

‘In Term 3 I focused on Japanese artist Yayoi Kusama,’ says Terry.

‘She is a great example of a female artist who is working well into her eighties, yet is still considered to be very current. Girls from Prep through to Year 5 were exploring Kusama’s artworks and using these works for inspiration.’

Terry had the girls explore aspects of Kusama’s art such as her use of eye motifs, faces in profile, dots, circles, triangular shapes, and borders, as well as her use of colour. The students also had to really think about what makes her style unique. They responded to Kusama’s work by creating their own artworks, utilising some of her techniques but bringing their own personal flair and creativity to their pieces.

‘I’ve been very impressed with the girls’ ability to recognise Kusama’s techniques and style, as well as their ability to recognise Kusama in everyday life,’ says Terry.

‘Kusama has recently collaborated with Louis Vuitton to produce a spot-covered capsule collection that includes shoes, handbags, shirts, skirts, sunglasses and other accessories, all featuring her signature dots.

‘I was amazed that many of the girls returned from the September school holidays and said they had seen and recognised Kusama’s art in the windows of various Louis Vuitton stores, some of them overseas.’

Terry’s classes often include ‘Walk and Talk’ – an activity whereby the girls are asked to walk around the classroom, choose a piece of work they like, and then say three positive things about it.

‘I encourage the girls to analyse the styles used, and comment on various aspects, such as the use of shape, patterns or limited colour,’ Terry says.

Katie Garrett
Communications Officer
Music is a pursuit where the lessons never end. Musicians constantly reflect on and refine their skills in order to maintain and develop their practice, and many of Lauriston’s instrumental/vocal music staff, as well as some of our classroom staff, work as professional musicians within Melbourne’s busy arts scene.

Our percussion teacher, Craig Beard, has performed for many years with the jazz ensemble Frock. Frock, which was formed in 1995 and incorporates the distinctive combination of vibraphone, accordion, guitar bass and drums, has released a number of CDs and has toured both Australia and Europe. This year, Craig has chosen to refine his orchestral percussion skills by accepting engagements with various orchestras and has performed both orchestral and opera repertoire throughout 2012. His readiness to continue his exploration of his craft, in the most practical sense, exemplifies an important lesson that we wish to teach our students: that being a musician is a lifelong journey – a journey that can continue to enrich and reward, well beyond one’s school years.

Craig’s Percussion Ensemble is always a highlight of our Annual Concert. The ensemble has performed Brazilian and other Latin American music, as well as Japanese music, and the girls have even used brooms and chairs as their instruments! Craig’s repertoire choices vary from year to year so that, over time, the girls are exposed to an enormous variety of melodic, rhythmic and stylistic differences. Every new piece builds on the students’ existing knowledge, and as a result the girls are able to consolidate both their understanding of music and their performance skills.

Craig focuses on encouraging the girls to perform with determination and passion; performances can only be dynamic when musicians approach the stage believing in themselves and in the music they are about to play. Over the past three years, we have been thrilled with the growth in the numbers of string students at our Prep to Year 2 campus, Blairholme. Ursula Rowe has been instrumental in creating the exciting violin vibe at Blairholme; her positive manner and her encouragement of all Prep-2 students have shaped an environment where the girls see learning an instrument as a fun thing to do, as well as something that can achieve wonderful results.

The girls adore playing the violin, and the majority study violin with Ursula or with Paula Lee, an Old Lauristonian, who also teaches violin at Blairholme. In recent times Ursula’s Blairholme String Group has nearly tripled in size, with its membership expanding from eight young players to twenty-two! The String Group performed a number of times this year, at assemblies and concerts, and its performances have been greatly enjoyed by students, staff and parents.

As we will have nine experienced violinists in Year 3 next year, we have decided to make some changes to the Junior string program, which forms part of the Music curriculum for all girls in Year 3. A concurrent program for the experienced violinists will provide them with extension activities during their group lessons, and these girls will also serve as mentors to their peers during Orchestra rehearsals. The experienced girls will continue as usual with their individual lessons, where they will continue to develop their reading, technical and musical skills.

The interactive data projector installed in Music Room B has allowed us to offer our students a number of exciting new composition projects in the classroom, and to incorporate composition and improvisation into the curriculum we offer our extension students. We are thrilled that we can now engage the extension groups through the use of music technology activities that will allow them to explore music in a way that truly encourages freedom and creativity.

Kellie Ryan
Director of Music
During the June–July holidays, five Year 11 girls and one staff member set off on what would be a journey of a lifetime to a remote Western Australian station – Noonkanbah.

Before we left Melbourne, Ms Hammonds and Mr James gave us the necessary information with regard to Aboriginal life and customs. There is one tradition where members of the community must change their names if someone with that same name has recently passed away; some of the Lauriston groups who have visited Noonkanbah have had one name change – we had two!

The trip to Noonkanbah was an experience in itself; as well as clocking up about seven hours in flying time, we spent another six hours on the hot and dusty roads of WA. By the end of our car trip we were all decidedly exhausted (having gorged ourselves on chips and gotten a little lost), but Noonkanbah Station was well worth the wait. As soon as we passed through the gates we were welcomed by the joyous smiling faces of a group of small children jumping on a trampoline with the incredibly infectious energy of a group of small children jumping on a trampoline with the incredibly infectious energy of a group of small children jumping on a trampoline with the incredibly infectious energy of small children jumping on a trampoline. We were completely taken aback by the energy and enthusiasm of the children, and the joy we felt at being welcomed into such a warm and welcoming community.

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The days at Noonkanbah seemed unique and exhilarating adventures. Every day at Noonkanbah brought new experiences and activities. Each morning, the air raid siren–like school bell would ring and we would set off to Kulkarriya Community School, where we were always invited to participate in pre-class skipping or basketball with the kids. This was particularly enjoyable as we were able to establish relationships and get to know the wonderful Noonkanbah community, who treated us like family, and we them too. Before lunch we often helped the children in class; this one of us found this especially rewarding, as we were able to help them establish skills for life such as reading and arithmetic. Each afternoon at Noonkanbah was always memorable different from the last, but, no matter where we were, we girls always ensured that we made it back to the general store for our obligatory 3.00 pm Cornetto ice creams.

The nights at Noonkanbah seemed to pass at the speed of light and before we knew it, we were boarding our return flight back to a cold and gloomy Melbourne. We girls would like to warmly thank the School for giving us this rare opportunity to connect with the original owners of our land and exchange our similar, yet different, cultures with one another. In particular, we would like to thank Mr James for accompanying us on the trip and providing us with many fun memories and precious pieces of knowledge.

Noonkanbah justice – it was home, a life-changing experience doesn’t do the night there was an abundance of exciting chatter about what the next week was about to bring. Every day at Noonkanbah brought unique and exhilarating adventures. Although each day was different, we would generally wake around 7.00 am and enjoy breakfast in our house. Soon after, the air raid siren–like school bell would ring and we would set off to Kulkarriya Community School, where we were always invited to participate in pre-class skipping or basketball with the kids. This was particularly enjoyable as we were able to establish relationships and get to know the wonderful Noonkanbah community, who treated us like family, and we them too. Before lunch we often helped the children in class; each one of us found this especially rewarding, as we were able to help them establish skills for life such as reading and arithmetic. Each afternoon at Noonkanbah was always memorable different from the last, but, no matter where we were, we girls always ensured that we made it back to the general store for our obligatory 3.00 pm Cornetto ice creams.

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Wards cannot express the excitement that our group felt when we were finally reunited with some of the Noonkanbah girls a couple of weeks ago. Even though it was only a few days, the hours that we spent with our friends from Noonkanbah brought a well-deserved, relaxing and enjoyable break from the business of Term 4 and filled our hearts yet again with sweet, unforgettable memories.

Although we are thousands of kilometres away from Noonkanbah, each one of us will always have a piece of this special, peaceful and happy place in our memory and, even more so, in our hearts. Thankfully, we are in regular contact with the children, exchanging phone calls and letters and always, without doubt, dreaming of the time when we may meet again. To say that it was a life-changing experience doesn’t do Noonkanbah justice – it was home, and will be forevermore.

Emily Buckland, Tracey Chau, Alexandra Jeunieiwic, Ashley Moorhead & Lucy Yang (Year 11)

England and Scotland netball tour 2012

Venturing beyond the school playing field on school sports tours can be one of the most inspiring activities for young athletes. It provides students that have a passion for sport the opportunity to push their skills to the limit and experience international sporting culture while expanding their knowledge of the world and their status as well-rounded individuals. Whether they are aspiring sports stars or fans of the game, the chance to compete in an international setting can be a particularly galvanising experience.

This year, Lauriston was able to provide students with the opportunity to play netball against like-minded schools in England and Scotland. A very excited group of fourteen Year 10 and Year 11 girls and two staff travelled extensively throughout the United Kingdom visiting various sites, playing many matches and forming new friendships along the way.

Our first stop was the seaside town of Eastbourne, where we played our first match, against Eastbourne College. Perhaps our jet lag got the better of us in these games, as both teams unfortunately went down to the opposition. However all was not lost as our opponents were not only great competition, but very welcoming and friendly.

Our next opponent was Westburn School, where we stayed for two nights in the dorms with the sixth-form students; it was really interesting to see how the boarders live. The girls enjoyed having us stay with them and we were lucky enough to have them teach us to play their school’s
England and Scotland netball tour 2012

Best sport, lacrosse. The architecture of the school, which was built in 1860, was very old and beautiful: walking down the corridors reminded us of Hogwart’s in the Harry Potter books. We spent the morning visiting the Roman baths, followed by a stop at the historic Stonehenge. We had two afternoon games against Westonbirt and were victorious in both.

The next morning, we visited Windsor Castle, where we saw the changing of the guard and had a look at the amazing view from the castle walls. We also traveled to Stratford-upon-Avon, where we took a leisurely boat ride along the river, then visited the childhood home of William Shakespeare.

Our next netball match was against Shrewsbury School, a historic boys’ school that had just started accepting girls in their sixth form, which is Year 11 in Australia. We played against all-girls teams, both games proving to be extremely tough, but luckily the games resulted in two close victories. Both girls and teachers discovered more of the city of London, and got the chance to go shopping along Oxford Street.

We would like to say a massive thank you to Mrs Baddaley and Miss Amati for making this trip as amazing as it was; we all had such a great time. We highly recommend this trip to any netball-loving girls and it was truly great to be a part of the Lauriston netball tour. We can’t wait to hear what happens on the next tour!

Stephanie Augustes (Year 11), Julia Bell (Year 11) & Claire Lazardes (Year 10)

Michelle has secured an invitation to the Australian Science Olympiad Summer School, to be held at Monash University in January 2013.

Michelle was awarded this sought-after opportunity on the basis of her outstanding results in the highly competitive Australian Science Olympiad Exam in biology. Twenty-five other students worldwide are also taking this exam and will be selected to take part in the 2013 Olympiad Summer School. From this course, four students will be selected to represent Australia in the 2013 International Biology Olympiad, which will be held in Switzerland.

At the end of Term 3, Lauren competed in a major alpine ski racing competition, the Australian Junior Girls’ Championship. This is the premier junior event in Australia and one of the national and world ranking events. Lauren won against very highly ranked players and was successful in some extremely testing weather conditions.

In September, Julienne won Australia’s Victoria’s Junior Girls’ Championship. This is the premier junior event in Victoria and a national and world ranking event. Julienne was one of only two girls to represent Australia at the 2012 ABC World Final, which is being played at the Lion Lake Country Club, in Guangdong province, China. As Lauriston life goes to press, Lauren and Julienne will be amongst the world competitors in the ABC World Final.

Julianne Siro (Year 10)

Georgina Frazer (Year 10)

Michelle Wong (Year 11)

Ruby Backman (Year 11)

Ruby has been selected as the Victorian representative for WGI (the youth arm of World Vision Australia).

Georgina was awarded an Associate Diploma of Music (AMusA) in Clarinet. Georgina achieved a Distinction, which puts her in the top 10 per cent of successful candidates in 2012. Her AMusA is a qualification in music performance. Georgina will offer graduation ceremony of the University of Melbourne early next year.

Georgina also won the 16 Years and Under (Violin and Brass) section in the 2012 Manningham Eisteddfod.

Alice placed 2nd in the inaugural Ron McIntosh Vocal Award, offered by the Musical Society of Victoria. She also obtained 2nd place in the 2012 Manningham Eisteddfod, in the 16 Years and Under (Song) section, with her own choice of song, and was awarded the Textile Tones Encouragement Award by the adjudicator of the Eisteddfod. Alice placed equal 3rd in the 2012 Eisteddfod by the Bay in the 16 Years and Under (Song from a Musical Production) section.

Alice McNab (Year 10)

Ruby Rockman (Year 11)

Juliette Gold (year 9)

Chloe competed in the 2012 Berthe Moucharllette Competition, run by the Alliance Française, and was awarded 1st prize Non-concurrent, in both the oral and the written category.

Chloe Higgins (Year 12)

Michelle has secured an invitation to the Australian Science Olympiad Summer School, to be held at Monash University in January 2013.

Michelle was awarded this sought-after opportunity on the basis of her outstanding results in the highly competitive Australian Science Olympiad Exam in biology. Twenty-five other students worldwide are also taking this exam and will be selected to take part in the 2013 Olympiad Summer School. From this course, four students will be selected to represent Australia in the 2013 International Biology Olympiad, which will be held in Switzerland.

At the end of Term 3, Lauren competed in a major alpine ski racing competition, the Australian Junior Girls’ Championship. This is the premier junior event in Australia and one of the national and world ranking events. Lauren won against very highly ranked players and was successful in some extremely testing weather conditions.

In September, Julienne won Australia’s Victoria’s Junior Girls’ Championship. This is the premier junior event in Victoria and a national and world ranking event. Julienne was one of only two girls to represent Australia at the 2012 ABC World Final, which is being played at the Lion Lake Country Club, in Guangdong province, China. As Lauriston life goes to press, Lauren and Julienne will be amongst the world competitors in the ABC World Final.

Julianne Siro (Year 10)

Georgina Frazer (Year 10)

Michelle Wong (Year 11)

Ruby Backman (Year 11)

Ruby has been selected as the Victorian representative for WGI (the youth arm of World Vision Australia).

Georgina was awarded an Associate Diploma of Music (AMusA) in Clarinet. Georgina achieved a Distinction, which puts her in the top 10 per cent of successful candidates in 2012. Her AMusA is a qualification in music performance. Georgina will offer graduation ceremony of the University of Melbourne early next year.

Georgina also won the 16 Years and Under (Violin and Brass) section in the 2012 Manningham Eisteddfod.

Alice placed 2nd in the inaugural Ron McIntosh Vocal Award, offered by the Musical Society of Victoria. She also obtained 2nd place in the 2012 Manningham Eisteddfod, in the 16 Years and Under (Song) section, with her own choice of song, and was awarded the Textile Tones Encouragement Award by the adjudicator of the Eisteddfod. Alice placed equal 3rd in the 2012 Eisteddfod by the Bay in the 16 Years and Under (Song from a Musical Production) section.

Alice McNab (Year 10)

Ruby Rockman (Year 11)

Juliette Gold (year 9)

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Alice McNab (Year 10)

Ruby Rockman (Year 11)

Juliette Gold (year 9)
Acknowledging our students’ achievements

In Term 3, Olivia won the Victorian Interschools Division 3 Cross Country Classic race at Mt Buller and came second in the Australian Interschools Championship held at Perisher.

Olivia also won silver in the Australian Cross Country Ski Championships Women’s Under 16, 5km Freestyle race at Falls Creek.


Olivia has been selected for the Victorian Junior Cross Country Ski Team and will spend the Northern Hemisphere winter training and racing with the team in the US.

In the previous issue of Lauriston Life, we missed some of Charlotte’s achievements. Charlotte placed 1st in the King of the Mountain, 2nd in GS snowboarding and GS snowboarding, and placed 2nd for BX (all in the Grampians female division). At the Victorian Interschools competition, both GS and BX events, Charlotte placed 1st (Division 4 Girls), and the Lauriston team, consisting of Charlotte, Tess Coady and Lucy Ripper, came first in both events. Charlotte was also joint winner of the Melissa-Wilm Cup for Outstanding Achievement in Snow Sports – Snowboard – Primary Girls.

Charlotte competed in the 2013 Manningham Eisteddfod and was awarded an Honorable Mention in the 12 Years and Under (Woodwind and Brass) section.

Matissé competed in the 2012 Canberra Crystal Challenge Figure Skating Competition and won the Southern Cross Trophy at the Victorian Figure Skating Championships.

Chloe won the Freestyle 2 program (11 Years and Over) of the 2012 National Federation Challenge in Canberra. She also placed 1st in her division at the Crystal Challenge Figure Skating Competition and won the Southern Cross Trophy at the Victorian Figure Skating Championships.

Emily and Kourtney are part of the Belina Cheer and Dance company, participated in the Australian All Star Cheerleading Championships, held in Sydney. She girls team placed 3rd in Australia.

Ellen, Alana and Isa competed in the Regional Athletics Competition. All three girls managed some amazing results at a very tough level of competition. Ellen placed 3rd in the 10 Years high jump and triple jump, Isa placed 4th in the 100 Years hurdles, Alana placed 2nd in the 11 Years 800 metres, and went through to the State Athletics Championships, where she placed 9th in the state.

Bridgette performed admirably in the Alliance Française Berthe Maurice Competition, placing 2nd overall for poetry recitation (Year 6).

Bridgette was selected for the Victorian Interschools competition and qualified for the Australian Interschools individual events in snowboarding, boardercross, skier cross, cross country and moguls.

Heleno placed in the top 10 in the Victorian Interschools competition and qualified for the Australian Interschools individual events in snowboarding, boardercross, skier cross, cross country and mogul.

Heleno then placed 3rd in the National. During the ski season, she placed 2nd and 3rd in the two Men’s Grand Prix events.

Emily Evans (Year 8)

Tiana Newman (Year 8)

Morgan Andrews (Year 7)

Chloe De Gemma (Year 10)

Jane Curran

Jane, who completed a Diploma of Teaching at Toowoomba State College and a Bachelor of Education degree at Victoria College, first joined Lauriston in 1982, teaching Years 1 and 2.

Jane then went on to teach in the UK, at South Hampstead High School (Girls’ Public Day School Trust). Returning to Melbourne, she taught at Melbourne Grammar School, St Catherine’s School and at Fintona Girls School.

Jane returned to Lauriston, to teach Year 1, in 2000, and returned again in 2003, teaching Year 1 and Prep. Today Jane teaches Prep.

Jane very much enjoys teaching the Prep girls. She wanted to become a teacher from the age of ten, and she cherishes having the opportunity to be privy to, nurture, and to enjoy, young children’s sense of wonder, curiosity, creativity and imagination. She is fascinated, too, by how the magical and the make-believe can contribute to the learning experience.

Jane also enjoys implementing the Australian Developmental Curriculum (ADC), an approach that combines explicit teaching with child-centred learning, and investigation. The ADC was developed by educator Kathy Walker, a highly respected academic with expertise in curriculum and in child development from birth to twelve years.

In 2009, supported by a Fellowship Grant from the Lauriston Institute, and in consultation with Lauriston management and fellow staff, Jane began trialling the ADC with Prep students. The trials were conducted under the guidance of Kathy Walker.

Jane then was able to gain ADC / Walker Learning Approach accreditation, and by 2011 the ADC was in place in both Prep and Year 1 at Lauriston.

Jane says that her greatest achievement in her teaching career has been her role in introducing and realising the Walker Learning Approach at Blairholme, and she is very proud that Lauriston is the first independent school in Australia to deliver this unique developmental program.

In her spare time, Jane enjoys spending time with her family and friends, cooking, travel, going to the ballet, eating out, and gardening.

Fiona Ireland

Fiona began teaching at Lauriston, in our Kindergarten, in 1996. At that time, the Kindergarten was situated in H untingtower Road in an old Victorian house. Fiona completed her Diploma in Early Childhood in England, before settling in Australia, but needed to update her qualifications in order to teach here, so she completed an Early Childhood degree at Monash University and then a Bachelor of Education degree at the University of Melbourne. When Fiona took herself back to study, she had three young children.

After completing her studies, Fiona worked at the Royal Children’s Hospital, where she was a play therapist, setting up learning experiences for young children (aged from infancy to eight years). Before coming to Lauriston, Fiona also worked at Shelford Girls’ Grammar, where she took up a kindergarten teaching position with one of the school’s three-year-old groups.

When asked why she became a teacher, Fiona says that she was always fascinated by the development of young children. Her passion is evident in her work with the children and staff of Lauriston’s Kindergartens. Fiona frequently attends professional development programs so as to further her knowledge in the area of early childhood learning, and so that she can continue to maintain current best practice.

Fiona is enjoying her new position as part-time Director of Kindergartens at Lauriston. She is in this role three days a week, and teaches in our three-year-old kindergarten (Michael House). Two days a week, Fiona finds her new role challenging, but at the same time very rewarding as she becomes more familiar with the Michael House and Niall House children and their families.

Outside Lauriston, Fiona pursues many interests, which include cooking, reading, movies, walking, holidays and travel.

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Trevor Smith

Trevor started at Lauriston in 2007, at the same time as the Class of 2012 were beginning Senior School. That group of girls has been particularly special to Trevor, as he has been involved with them, as a Tutor and/or Coordinator, for each of the past six years. At the recent Year 12 Parents and Students Dinner, Trevor delivered the speech to the Class of 2012, speaking on behalf of the Lauriston staff. He says that he felt very special to Trevor, as he has been involved with them, as a Tutor and/or Coordinator, for each of the past six years. At the recent Year 12 Parents and Students Dinner, Trevor delivered the speech to the Class of 2012, speaking on behalf of the Lauriston staff. He says that he felt very

Trevor loves teaching, and he enjoys seeing the delight on the faces of students when they realise they have fully grasped a difficult mathematical concept or have succeeded in solving a challenging maths problem. Trevor has found that the teaching of mathematics has changed dramatically in the past thirty-three years, particularly with the increasing emphasis on the use of technology. He says that developing a passion for mathematics in all of his students, especially those who find maths difficult, is his greatest challenge as a teacher. In his endeavours to make maths fun for all his students, he is continually searching for new approaches and new ideas to bring into the classroom.

In his spare time, Trevor is a sports enthusiast who enjoys watching any sport – though he is most passionate about his beloved Western Bulldogs. In his spare time, Trevor is a sports enthusiast who enjoys watching any sport – though he is most passionate about his beloved Western Bulldogs.

Joan Hammonds

Lauriston’s Community Service Coordinator, Joan Hammonds, recently visited an organisation focused on helping Filipino street children. We invited Joan to tell us about her experiences.

During the Term 3 holidays I was part of a group of nine teachers who went on a Children’s Rights Study Tour for Teachers to the Philippines.

Bahay Tuluyan was founded in 1987 in response to the growing number of street children in the Malate area of Manila. It has developed an alternative education program, using a ‘child-to-child’ approach that taps into participative learning and cooperative work for children.

Bahay Tuluyan operates in one square kilometre of Malate and has centres in the provinces of Laguna and Quezon. The tour’s itinerary gave us a comprehensive understanding of the issues surrounding street children in metropolitan Manila. During the ten days of the tour Bahay Tuluyan’s Development Manager, Melbourne lawyer Catherine Scerri, conducted forums on street children, health and education, and trafficking and abuse. The statistics she gave us illustrated the enormity of the problems facing this poor, natural disaster-prone country where corruption is endemic, with an estimated 250,000+ street children, 80-90 babies born every day and unemployment of 35 per cent.

Highlights of the tour included:

• hearing the stories of Moteh, Diane and Lazarus, who have suffered so much in their sixteen years. All now work for Bahay Tuluyan.
• homestay with a family in Malate. My hostess made me welcome but insisted that I slept in her daughter’s house, which, unlike her own, was furnished. I was given a mattress on the floor while the three children who normally slept on it managed on the living room floor. The house had no running water but was clean and the children’s clothes, in particular their school clothes, were spotless. The people I met were friendly, resilient and good-humoured.

• ‘Vibrant Communities’ tour by girls from Bahay Tuluyan. These sixteen-year-old girls took us on a walking tour of Malate, introducing us to the shoe mender, street children who sold flowers, pedicab drivers whose families slept in the pedicabs at night, and the shop where women made bags from recycled plastic containers. Afternoon tea of fried bananas and cake was served on the median strip of a busy intersection, as we talked to the street children.
• ‘The mobile unit that takes education and a meal of rice, beans, coconut milk and sugar to the children who live on the streets.’
The introduction of the role of School Nurse, and the opening of a dedicated Health Centre at the School, saw Elaine’s duties change. The advent of computer records, together with the reallocation of certain aspects of her job, then saw Elaine’s position become part-time. For the last few years, Elaine has enjoyed working in the Senior Library, where the pace has certainly been a change from the frenetic pace of Student Services.

During her time at Lauriston, Elaine has worked under three principals. She has formed many friendships at the School, and says that she has been struck by the expertise and dedication of Lauriston’s high-quality teaching staff.

Elaine says that coming into contact with past students and finding out what they have made of their lives has added to the rewards of her job. She says that twenty years ago she would never have predicted the course her own life’s journey would take, adding that she wouldn’t have changed it for the world.

Now there will be more time for swimming, which Elaine very much enjoys, and she looks forward to continuing her drawing classes, to attending U3A, to travelling more, and to spending more time with family and friends.

When I started at Lauriston, the Reggio Emilia philosophy had just been introduced. It was such an inspiring, family-friendly environment. I loved it from the beginning,’ says Linda.

Over the past fourteen years, Linda has worked in both the three-year-old Kindergarten (Michael House) and the four-year-old Kindergarten (Niall House). During her time at Lauriston she has worked closely with hundreds of children and their families.

‘I’ve loved the interaction with the children and their families. Working in kindergartens is hands-on and messy, and there’s definitely no room for glamour, but it is such a rewarding occupation. The children, and the relationships you develop with both the children and their parents, are something I will really miss,’ Linda says.

At Lauriston, Linda has worked with three principals, and with dozens of colleagues in the Kindergartens.

‘When I started, Ruth Tideman was the Headmistress, Mary Major was Kindergarten Director and Robyn Ambler and Fiona Ireland were teachers. Robyn went on to become Director of Kindergartens, a role she now shares, on a part-time basis, with Fiona,’ Linda says.

‘I’ve had the pleasure of working with so many wonderful teachers, and Kylie Robertson, who taught in the four-year-old Kindergarten, was an absolute inspiration. Kylie was a brilliant teacher who was passionate about her profession.’

Linda is looking forward to spending more time at the beach at Lorne.

Elaine joined Lauriston in 1997, to work in Student Services. At that time her role involved running Sick Bay, first aid, both on campus and at sporting events outside the School; monitoring student absences; organising students’ school bus tickets; locker allocation; student absences; organising students’ events outside the School; monitoring school bus tickets; locker allocation; student absences; and looking after lost property. All of this was before the widespread use of computers.

It was long-term Lauriston Kindergartens staff member (and Lauriston Old Girl) Edie Winters (Mollison, 1973) who convinced Linda to join Lauriston, in 1999, as a part-time Assistant in the Kindergartens.

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Jill joined the Drama Department at Lauriston after many years of teaching, both here in Australia and in the UK. When she first arrived in London, in the 1970s, Jill took a break from teaching and joined a theatre company, performing and travelling in northern Italy. She found her stint in professional theatre exciting, and an opportunity to gain practical experience with stagecraft and the pressures associated with performing up to six nights a week – in a variety of roles. After six months, Jill was happy to go back to the relative financial security of teaching, but, she says, ‘At the end of each school day, nobody clapped.’

On her return to Melbourne, Jill decided to continue her studies and she completed an Honours degree at Monash University. She wrote her thesis, on Australian drama, while at home raising her two young sons. She went on to teach at Sacré Coeur for fifteen years. During this period she joined the VCAA, creating and refining the initial assessment criteria for VCE Drama and VCE Theatre Studies. Jill has been assessing both subjects for the VCAA ever since external assessment began. In 2003, having been teaching at Xavier College, Jill joined Lauriston.

Jill has taught all year levels at Lauriston, in both Junior School and Senior School, but she says that she particularly enjoyed teaching her senior classes and preparing them for their VCE performance assessments. She says that the highlight of her career at Lauriston has been her involvement in the School’s drama productions, despite the long hours of extra rehearsals, and the inevitable last-minute panics.

‘Over the years, Lauriston has produced many entertaining, moving, dramatic and visually beautiful productions, from an extensive variety of theatrical genres,’ says Jill. ‘But by far the most rewarding aspect of all these productions has been the transformation of each raggle-taggle cast into cohesive, committed, poised and talented performers experiencing the reality of the magic of theatre.’
Teaching – how things have changed!

Current research tells us that teaching is the single most important determinant of how successfully a student will learn. In fact, most experts believe that upwards of 50 per cent of student success is teacher-related. Other factors that clearly contribute are good school leadership (about 15 per cent), and socioeconomic background (about 35 per cent).

Many of us experienced a fair amount of didactic teaching during our own schooldays. Until relatively recently, the prevailing pedagogical models held that teachers were the font of all knowledge in the classroom. They were expected to stand before their classes and deliver information, or to write it on the blackboard — so that the students could transcribe it word for word. Teachers who encouraged group work and student discussion were sometimes regarded with slight suspicion!

But that was yesterday, or rather yesteryear.

Today, teaching is vastly different. No longer is the teacher the central focus of students’ learning — he or she now plays a much greater role as a learning facilitator. This means she now plays a much greater role in their learning, and be aware of and able to respond to their individual learning styles and needs. And then, of course, an exponential increase in the amount of information available to teachers and students alike, primarily via the internet, has also altered — monumentally — the way we teach.

Lauriston teachers have always responded to change with energy, dedication and creativity. Our teaching staff today continually examine, reflect on and evolve their practice against a backdrop of unprecedented change, both societal and technological. Committed to understanding and meeting the needs of 21st century students, our teachers continue to successfully engage our highly intelligent, focused and resourceful group of learners.

The key to successful teaching and learning is the subtle blend of a caring professional and personal relationship between teacher and student, and a willingness to take risks in learning together. This is at the core of learning in the school environment, and is also central to the development of a lifelong love of learning.

Nick Thornton
Director, Lauriston Institute

Mary Phillips joined the staff of Lauriston in 1945, as a part-time teacher of Geography. She immediately made an impression upon staff and students alike, with her untiring good humour and sense of fun. Described by one of her former students as ‘a dumpy little woman with a very cheerful manner and a gracious smile, who could make everything so interesting that we all adored her’, Mrs Phillips became a full-time member of the Lauriston staff in 1948, taking all the senior classes for English Expression and Literature. Her skills as a teacher were reflected in the outstanding results of her Matriculation and Leaving classes, and are attested to today by the love of literature, fostered by Mrs Phillips, that so many of the girls she taught have cherished over the years.

Mrs Phillips was in many respects an unusual figure in the classroom. Few women teachers of her day were married; even fewer were mothers of young children. Yet Mrs Phillips managed to combine her two roles, and more besides (though she routinely had to rush home from Lauriston at luncheon, to scramble (on domestic chores). As one of her colleagues has noted: ‘Few people filled so much into each busy day and night and still had time for a friendly word with others. A husband, home and four children, with a full-time teaching position, still seemed to leave time for producing plays and magazines, and joining in many outside intellectual activities’.

While Mrs Phillips is chiefly remembered for her inspirational, teachgroup work, she is also remembered by her students for her role as producer of Shakespeare Day — an annual event — and Dramatic Club performances. Her greatest triumph was in 1953, when she wrote and produced Lauriston’s Coronation Pageant, an elaborately choreographed celebration of the coronation of Her Majesty Queen Elizabeth II. Another fond memory for many Old Lauristoniens is of Mrs Phillips’s 1955 production of Enduring as the Camphor Tree (1948), a play ‘in the Chinese style’ by Australian playwright Russell J. Oakes. For opening night, Mrs Phillips organised a special Chinese dinner for the cast. This must surely have been the first time that many of the girls had tasted Chinese food but the event, held in the School’s staffroom, was an unqualified success, and the opening night dinner became an eagerly anticipated annual tradition.

Mary Phillips was married to Arthur Angell Phillips, the writer, critic and schoolmaster who, in a seminal article for the journal Meanjin in 1950, coined the term ‘cultural cringe’. In 1952 Mrs Phillips and her husband together produced an anthology of writings titled Presenting Ideas, a book that would be widely used in Australian schools during the 1950s. Containing texts by writers ranging from Thucydides to Bertrand Russell, the anthology was designed to expose students to a variety of views and a variety of writing methods. As one former Lauriston girl recalls, Mrs Phillips stood out as a teacher because ‘she introduced the idea of sort of questioning what we’d been taught or what adults had told us …’.

Jenny Bars
Archivist
My favourite teacher

Although a child may have many teachers during his or her education journey, there are often one or two who leave a lasting impression. We asked two Old Lauristoniens to share their memories of their favourite teachers.

Erika Feller (1966)
United Nations Assistant High Commissioner for Refugees

Favourite teacher
Mrs De Fossard, English teacher

What made this teacher so special?
She had a very attentive and ‘hands-on’ teaching style. She gave the impression that she was genuinely interested in what you had to say. She taught by nurturing, not telling. She was certainly not one of the teachers who felt their responsibilities began and ended with writing up the lesson on the blackboard for silent transcription by the students. She taught us how to understand, not just how to read.

She was also very broad-minded – you possibly can. A colourful character in herself, she brought passion into the classroom and, without being able to remember any particular incident, I do recall looking forward to her classes with a lot of enthusiasm. That she was able to transmit that passion for reading to us – certainly to me – is something for which I remain very grateful.

Clare Scott (Wells, 1982)
Clinician scientist

Favourite teacher
Miss Coffee, Chemistry teacher

What made this teacher so special?
She made science (chemistry) accessible and interesting. Added to which, I really love coffee!

Her classes were fun, including on the last day of school when she tolerated us all in drag. I still have a photo, including her with a lovely smile on her face.

I had such a good feeling about science; it’s now thirty years later, and I’ve never left! I work as a cancer doctor and researcher and am thrilled every day that I am a scientist – great job, always evolving. It’s hard to get funding so get the best training you possibly can.

Equal favourite teacher
Kath McGrath, Music teacher
(and also my piano teacher)

Her level of accomplishment was extraordinary! Her commitment to us and our musicians (Hey, Dolly!), many madrigals and choirs, summer camp courses (complete with a box of Mills & Boons), and all the rest, were unforgettable. I still love it when I talk with her on the phone in Brisbane.

Sheila Fitzpatrick (1957)

I entered Lauriston in 1st Form in 1946 and went all the way through to Matric in 1957.

From there I went on to the University of Melbourne and did Honours Arts in history and music with a bit of Russian on the side. Then to Oxford in 1964, where I did a DPhil in modern Russian history.

This part of my life, up to my father’s death in 1965, I’ve written about in a memoir, My Father’s Daughter: Memories of an Australian Childhood, published by MUP in 2010. Research on my thesis took me to Moscow for a total of eighteen months in the years 1967–70, which I’m writing about in a second memoir, A Spy in the Archives

I stayed in England for eight years or so and then in the early 1970s moved to America, where I remained for many years, teaching at Columbia University in New York, the University of Texas at Austin, and for the last twenty years, until my retirement in June of this year, the University of Chicago.

I’ve just moved back to Australia as an Honorary Professor at the University of Sydney, an appointment that began auspiciously when I won an ARC grant (together with Associate Professor Mark Edele of UWA) to research displaced persons from the Soviet Union who came to Australia in the wake of the Second World War.

The Russian Revolution is the best seller of my books (I think it’s set for Year 12 in Victoria), but mainly I have written about the Stalin period, notably in Everyday Stalinism (1999) and Tear Off the Mask! Identity and Imposture in Twentieth-Century Russia (2003). I’m currently writing a book about Stalin & His Brain, which is connected to my earlier ARC grant on Stalinism (with Stephen Wheatcroft of the University of Melbourne as CI).

On the personal side, my husband, Michael Danos, was a theoretical physicist born in Riga who died, alas, in 1999; it seemed particularly sad that, with his great curiosity about the world, he didn’t make it into the new century. My nephew Brian and niece Meg, as well as my sister-in-law Georgina, are now based in Melbourne after many years in Ireland, where my brother David lives. I still play the violin, as I did all through my Lauriston days, mostly string quartets now. After forty-eight years away (!), Australia is both recognisable and enormously changed. Part of the pleasure of being back is just to see the gum trees, the jacarandas in bloom, and the Moreton Bay figs.

Ms Kath McGrath
Ms De Fossard
Alumni profiles

Jenny Scobie (Russell, 1970)
Despite being often told by the Headmistress that my voice was ‘vulgar’, I went on to become an opera singer who performed extensively both nationally and internationally.

After attending both Melbourne and Adelaide Universities, I went to London to continue my singing studies. I was fortunate enough to gain employment within a few months, and spent the next fifteen years singing throughout Europe.

During this time I worked and studied with a generation of singers and teachers, many of whom had direct links with some of the greatest composers and performers of the late 19th and early 20th centuries.

My first professional operatic role was Miss Jessel in Benjamin Britten’s The Turn of the Screw at ‘the Maltings’ – a wonderful concert venue built by the Headmistress that my voice was something of which I am very proud.

Currently I teach young voices – having become interested in the ‘changing’ voice (both male and female) when my boys were at school. I do occasional concerts and adjudicate competitions throughout Australia – but my main focus is my teaching and my family, which now includes a ten-month-old grandson, Ted.

Lucia Clayton Martinez (1993)
After graduating from Lauriston, I studied a year of art history before graduating from Lauriston. I attended the Universidad Autónoma de México, where I studied a year of art history before moving from Lauriston. I attended the Universidad Autónoma de México, where I completed my undergraduate degree.

I started my Master’s at the University of Western Australia in April 2011, studying on a part-time basis as I work full-time as a consultant archaeologist in Queensland. My thesis is focused on rock art at Happy Valley, a rocky outcrop located on southern Muruŋguri Muruŋguri is the Aboriginal name for the Burrup Peninsula.

Aboriginal art is a spectacular expression of Aboriginal people’s connection to country, and the stories that form this relationship. To be able to study how people in the past marked the landscape for different purposes (ceremonial, resources, etc.) and to work with the Traditional Owners on their heritage is a privilege.

In my thesis I am looking at the different rock art figures, engravings of anthropomorphs, animals, tracks and geometric figures, and seeing if I can find any patterns in the distribution of these throughout the landscape. By looking for these patterns, we can begin to understand how past Aboriginal occupants used and perceived the land.

I spend a lot of time on the Dampier Archipelago, which has the highest concentration of rock art in the world. Ninety-nine per cent of Muruŋguri is included on the National Heritage List; however, the remaining one per cent of the area recommended has been kept off the list, earmarked for industrial expansion.

In 2009 it was calculated that less than 14 per cent of Muruŋguri has been heavily impacted by industrial development, which means that there is a significant amount of intact cultural heritage (rock art, shell middens, artefact scatters, stone arrangements, etc.). This has a great scientific importance, but more importantly this means that the cultural heritage of the Aboriginal Traditional Owners is preserved, a part of their past and informing our present.

There is a push to have Muruŋguri placed on the World Heritage List; industrial development on the Peninsula will have to be kept in check so as to not further impact the art. Industrial expansion can no longer be an option when unique art not found anywhere else in the country and world is at risk. No one would contemplate a gas processing plant next to Chauvel at Stonenhenge!

Jayne Norrie (Lake, 1961)
Jayne writes:
I recently travelled from Sydney to Melbourne to attend a significant event at Parliament House. During the event, Victorian Premier Ted Baillieu offered a formal apology for former Victorian governments’ past adoption practices that forcibly removed tens of thousands of babies from their mothers. I attended the event to support my birth mother, Nila.

An article in the Age (26 October 2012) tells a few of the terrible and painful experiences these young unilingual girls of fifteen or sixteen years of age went through.

I was very fortunate that my arranged adoption was to a Melbourne family who sent me to Lauriston. I attended ‘Little Lauriston’ and remained at the School until the end of 6th grade, when my adoptive father was transferred to Sydney to run Myer Western Stores.

I went on to study early childhood and special needs education, and fine arts. Since 1997 I have been a full-time artist. I am currently writing a book, Someone’s Looking over Me, which I hope to publish in 2013.


Jan Deans (Rodd, 1967)
After leaving Lauriston, Jan graduated from the Melbourne Kindergarten Teachers’ College and has since had a long career in education, having obtained specialised qualifications in dance education and in the visual and performing arts. She graduated from the University of Melbourne with a Master’s in Education and is currently completing her PhD. She says that she feels a bit old to be still studying, but that she is enjoying the challenge.

Jan has taught in early years, primary and tertiary education, and for the past twenty-five years she has worked as a consultant in health care, predominantly in the area of aged care. I have been able to combine my skill set in establishing a new business, Signpost Life Management Solutions.

She has lived in the UK and Singapore.

Sara Cook (1979)
Sara writes:
Catching up with old Lauriston friends in the year everyone has been turning fifty has led me to reflect on my time since leaving Lauriston over thirty years ago.

Since leaving Lauriston, I have trained as a nurse specializing in oncology and have also gained a Master’s in Business Management. Having worked as a consultant in health care, predominantly in the area of aged care, I have been able to combine my skill set in establishing a new business, Signpost Life Management Solutions. Signpost provides a comprehensive service to the elderly and their families as they navigate the maze of aged care. Signpost’s holistic approach includes a review of care, lifestyle, legal and financial issues and options, to ensure individuals have in place a clear plan for ensuring that their wishes are met.

Outside of work I love to travel, and I try to take a month off each year to travel the UK and Singapore. She has lived in the Republic of Ireland, taken 350 horse riders on a thousand-kilometre horse trek from Melbourne, over the Great Dividing Range, to Canberra, and has spent much time in the US, visiting her daughter who lives there and her children.

Jan spends her leisure time tending a forest in northeastern Victoria and is a passionate environmentalist.
News of Old Lauristonsians

overseas. Last year I spent a month in Turkey and the trip was trekking in Nepal and cycling parts of northern India. I have plans for an African safari next year.

For more information on Signpost, visit www.signpostlms.com.au.

Fatima Kola (2000)

After graduating from Lauriston, Fatima moved to London, where she completed two degrees: an LLB and an LLM. In 2010, she received her PhD, in international human rights law, from University College London, where she was a Teaching Fellow at the Faculty of Laws and a Bonnart-Braunthal Scholar.

From 2010 to 2012, Fatima worked as a pupil and tenant barrister at Garden Court Chambers, London, which is renowned for its human rights and defence work. Now a door tenant at Garden Court, Fatima has recently relocated to New York City.

Rebecca Werther (1995)

Rebecca writes:

After graduating from Lauriston, I studied Medicine at the University of Melbourne, from 1996 to 2001. After an intern year at the Royal Melbourne Hospital, I went on to commence training in Paediatrics, based at the Royal Children’s Hospital in Parkville.

In 2007, I started sub-specialty training in Paediatric Allergy and Immunology, and nearly completed this in 2009, but stopped a few months before fully qualifying, to have my first child, Felix, born in September 2009. In 2010, after time off for maternity leave, I spent time working in general paediatrics and paediatric dermatology at the Royal Children’s Hospital, for more experience.

In 2011, I moved with my husband and son to Brisbane to spend a fellowship year at the Royal Children’s Hospital there, and by mid 2011 I was fully qualified as a paediatric allergist and immunologist. In 2012, I have set up my own private practice, and am the only paediatric allergist and immunologist in private practice in all of Brisbane.

It has been a busy year, as there is a significant shortage of specialists in areas such as food allergy and severe eczema, with waiting lists at the public hospital up to eighteen months.

I am now pregnant with my second child, and we have decided to leave Brisbane and return to Melbourne at the end of the year, as we have all our family and support networks there.

I plan to start up work in Melbourne either by late 2013 or by early 2014.

Georgina with Australian Olympic water polo player and bronze medallist Victoria Brown (2003)

Georgina Wharton (1999)

George recently had the experience of a lifetime as one of the 10,000 volunteers who danced at the opening ceremony of the London Olympic Games.

My ceremony experience started back in November 2011. After three gruelling auditions, including one with opening ceremony choreographer Kenneth Sandy, I was in!

Rehearsals started in April and we were continually told ‘Don’t spoil the surprise’, which was so hard not to do when it was so exciting. Our dance sessions with Kennic and his crew were held every Sunday for five hours; after the first few I couldn’t move!

During the rehearsals I met film director and opening ceremony producer Danny Boyle (whose film credits include Slumdog Millionaire), and was also picked to do a day of filming with (UK rapper) Dizzee Rascal.

Our rehearsal venue changed to a huge parking lot where we did all our blocking (of where we were going to be standing on stage). The first session was beautiful and sunny but for the rest of the time it rained!

Next it was on to the stadium. I stepped into the stadium on a rainy day in mid June and the set just took my breath away! Despite the continuous rain, Kennic and his team drilled us, and we danced in ponchos until 10.00 pm. Fortunately the hot chocolate, sandwiches and Pongles kept us going. Finally the weather turned and we had a sunny week for our dress rehearsals.

The opening ceremony was amazing. The crowd was incredible. It was the largest audience I will ever dance for. Despite the continuous rain, Kennic and his team drilled us, and we danced in ponchos until 10.00 pm. Fortunately the hot chocolate, sandwiches and Pongles kept us going. Finally the weather turned and we had a sunny week for our dress rehearsals.

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Nicki Marks (1980)

Nicki advises that she has recently established a family charity called Help Kids Like Nick, whose purpose is to deliver access to support and special experiences, to children with Wolf-Hirschhorn syndrome. There are only forty children with this condition in Australia. Nicki’s seventeen-year-old nephew Nick Blacket, who lives in western Queensland, is a sufferer. Wolf-Hirschhorn syndrome has left Nicki blind, unable to walk or talk, and requiring constant care.

A fun run to raise funds for Help Kids Like Nick will be held in Queensland in April 2013.

For more information, visit www.helpkidslikennick.com.au.

Cheryl Lin (2000)

Cheryl writes:

I work as an IT auditor for a financial institution but in 2010 I started a business fashion streetstyle blog, BusinessChic.com.au, to help give us all ideas on what we can wear to work! I was the editor of The Lauristonian in my final year of high school (2000) and am indebted to the photography skills I learned at Howqua and developed through after-school photography classes with David Monson. My work has appeared in Vogue, Grazia and Peppermint magazines and I’ve been profiled in the Age, m/x and the local City Weekly newspaper.

Old Lauristonsians on Facebook

You can now keep in touch with Lauriston and with the Old Lauristons’ Association (OLA) via Facebook. Next time you visit Facebook, why not visit the School’s page, at www.facebook.com/LauristonAdelaide (from there, just search on Old Lauristons to access the OLA’s page)? ‘Like’ our pages to ensure that you receive all our latest news.

Nick, 2004

Nick’s blind, unable to walk or talk, and requiring constant care.

A fun run to raise funds for Help Kids Like Nick will be held in Queensland in April 2013.

For more information, visit www.helpkidslikennick.com.au.

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She was an enthusiastic gardener, and derived much pleasure designing and maintaining the layout. The vibrant colours in her front garden were admired by many.

Other activities kept her busy. She was the Treasurer of the charity Cottage by the Sea, in Queenscliff, for many years; for a long time she helped at Meals on Wheels in Point Lonsdale; she enjoyed her reading and listening to music – records, tapes and cassettes (she felt she was too old to catch up with later modern technology!).

Madge was a devoted grandmother to Alexandra and Victoria, and a loving great-grandmother to Oliver and Pascale. Pascale is to become a student at Lauriston in 2014, so the family connection will continue.

Madge enjoyed a long, happy, active and healthy life, and remembered her years at Lauriston with great fondness.

Noela Merrifield (1939)
The following has been kindly provided by Lynne Loth (Merrifield, 1941)

Noela was the eldest of the three daughters born to Fred and Mary Merrifield (Barker), all of whom, with their mother, attended Lauriston. She loved school and in her final year was a prefect, captain of living House and a member of both the hockey and baseball teams.

She studied shorthand and typing at school and on leaving quickly found work with Zinc Corporation Limited (later Rio Tinto Zinc), where she stayed until 1948. In 1949 she, her friend Patricia Dowell (Wesley) and her cousin Barbara Buck (Barker) sailed for England. For two years, Noela and Patricia worked in various capacities and earned enough money to go sight-seeing, which they did by cycling or hitch-hiking. After a brief visit to Denmark together, Noela went on by herself through Belgium and France. Patricia returned to Australia but Noela, who by then had fallen in love with England and the English, stayed on and worked as a secretary to the manager-director of a building firm after a brief spell as the third secretary to the then High Commissioner for Australia, Sir Thomas White.

In 1972 she moved to Tewkesbury, a smallish market town in Gloucester where there is a glorious Norman Abbey, which was the church of the Benedictine monastery there before its dissolution by Henry VII. She continued her work with the CAB and RNLI and also became a volunteer in the Abbey Shop. Apart from three trips to Australia, two of which were for the weddings of her nephew and younger niece, she remained in Tewkesbury, happy with her work at the Abbey, enjoying her garden and her cat/s and rejoicing in good friendships.

Due to her failing eyesight and lack of mobility, Noel spent the last 18 months in a nursing home, where she died peacefully on 29 August 2012, just short of her 90th birthday.
Reunions and other events

Class of 2011 one-year reunion
Twenty-nine graduates from the Class of 2011 returned to Lauriston to catch up with their peers. Many of the girls had either just completed, or were in the midst of completing, their end-of-year exams, so we were delighted that they took time out to attend the event.

New York reunion
The New York reunion, held in mid September, was an intimate affair. Alice Milledge (2003) shares her thoughts here.

It was definitely an evening to remember. Sarabeth’s, an adorable little restaurant overlooking Central Park, proved to be the perfect venue with an intimate private dining room that allowed us to share new experiences as well as old memories. Even though there was up to a decade between us, it’s really no surprise that we hit it off immediately, given our mutual experience at Lauriston.

It was great to find out what everyone was up to and the career paths we had chosen. Interior design, journalism, copywriting, a financial analyst and even an environmental journalist – you’ll be happy to hear for you know how it goes. It was definitely an evening to remember.

NSW/ACT reunion
In early September, Principal Susan Just and Director of Marketing and Advancement, Marina Johnson, hosted a function for around twenty alumni at the Angel Bar in the Sydney CBD.

Reunions and other events

Class of 2005 Howqua 10-year reunion
Fifteen girls from the Class of 2005 made the trip up the highway to visit the Howqua campus and celebrate their 10-year Howqua reunion. After taking a tour of the campus, some of the girls were interviewed for a short video being filmed by two Year 11 students, before joining their former classmates to enjoy a picnic lunch while listening to music performed by current Howqua students.

OLA Golf Day
Di Farrer (Glantham, 1970), OLA Golf Day Coordinator writes:

This year our A Division winner was Amanda Milledge with 33 points on a countdown from Bronwyn Sterck.

The B Division winner was Amanda Allen and the runner-up Linden Carter.

Team winners this year were Phoebe Dixon, Barb Allen, Julie Jonas and Susie Armstrong.

In 2013 the OLA Golf Day will be held at Woodlands, on Tuesday, 10 September – pop this date into your diary now!

Editor’s note: In the August issue of Lauriston Life, the Class of 1982 photo on page 30 was incorrectly captioned. The caption should have read: L–R: Celia Sitch, Kath Johns, Anne Radvansky (All L–R). Back: Eliza Weste, Liz McTaggart, Sarah Stobart, Prue Gullifer, Centre: Kathy Wu, Alice Champion, Paris Griffen, Nicole Yeomans, Amy Fung, Eleanor Lazarou Front: Katrina Harf, Steph Phillips, Lucy Long, Catherine Li, Anna Anawanski, Ping Ping Zhou, Fiona Buke, Antonia Hattison Hammond, Megan Douglas and Clare McKerrow also attended the event but were not present for the photo.
2013 reunions and key events

In 2013 we will be trialling a new reunion format, and will be hosting several reunions on the one Saturday in May. This format will make it possible for alumni from different year levels to catch up with each other.

### 23 March
OLA 100 Years Celebration Lunch

### 21 April
Howqua 20th Anniversary Celebration

### 25 May
- Class of 1963 50-year reunion
- Class of 1968 45-year reunion
- Class of 1973 40-year reunion
- Class of 1978 35-year reunion
- Class of 1983 30-year reunion
- Class of 1988 25-year reunion
- Class of 1993 20-year reunion
- Class of 1998 15-year reunion

### 11 October
Class of 2012 1-year reunion

### 18 October
Class of 2008 5-year reunion

### 15 November
Class of 2003 10-year reunion

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Live it. Learn it. Love it.

Advertising in *Lauriston Life*

Members of the Lauriston community now have the opportunity to advertise in *Lauriston Life*. If you have a business or service that you would like to promote, consider placing an advertisement in a magazine that goes out to more than 6000 readers – alumni, Lauriston parents, current and past staff, and all of our donors. Advertising rates are: full page $800; half page $500; quarter page $350; eighth of a page $200.

For further information, please email our Communications Officer, Katie Garrett, on garrettka@lauriston.vic.edu.au.