From the Principal

Achieving Anywhere,

People think focus means saying yes to the thing you’ve got to focus on. But that’s not what it means at all. It means saying no to the hundred other good ideas that there are. You have to pick carefully.

(Steve Jobs, CEO and co-founder of Apple)

A timeline accompanying a recent article in the Age shows how quickly technology is changing:

- 1999: MSN Messenger is released. Some 201 million people are connected to the internet.
- 2003: Myspace is founded. Skype is released.
- 2005: YouTube is founded.
- 2006: Nintendo Wii and Twitter are launched.
- 2007: iPhone is launched. Kindle is released in the US.
- 2010: iPad is launched. Some 1.97 billion people are connected to the internet.

With technology changing rapidly, it is important for Lauriston to have a blueprint for where we want to go over the next two to three years, so that we do not take our eyes from the big-picture goal, which is to improve student outcomes.

The Melbourne Declaration on Educational Goals for Young Australians, released in December 2008, includes the following goal: ‘All young Australians [will] become successful learners, confident and creative individuals, and active and informed citizens’. To be successful learners, in all learning areas, young Australians must be creative and confident users of technology, especially Information and Communication Technology (ICT).

Digital learning is learning supported by the use of digital technology, which includes classroom display technology, digital learning resources, networked technology, and devices, such as laptops, that can utilise broadband connections to the internet. Australian research tells us that a well-planned, systematic approach to using digital technology to support learning – an approach that allows the integration of ICT into curriculum and assessment, classroom organisation, and professional learning for teachers – will achieve the best outcomes.

At Lauriston, we want to have ‘anywhere, anytime access’ to digital technology, so that learning and teaching are supported, and so that there is sharing of knowledge. We want digital technology to enrich teaching and learning by enabling users to communicate, create (and collaborate in creating), store and manage information.

In achieving this goal, we must develop in our students the skills needed for critical evaluation and online collaboration and communication, and we must develop behaviours consistent with the safe, responsible and ethical use of digital technology.
Anytime Learning

We must also support our teachers as they build their capabilities in using digital technology and we must provide appropriate professional learning that will assist teachers in reshaping their approaches to teaching and the nature of the learning relationships that they have with their students.

Since my arrival at Lauriston, we have broadened our ICT committee and given our attention to the development of an ICT Strategic Plan. The focus of the Strategic Plan is digital technology, and how it will enable and support improved student learning at the School.

A key area for consideration will be our choice of learning platform. A learning platform is a range of integrated online tools that can be intranet or internet based. These can include web pages, email, text, video conferencing, personal and shared calendars and communication spaces, and assessment and management tools. A learning platform provides an online learning environment that supports learning and teaching and connects students, teachers and parents.

In line with a major objective of the ICT Strategic Plan (see below), Lauriston is in the process of putting in place a learning management system – software that will allow students and staff to create, store and repurpose online resources. We have chosen Moodle, an open-source software used by many schools, as our learning management system and we are currently running a pilot program in Moodle. A number of teachers are involved in this program, which we intend to expand, to include additional teachers, during the second half of 2011.

The objectives of our ICT Strategic Plan fall within three areas: infrastructure and technical developments; learning and teaching; and building capability (on the part of both students and staff).

Infrastructure and technical developments
Objective 1: Create a flexible and reliable ICT infrastructure that supports planned growth and enables choice of technologies.
Objective 2: Develop and implement a Lauriston ‘app’, which can be used from any device and is available to students, parents and staff.

Objective 3: Improve the effectiveness of the ICT Helpdesk [in respect of troubleshooting].
Objective 4: Improve resource logistics and annual audits.

Learning and teaching
Objective 1: Enhance learning and teaching through the increased use of technology in curriculum delivery.
Objective 2: Implement a learning management system. (Lauriston has chosen to implement Moodle.)
Objective 3: Establish an online academic tracking system that will enhance the School’s capability in measuring individual student improvement.
Objective 4: Develop strategic partnerships with schools, tertiary institutions and companies/organisations.
Objective 5: Enhance the reporting process to parents and students.
Objective 6: Establish e-folios from Prep to Year 10, which will provide folios of the breadth and depth of student work and achievements.

Building capability
Objective 1: Implement student ICT expectations from Prep to Year 10.
Objective 2: Support teaching staff in the development of ICT capabilities and enhance the delivery of quality teaching and learning in a contemporary learning environment.
Objective 3: Support non-teaching staff in the development of ICT capabilities and enhance School operations and client service.

Underpinning each of these objectives is a comprehensive blueprint of what we want to achieve and how we plan to achieve it. For each objective, we have described what success in achieving the objective will look like, and we have detailed the relevant deliverables (i.e. what we need to do). We have also identified the staff who will be responsible. We are now developing measures for each objective; these are built around a series of steps that provide a template for how the objective is to be achieved and set out the time frame for its implementation.

It is our intention to complete the ICT Strategic Plan by the end of Term 2, and we have already begun work on infrastructure as well as on implementing our new learning management system. We have also begun exploring the possibility of ICT partnerships with other schools.

In developing its ICT Strategic Plan, Lauriston has had a good foundation from which to begin. Our current infrastructure is stable and we have one-to-one computer programs in Years 5–7 and Years 10–12. The School has also established an effective online student monitoring system, which has the capacity to be enhanced in the future. Our teaching staff already undertake online curriculum mapping so as to strengthen curriculum development.

The process of formulating an ICT Strategic Plan has been an interesting one. With our focus always on how we can enhance teaching and learning at Lauriston, we have moved between discussions about the various forms of technology available and the infrastructure they require, and discussions about what teachers and students want to do with technology in the classroom so as to improve student outcomes.

Technology is, however, continually changing and offering new opportunities. While we all value the prospect of completing our digital technology blueprint, we all know that within a short period of time we will be sitting together and considering what our next ICT Strategic Plan will need to include.

Susan Just
Principal

A unique first for Lauriston – VCE with Lauriston Honours

A new opportunity for VCE students

As they reach the end of Year 10, Lauriston students are blessed with a choice between the Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) Diploma, both of which are wonderful – but quite different – senior secondary courses. The IB has many distinctive characteristics, and we felt that our VCE would be enhanced if it were customised so as to offer a number of learning experiences currently available only to our IB students ... And so the VCE with Lauriston Honours was born!

The aim of the VCE with Lauriston Honours program is to encourage and reward students who, while studying for the VCE, take up additional opportunities to extend their development, in both academic and non-academic areas of their education, and to actively contribute to the School and to the wider community.

Criteria

The VCE with Lauriston Honours program has three ‘strands’: Citizenship and Leadership; Service; and Scholarship. Students participating in the program elect to focus on one of these three areas as an adjunct to their VCE subjects.

To be awarded Lauriston Honours, a student must demonstrate excellence in terms of commitment, personal development, and performance – in her chosen strand. She must also have exhibited skills and talent in her other fields of endeavour at Lauriston, generally at the highest level; she must have participated to a significant degree in physical activities and/or creative pursuits; and her conduct at the School must have been consistently ethical and responsible.

Citizenship and Leadership strand

Every student who receives the VCE with Lauriston Honours (Citizenship and Leadership) will have displayed a strong commitment to active citizenship and will have been a consistently positive role model, both within the School community and beyond.

Service strand

Students aspiring to the VCE with Lauriston Honours (Service) must undertake and document a community service project that reflects ethical awareness and a commitment to working for the common good. All projects will be supervised by the School’s Community Service Coordinator.

Scholarship strand

Students choosing to pursue a VCE with Lauriston Honours (Scholarship) must maintain satisfactory grades in all of their subjects over the course of their VCE studies. In addition, they must take a Theory of Knowledge class for one year, during which time they are required to complete, and achieve satisfactory results for, all set assessment tasks. An IB subject, Theory of Knowledge explores different ways of knowing, and different kinds of knowledge. Students consider the role of knowledge in their own culture and in the cultures of others.

Personal attributes

All students awarded the VCE with Lauriston Honours will have consistently demonstrated positive personal qualities, attitudes, values and behaviours. These include:

- an understanding of the importance of working for the common good, and a willingness to contribute, both within the School community and in the wider community
- a willingness to think critically and ethically
- a desire to improve oneself, through reflection and personal development
- the motivation to be organised and to plan ahead
- the will to set goals and to work towards achieving these
- exemplary conduct and exemplary role modelling.

Recognition of recipients

Each recipient of the VCE with Lauriston Honours award will:

- receive as part of her School Leaver’s Statement an acknowledgement of her award
- receive individual recognition, and a certificate, at the School’s final Awards Assembly
- have her award recorded in perpetuity on the Lauriston Honours Roll.

We are thrilled that a number of our current Year 11 and Year 12 VCE students are participating in our new Honours program and we look forward to recognising them, over the next two years, as the Inaugural recipients of the prestigious VCE with Lauriston Honours award!

Nene Macwhirter
Deputy Principal / Head of Senior School
Sustainability – part of our curriculum and of campus life

The Australian Curriculum, currently in development, places considerable emphasis on sustainability.

According to the Australian Curriculum Assessment and Reporting Authority:

Education for sustainability develops the knowledge, skills and values necessary for people to act in ways that contribute to more sustainable patterns of living. It is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through action that recognises the relevance and interdependence of environmental, social, cultural and economic considerations.

At Howqua, sustainability is not only a focus of our curriculum – it is a focus in the daily lives of Lauriston’s Year 9 students. For some time, our staff have been working towards achieving Resource Smart 5 Star Certification for Howqua. To attain this high level of sustainability certification (awarded by Sustainability Victoria), schools have to meet a number of criteria. A key requirement is the implementation of strategies leading to reduced water use, energy consumption, and waste, as well as strategies that support biodiversity. Our students are actively involved in monitoring Howqua’s achievements in these areas and are continually devising new ways to maximise our progress.

The students are highly committed to reducing waste and are eagerly keeping their eyes on the waste reduction chart that is posted in the Howqua dining room. The girls are currently motivated by the much-coveted reward of a ‘sleep-in’, which will be awarded once the campus has achieved a 10 per cent reduction in waste.

The long-term goal of all of our sustainability strategies is, of course, to reduce our campus’s ecological footprint.

Learning to live in sustainable ways is a key objective at Howqua, and one of the benefits that we are able to offer every Year 9 student is the opportunity to live her learning.

The learning is about a great deal more than simply reducing impacts: we also aim to assist our students to acquire a greater understanding of the environment. This understanding is significantly enhanced when the girls study aspects of botany and plant adaptation, river ecology, and weather. Our outdoor program then gives the students many opportunities to apply – and thus to reinforce – their classroom learning. The experience of a direct and immediate relationship between learning and its application is itself a unique learning experience.

Sustainability is certainly one area in which our students are living what they are learning.

Don Hamley
Head of Howqua Campus
Lauriston was the first independent school in Australia to be accredited to run the Australian Developmental Curriculum (ADC) in Prep classrooms. The School has invested significant time, training and resources in implementing the ADC, our aim being to ensure that our students’ first years of schooling equip them for lifelong learning and provide them with a flying start. The first years of schooling have been identified as the most important in a child’s development, as it is during these years that key dispositions and foundation skills are developed and internalised.

The journey from preschool to primary school is a critical transition point. During this time it is essential that children have access to concrete, hands-on materials and learning resources. It is recognised that children are more highly motivated to learn and to sustain their own learning if at this stage of their development they are engaged with their learning experiences through opportunities to make authentic choices.

Some of the key dispositions that we must instil in our children as we prepare them for life and work in the 21st century, and establish them as successful learners, include knowing how to learn, unlearn and relearn; to love learning; to problem-solve; to think laterally; to be resilient; and to view life as an ongoing opportunity to learn. The development of these dispositions is a fundamental concern of the ADC.

One of the features of a Lauriston education is our attention to meeting the individual learning needs of our students. The ADC provides authentic opportunities for learning to be personalised, thus ensuring that the particular strengths, needs and interests of each child are met.

Early years learning

Learning in the Prep classroom: Fossils and dinosaurs

During our ‘Investigations’ sessions, an interest in exploring the world of fossils and dinosaurs has emerged in our Prep group. The girls have shared their theories on evolution and their knowledge of the many different kinds of dinosaurs that roamed the earth millions of years ago. The classroom discussions have generated many questions, such as: When did dinosaurs come into being? What was the first dinosaur that existed? Where did dinosaurs live? How did the dinosaurs die out? How do fossils form?

Following a visit to the class by a retired palaeontologist (a grandparent of one of the children), the girls have been using microscopes and magnifying glasses to examine fossils. They are experts – just like real palaeontologists.

Students have also used brushes and tools to fossick in the classroom fossil dig, they have read information texts and have recorded simple facts so as to create their own information books, and they have modelled a range of dinosaurs from Polyclay. Some girls have used craft materials to create models of the skeletons of various dinosaurs.

A fossil is something that has lived long ago. When it dries out it leaves a pattern in the rocks. It can be pushed into rocks. A fossil is pushed into a rock and can be a bone or a footprint. It’s formed when pushed into the ground and it gets buried. When some rain comes it can push the fossil up. The palaeontologist finds it. The palaeontologist takes it back.
Early years learning at Lauriston is exciting and dynamic and places the child at the centre of the curriculum, providing a rich range of personalised learning opportunities that are truly responsive to each student’s age, stage and interests. This learning environment is one that invites children to explore, investigate and experiment, and to discover that learning is fun and productive – and achievable.

Ann Hooper
Deputy Principal / Head of Junior School

and brushes the sand and dirt off it. They try to find out what it is. They have to be very careful because they could break the fossil. It is so delicate. It can break really easily. The bone from the dinosaur becomes a rock. Dinosaurs can leave an imprint in sand and rocks. The underwater dinosaurs died in the water and sank to the bottom and were in the sand. The fossil is an imprint in the sand. (Grace)

One valuable learning outcome of this project is that it has developed the girls’ skills in language. Moreover, students talking about, for example, the characteristics of a hydrotherosaurus, while at the same time utilising their fine motor skills and modelling this sea-dwelling creature, is evidence not only of their mastery of complex words but also of their understanding of, and engagement with, what they are learning.

One group of girls was eager to draw a large-scale stegosaurus. The book I Can Draw Dinosaurs (Dorling Kindersley, 2006) took them through the drawing process step by step. The communication, cooperation, problem solving and intrinsic motivation in the learning were all clearly evident.

The girls worked together to trace around the outline of their stegosaurus and then to paint it. Next they used popsticks, straws, and finally their own feet, to find out how long the dinosaur was. They soon realised that, for accurate measuring, they needed to use like objects and to place them end to end, without leaving any gaps.

During ‘Reflections’, the girls who had measured the stegosaurus drawing shared their findings. The stegosaurus was:

- 23-and-a-bit popsticks long
- 14 straws long
- 16 (children’s) feet long.
Nurturing literacy in our youngest students

Literacy is far more than the ability to read and write. Literacy also involves listening, the organisation of thoughts so that ideas and understandings can be processed and expressed in a coherent and logical manner, and speaking.

In Lauriston’s Kindergartens, we are keenly aware of the importance of taking every opportunity possible to assist children to develop literacy skills. Many of the opportunities we utilise are incidental ones, while others are carefully planned. Many have their source in the children’s physical environment. The guiding philosophy of the schools of Reggio Emilia in Italy inspires us to use this environment (which encompasses both the classroom and the environment beyond its walls) as a ‘third teacher’, and in doing this we strive to offer the children learning spaces that are beautiful and invite investigation – thus encouraging literacy in all its dimensions.

Listening is a key component of literacy. Listening requires that the listener – whether child or adult – focuses on another person’s spoken words (or on any other sequence of sounds), actively seeks to glean clues or knowledge from the sounds that are heard, and brings to the listening process a preparedness to modify his or her thoughts and understanding and, if relevant, to follow instructions. Music is a wonderful medium for developing listening skills in children, as listening properly to music involves attending not only to sounds but also to tones, rhythms, pitch and volume.

Organisation of thought is a skill that children learn through opportunities to practise literacy tasks. Remembering the lines of songs or the sequence of events in a story; predicting what might happen next in a story; listening for words that rhyme in a poem or song; retelling a story, or making one up; and sharing newly gained knowledge with others – all are skills associated with the logical organisation of information.

Sharing knowledge with others also requires effective speaking – another important aspect of literacy. To be effective speakers, children must be able to organise their thoughts and ideas and express them verbally in a coherent manner. They must also be able to project their voices at an appropriate level. Speaking generally involves the speaker in a social interaction, a factor that adds to the complexity of the task.

Every day, each of our Kindergarten groups takes part in a ‘morning meeting’. This time provides an opportunity for the children to develop a strong bond with each other and to be involved in listening and speaking tasks. The children are required to listen to one another, and everyone is encouraged to speak to the group. In this setting, some participants find that having to actively listen is a challenge, while others may be daunted at the prospect of speaking in front of a large group. However, as the children gain a sense of trust in their teachers, their friends and themselves, their listening and speaking skills become more assured.

Writing is another core literacy skill. Before they are able to write, small children will often use graphic representations such as scribbling and drawing as a means of communication. In our Kindergartens, we encourage the children to experiment with writing, and they are given the opportunity to practise tasks that will assist in the development of fine motor skills and a correct pen grip, while also determining handedness.

Reading is essentially the process of recognising the meaning carried by combinations of symbols. In our Kindergartens, the children begin
learning to read by reading symbols other than words – an activity that fosters a gradual awareness that shapes can have meaning. (Of course, the children may already recognise the meaning of symbols in their external environment, such as stop signs and those golden arches!) Other valuable pre-reading skills include being able to sort and classify objects according to colour, size and shape; the ability to identify and describe similarities and differences between objects; and learning to scan from left to right, and from the top to the bottom of the pages.

Lauriston’s Kindergartens place great emphasis on documentation. We record questions, conversations, and other classroom interactions, in print and in photographs so that the children can see that we value their work. The fact that documentation forms an integral part of their day-to-day surroundings also means that the children come to value literacy as a pathway to a deeper engagement with this world. Documentation also gives parents an insight into the projects that their children are undertaking, together with their discoveries and their new understandings; parents may view displays in the Kindergarten rooms, and our weekly diaries are emailed to families. Our staff, too, find documentation extremely useful. As a research tool, it provides them with insights into how the children are thinking, communicating, and interpreting their world.

The literacy learning that takes place in Lauriston’s Kindergartens provides a strong foundation for the formal learning that will follow.

Robyn Ambler
Director of Kindergartens
Music at Lauriston

Instilling a love of music throughout the School

The Music Department at Lauriston prides itself on making a diverse range of musical experiences available to every student. Our co-curricular program is supported by strong classroom syllabi at all year levels, from Prep through to Year 12. Music is a compulsory subject in Years Prep–9.

The strength of the entire music program is dependent on its close integration of curricular and co-curricular activities. Classroom and Instrumental staff work collaboratively to achieve this integration, which sees our students attain consistently high standards.

The integration of curricular and co-curricular music begins in the Junior School. At Blairholme (Prep–Year 2), all girls sing in the Blairholme Choir, play instruments (using the Orff Method), and learn Kodály skills through singing and playing. The classes present their practical work at a number of performances during the year.

In Year 3, all students take part in an Instrumental program, where they learn violin, viola, cello, double bass or recorder. Tuition takes place in small groups, in which the focus is on developing technique and basic musical literacy. These sessions are augmented with weekly ensemble sessions. Here the students learn what it means to work as part of a team in order to achieve successful musical outcomes.

The 2011 Year 3 class are progressing well with their instrumental music. The girls’ performance at Grandparents’ and Special Friends’ Day provided an opportunity for families to celebrate the achievements of our young musicians. Later this year, students in Years 3 and 4 will perform, together with other Junior School string players, in Lauriston’s 110th Anniversary Gala Concert, to be held at Scotch College. It is anticipated that there will be just over one hundred students performing in the Prep–Year 6 String Item!

Students in Years 5–8 have opportunities to make music together in Laurietta (Year 6-8 auditioned choir), Concert Band, Brass Ensemble, and the Years 5–8 String Orchestra. These ensembles provide leadership opportunities for Year 8 girls, promote positive relationships between Junior School and Senior School students, and strengthen the concept of Lauriston as a K–12 school where music is an important feature of school life across the years.

The Autumn Concert provides an opportunity to showcase our Years 5–8 musicians. The various 5–8 ensembles perform, as well as the Montrose Choir and the Percussion Ensemble. A separate massed singing item by both Year 7 and 8 will also be performed. The Autumn Concert is always a striking testament to the successful integration of curricular and co-curricular music at Lauriston.

The breadth and depth of musical talent in the Senior College is evident in our Years 10–12 Music classes, where numbers are the highest they have been in many years. The students in these classes are passionate musicians. Those studying Music as a VCE or IB subject refine their skills and prepare an extensive repertoire, and are encouraged to reflect on their development as artists. They acquire a deeper knowledge and understanding of a wide variety of musical styles. These studies deepen the students’ understanding of what it means to communicate as an effective musician.

Our Senior College musicians invariably provide our ensembles with performers of a high calibre. At the same time, the older girls pass on their knowledge to their younger fellow performers, fostering an environment in which an ensemble is able to achieve a more mature form of expression. The senior girls encourage others to take the risks needed in order to present a performance of the highest quality. In this way, our students become teachers.

Kellie Ryan
Director of Music
The staff of the Arts Faculty at Lauriston are keenly aware that we are educating children for a future whose contours are unknown – and that, if our students are to be well equipped for that future, they must pass through our system with, at a minimum, their natural creativity intact. Sir Ken Robinson, an international expert in arts education, believes that our present education system educates children out of creativity: the need to 'get things right' encourages a fear of failure and an unwillingness to 'have a go'.

'Creativity is as important as literacy and we should treat it with the same status,' Robinson has said. The arts provide a safe haven for creative thinking, planning, action and reflection. Participation in the arts encourages and nurtures creativity.

At Lauriston, our Junior School students explore their creativity through music, the visual arts, and drama. In the Senior School, visual communication, media and dance are added to these offerings. Lauriston has arts facilities that are the envy of many, and our teaching staff feel very supported – both by the School's administration and by the School community more broadly – in their desire to deliver a curriculum that respects and encourages creativity, conscious thinking, and reflection.

In the Arts Faculty, we tend to embrace a concept of 'Serious Fun' in relation to curriculum development and delivery. It is our belief that the School's Arts areas should be places where students feel free to be who they are and to respond to learning tasks without fear, though in a spirit of cooperative learning.

For students in the pre–Senior College years, the Arts at Lauriston are a truly collaborative experience, where we celebrate the artistic process and art that has preceded us, and develop both traditional and contemporary skills for art making. In their Senior College years, students are directed to more independent learning, to adventurous risk taking, and to a stronger interface with arts within the local community and in a global context. Both VCE and IB students develop folios that are valued as personal statements, undertaken in a particular creative medium and developed with the support of, rather than at the direction of, the teaching staff.

It is through the process of understanding a need for a creative enterprise, researching what has been achieved by others, developing a range of potential responses, producing solutions for display or performance, and reflecting upon them, that students are truly challenged to move from a known, through an unfamiliar area, to a new known. This process – which is one of thought, action and reflection – has lifelong benefits for all who embrace it. It is for this reason that we value so highly, but not exclusively, the presentation of student work. Numerous opportunities for music performances, dramatic productions, visual art exhibitions and media screenings enable our students to realise the full creative process, for it is in presenting outcomes that they can truly appreciate the place of the arts and the artist within our community.

We are blessed in Melbourne with a rich tapestry of arts offerings – from numerous art exhibitions to fringe and mainstream music, drama and media productions. It is the aim of the Arts Faculty at Lauriston to ensure that all of our art students – both while they are at school and throughout their lives – are aware of and embrace these rich sources of culture, inspiration and education. We therefore engage visiting artists to work with the students; we invite local gallery directors to speak to student groups; we bring in experts in music to run masterclasses; and we similarly draw upon the expertise of the professional theatre community. Many of our Faculty staff are themselves arts practitioners, writers or examiners – our student cohort is never far from the cutting edge of teaching and learning in the arts.

‘Children are born artists; the challenge is to remain creative as we grow up.’ (Picasso)

David Morrison
Head of Faculty, Arts
Community Service at Lauriston

Opportunities and impacts

Whenever I discuss the philosophy of community service with someone who is involved in service, we agree that its benefits are multi-directional – extending to those offering their time, those receiving the service, and the wider community. Service to others is also one aspect of an individual finding their moral compass.

Lauriston offers its students many opportunities to contribute to their community. I recently took an audit of all of the community service activities in which the girls are currently participating. The result was a six-page document encompassing initiatives ranging from small-scale projects to annual whole-school events, such as the Cancer Council’s Biggest Morning Tea and the Malvern Emergency Food Program (last year, Lauriston once again won the Proudlock Trophy), through to individuals who give their time to help others in both the local and the broader community.

Lauries’ Books, formerly the Footpath Library, is an initiative with which our students are particularly closely involved (the new logo for Lauries’ Books was designed by Year 11 student Zoe Blow). The program continues to be appreciated by people who are among Melbourne’s most marginalised citizens – the clients of the Sunday-night Vinnies soup van. The gift of a book is always accompanied by conversation, and a serve of hot soup.

The following snapshots illustrate two more of the myriad ways in which our students are engaging with the concept of community service.

Year 12 student Maddy Garrett is part of the first cohort of students to participate in the new VCE with Lauriston Honours program. Under the auspices of the Service strand of the Honours program, Maddy is volunteering with a wildlife support group. This entry from her journal shows how much she is learning and gaining from working with orphaned and injured wildlife:

Once again, I headed off to Sue’s at 11 and stayed for two hours. I was starting to get the hang of catching the possums so it took much less time this week and we managed to get more done, but also make more mistakes. When I tried to get a possum that was in a cage of three, one scampered up my arm and managed to tuck himself behind a cage. After trying and failing to find him again, we gave up. Apparently this happens every now and then, and Sue did eventually manage to catch him later that night. After that fiasco Sue let me help feed the baby brushtail (so cute!) and I went home smelling like pee and baby milk.

Gilly Jago, also in Year 12, has been helping Sean, a child with Down syndrome, for the Service activity of the Creativity, Action, Service (CAS) section of her IB Diploma Programme. One of Gilly’s earliest journal entries, written when she was in Year 11, reads: ‘I had my first session with Sean today. I wasn’t really sure what to expect but I just played with him and did some basic games like “Row your Boat” and sang some songs like “Twinkle Twinkle”. It’s been a while since I’ve done that!’

A more recent note in Gilly’s journal shows that community service can have a profound personal impact:

Today was my first session back after holidays and I was really excited to see Sean. When I walked in the door the first thing that Natalie showed me was that he had started walking. It was so exciting to see him walking and you could see on his face that he was really happy.

Joan Hammonds
K–12 Community Service Coordinator

We continue to seek donations of books, in good condition, for Lauries’ Books. (The regular donation that we receive from the Bayside Library Service is greatly appreciated.) Books deemed unsuitable for the streets (on account of size etc.) will be boxed up and donated to the St Kilda Crisis Centre. The current Year 6 Leadership and Community Service Team has taken on the responsibility for sorting and packing the sample-sized toiletries that we give to the Centre, for distribution to clients who use its casual shower facilities. Please remember these people next time you travel. Donations of books or toiletries can be left at Reception or at the Senior Library.
Duke of Edinburgh hike

As part of our 'adventurous journey' component for the Duke of Edinburgh Award, we set off on a beautiful four-day adventure along the Great Ocean Walk in the Otway Ranges of Victoria’s west coast – a wonderful way to begin the Easter holidays!

The group consisted of five students from Years 10, 11 and 12, and journey leader Jodie Mitchell. Two other Lauriston staff members – Sue Douglass and Meleah Zanos – joined the group for two days.

Day one saw our plans change, due to a medical incident, and we spent most of the night in a caravan park’s camp kitchen, escaping the rain. From that point on, ‘comfort’ remained elusive to us, but it didn’t matter, because we were still having a great time. The weather worsened as the days wore on, with lots of wind and pouring rain. It meant wet tents, wet packs, dripping hair, soaked Gore-texes and – worst of all – wet, soggy boots!

But the horrible weather did not dampen our positive spirit and enthusiasm, and we all kept pushing through the pain up the hills. The track was demanding at times, with some steep, hard slogs, but the breathtaking views of the rugged coastline definitely compensated for that.

Trudging through the thick sand along Station Beach, eating dinner under a poorly constructed, wet bivvy, carrying heavily laden packs, and the few steep hills that seemed to never end, was tough, but we made every part of it fun.

We all enjoyed the funny conversations around the Trangia, the lovely scenery and four days in the fresh air.

It was great to hike again after Howqua, and to use the skills we had learned as part of the outdoor program. We had a fun and memorable experience as a group and we would definitely recommend completing a Duke of Ed hike!

Brigitte Augustes
Year 10

Visit to New Caledonia for Alliance Française prizewinners

In early April, the state winners of the 2010 Alliance Française French competition met the Melbourne director of the Alliance Française at Sydney Airport. Their purpose? To travel to and experience New Caledonia.

After being delayed overnight due to an issue with the plane, we finally left for Nourmea on Thursday. When we arrived that evening, we met our host families at the Lycée La Pérouse (La Pérouse High School), which we attended for several days, along with our host siblings.

Classes started at 7.00am each day. After lunch, which we ate in the school canteen, we left to visit places in and around Nourmea. These trips included visits to the museum, the Tjibaou Cultural Centre (where we discovered the traditional Kanak culture), the aquarium and the city centre. We were also lucky enough to spend a day at the île aux Canards, a tiny island just a ten-minute boat trip away, where we snorkelled among the fish and coral and relaxed in the sun.

On the weekend, my host family took me to the well-known market in the centre of Nourmea, where I discovered many of the local fruits and vegetables (which I was later able to try at dinner) and bought some handcrafted souvenirs from the artisans’ stalls. My host family also took me out of the city for an afternoon visit to nearby Mont Koghi, where I saw some of the beautiful landscape of rural New Caledonia.

We all enjoyed the funny conversations around the Trangia, the lovely scenery and four days in the fresh air.

It was great to hike again after Howqua, and to use the skills we had learned as part of the outdoor program. We had a fun and memorable experience as a group and we would definitely recommend completing a Duke of Ed hike!

Brigitte Augustes
Year 10

Elita Frazer
Year 12
Stephen Dea

Stephen Dea is our newly appointed Director of Outdoor Programs at Howqua.

Stephen completed his formal teacher training at the University of Melbourne in 1995, specialising in outdoor education, physical education, and geography. The experience he brings to Lauriston, and in particular to our Howqua campus, has been developed through his involvement in both national and international education and tourism settings.

Stephen has recently returned to Australia after spending three years working in Innsbruck, Austria, as a Counsellor for Youth Social Work. Prior to this, he worked for three and a half years at Ivanhoe Grammar School, where he held various roles, including Coordinator of Outdoor Education, Coordinator of Boys’ Sport, and Master of Snowsports; he also taught Health, Physical Education, and Humanities.

A qualified ski and snowboard instructor, Stephen is also a qualified canyoning and rafting guide.

Stephen is happily married to Simone and has two children: Nara and Liam.

Dee Atkin

Dee Atkin recently joined the team at Lauriston as the School’s new Registrar. In this role, Dee is responsible for managing the admission and enrolment of all new students – local, interstate and international. As Registrar, she is also a key point of contact for our international students and their homestay providers.

Dee has had many years’ experience in school registrar/admissions offices, and has worked at a number of schools, including Mount Lilydale Mercy College, Tintern Girls’ Grammar School and Ivanhoe Grammar School.

Dee has an impressively diverse career background, having also worked with Deloitte Touche Tohmatsu, International Public Relations, Systems Software Associates, and the Australian Automobile Association. In addition, she is a certified recruitment consultant, and in this capacity she managed a boutique recruitment agency for several years.

An avid music enthusiast, Dee has a keen interest in all music genres. She also enjoys theatre, ballet, opera and musicals. She herself plays piano, an instrument she took up at a young age.

Dee is the proud owner of a 1956 Hillman Minx, which she is restoring. She has fun taking it to Hillman Club car rallies.

Dee’s weekends are very busy. A staunch supporter of her son in his newly found football career, Dee is delighted that so far this season his team remains undefeated.

Deb Carman

Deb Carman joined Lauriston in January this year as the Head of Junior School Music.

In this role, Deb oversees the music program in the Junior School, teaches Years 2–6 Music, directs the Montrose Choir and the Percussion Ensemble, and organises concerts and performances, such as those held on Grandparents’ and Special Friends’ Day and as part of Presentation Evening.

Deb comes to us with an extensive background in both music and teaching. She has a BMus/BTeach (Hons) degree from the University of Melbourne and has taught at various schools in Australia, England and the US. Prior to joining us at Lauriston, Deb coordinated primary school music and the strings program at Ivanhoe Grammar School’s Plenty Campus.

Deb has chosen to work in the primary school context so as to be able to combine her passion for music with her love of teaching primary-age students.

In her spare time Deb enjoys playing the violin, ‘trying to play the piano’, travelling and scuba diving.
Do teachers make a difference?

If we want to enhance the quality of learning outcomes for our students, we need to focus on making changes in areas where change for the better is attainable. The research evidence suggests that the factors that most affect student achievement are as follows:

- **Student inputs.** About 50% of the overall variation in achievement in student populations is accounted for by what students themselves bring to the table. There is a high correlation between ability and achievement.

- **Home and school.** Taken together, home and school contribute about 20% of achievement variance. In the home environment, levels of expectation and encouragement are an important factor; in the school context, the provision of a safe learning environment, and one in which there is a genuine responsiveness to student contributions and opinions, will foster achievement.

- **Teachers.** Teachers contribute about 30% of achievement variance – ‘what teachers know, do, and care about … is very powerful in [the] learning equation’. 1

  On average, students spend about fifteen thousand hours at school. It therefore makes sense that, in order to provide students with learning experiences of the highest quality, educators must focus on school and teacher effectiveness.

What sorts of things can influence the quality of students’ learning experiences?

- **For a school to be successful, having a clearly articulated vision of where the school is, and where it wants to go, is essential.** Underpinning successful schools are well-developed strategic and operational plans that set a clear, unambiguous direction. In turn, there are clear expectations of both students and teachers. Everybody knows what is expected of him/her.

- **Quality of teaching is significantly influenced when a school has in place rigorous mechanisms for teacher appraisal and related feedback.** (The equivalent for students is regular feedback and closely focused assessment.)

- **Quality learning is most likely in schools that are committed to continually strengthening the all-important ‘tripartite relationship’ – that between the home, the school (i.e. teachers) and the student – particularly by facilitating effective communication between these stakeholders.**

For the remainder of this article, we will focus on the second of these points. It is widely acknowledged that an initiative that has the capacity to influence quality of teaching is feedback and appraisal. At Lauriston we provide our teachers with detailed performance feedback on a regular basis, using a system that we refer to as Enhancing Professional Capacity (EPC).

Interestingly, many of the key elements of our appraisal system are among those identified by the Grattan Institute, in a report just published, as being ‘effective methods to assess and improve learning and teacher performance’. 2 The Grattan Institute report recommends that at least four of the methods of appraisal it lists should be used in assessing teacher performance and providing meaningful feedback. Six of these are already in use at Lauriston. They are:

- student performance and assessments
- peer observation and collaboration
- direct observation of classroom teaching and learning
- student surveys and feedback
- self-assessment (and reflection)
- student surveys and feedback. 3

Lauriston’s system of appraisal and feedback is managed by our Director of Human Resources (Teaching), supported by the Lauriston Institute and the School Executive.

We believe that we have a comprehensive appraisal system in place, and that ongoing development of teacher capacity is supported by professional learning opportunities. More work, however, is still to be done as we refine the system.

**Nick Thornton**
Director of the Lauriston Institute


3 ibid.

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**Parent Seminars**

Our next Parent Seminar, to be presented by drug and alcohol educator Paul Dillon, will be held on Wednesday 3 August 2011, at 7.30 pm.

In addition, we are intending to run an information seminar on cyberbullying and internet safety and are planning this session for early in Term 4.

**Suggestions for Parent Seminars are always welcome. Please email your suggestions to Nick Thornton, at thortotteni@lauriston.vic.edu.au, or call on 9864 7611.**
Equity Scholarships – helping provide an education for life

‘We believe that the education Lauriston provides is unique,’ Michael Rowland says. ‘By offering Equity Scholarships, we will be providing students from diverse backgrounds with the knowledge, skills and values to lead personally fulfilling lives and make a real difference in the communities in which they live.’

For example, the Building and Library Funds have been used to develop the School’s Science and Resource Centre, Junior School Library, Centre for Art and Visual Communication, Music School, Performing Arts Centre, the Dance and Movement Centre and the Swimming Pool.’

Lauriston’s Howqua campus has also benefited from the work of the Foundation, which has helped establish the Brooks Frazer Arts Centre and the Library and Resource Centre, in addition to funding the ongoing development of the campus.

Funds contributed to the Education Fund are used to support the development of the School’s teaching and learning environment.

The Scholarship Fund was established to support the advancement of girls’ education, through the provision of scholarships designed to allow more young women to have the benefit of an education at Lauriston. The new Equity Scholarships program takes the Fund in an exciting new direction by making entry to Lauriston an option for students whose parents would under normal circumstances be unable to afford to send their daughters to the School.

‘The Lauriston Foundation was established in 1985, with the purpose of supporting and assisting the School Council to preserve, improve and develop the educational programs, property and facilities at the School,’ says Michael.

‘The Foundation seeks to raise funds through an Annual Appeal and targeted campaigns, and the funds raised are then directed into four key areas – the Building, Library, Education, and Scholarship Funds.

‘Funds raised are used to support initiatives identified by the School. For example, the Building and Library Funds have been used to develop the School’s Science and Resource Centre, Junior School Library, Centre for Art and Visual Communication, Music School, Performing Arts Centre, the Dance and Movement Centre and the Swimming Pool.’

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Equity Scholarships – helping provide an education for life

‘We believe that the education Lauriston provides is unique,’ Michael Rowland says. ‘By offering Equity Scholarships, we will be providing students from diverse backgrounds with the knowledge, skills and values to lead personally fulfilling lives and make a real difference in the communities in which they live.’
‘Our goal is to build a fund sufficient to offer meaningful Equity Scholarships to young women who meet specified acceptance criteria yet lack the financial ability to afford a Lauriston education,’ Michael says.

‘In the first instance, we will be making a two-year scholarship available to one or more students going into Year 11. We are hoping that eventually we will be able to offer a number of Equity Scholarships. If funds are sufficient, we may even be able to extend the scholarships into earlier year levels,’ says Michael. ‘In order to achieve this, we first need to establish a substantial funds base.’

Michael points out that donations to the Equity Scholarships program are tax-deductible: ‘Donors will not only be helping to provide a young woman with a life-changing opportunity. They may also be entitled to a tax-deduction.’

Bequest Program

In addition to administering Lauriston’s Building, Library, Education, and Scholarship Funds, the Foundation administers the School’s Bequest Program. Over the years, bequests have been received from past staff, former students, the parent community and other supporters of Lauriston.

‘An excellent example of the tangible benefits of a bequest is the Lilian Bayly Centre for Years 7 and 8. Lilian, who graduated from Lauriston in 1930, provided a substantial bequest which was used to create this state-of-the-art centre, which caters specifically for the needs of adolescent learners,’ says Michael.

If you would like to support Lauriston’s Equity Scholarships Appeal, or discuss other ways you can support the School, please contact Marina Johnson, Director of Marketing and Advancement, on 9864 7525 or by email at johnsonma@lauriston.vic.edu.au

While Equity Scholarships are an exciting new initiative at Lauriston, the School has had a strong scholarship program in place for many years. Lauriston’s new Development Officer, Melinda Cannington, spoke recently with three alumni who were recipients of scholarships through this program.

Melinda spoke firstly with Sophie Ellis (2002). Sophie initially heard about Lauriston from a family friend, who had told her about ‘the amazing year’ offered at Howqua.

‘I was excited about the opportunity Howqua presented to learn and study in such a unique environment. It was tough leaving my family in Tasmania, but the Lauriston community was incredibly supportive, which allowed me to take in my stride the challenge of balancing school with managing my life away from home,’ says Sophie.

‘At Lauriston I had inspiring teachers, there was fantastic infrastructure for students, and there were ample opportunities to explore my interests.’

Sophie went on to complete a double degree, in International Relations and Law, and now has a graduate position with a legal firm.

‘My Lauriston network is still very much part of my life and has played a part in supporting me to make the most of opportunities that come my way,’ Sophie says.

What Karen Tyedin (2003) gained from her time at Lauriston – and from her time at Howqua in particular – was independence and self-belief.

‘The life skills and values I learned, such as courage, commitment and team building, I continue to use in my day-to-day life,’ says Karen.

Karen says that Lauriston gave her a wide choice of subjects and allowed her to explore many different areas of interest. The International Baccalaureate Diploma Programme gave her an extra challenge, enabling her to learn a language as well as to be involved with community service, the creative arts, music and sport. The drive and determination that Lauriston instilled in Karen have enabled her to achieve an honours degree in Physiotherapy.

‘All of who I am stems back to Lauriston and the opportunities that I would not have had elsewhere,’ she says.

According to Stephanie Sandford (2009), it was the care and attention offered by teachers at Lauriston that helped her thrive and reach her potential.

‘My teachers genuinely cared about my interests and my life. Many of them used innovative teaching approaches that helped stimulate my thirst for knowledge,’ Stephanie says.

‘I also valued the opportunities Lauriston provided. At Lauriston, you don’t have to be “the best” at something – instead you are encouraged to “have a go” and participate. With this approach, my interests were nurtured and my confidence flourished.’

Stephanie says that Lauriston’s values influence how she lives her life today: ‘As a Lauriston girl, I am always up for a challenge. I am proud to have been part of a dynamic learning environment and such a supportive school community.’
Engagement in (sporting) life

The underlying philosophy of Lauriston’s Sport Department is that participation in, and enjoyment of, physical activities play an important role in personal wellbeing. Our staff are focused on providing all of our students with a range of opportunities to participate in physical activities, to develop their physical skills and to improve their fitness, while at the same time building their capacity for leadership and for teamwork.

Within this framework, success is not measured solely on the basis of results: enthusiasm, participation, sportsmanship and team play are also highly valued. Students taking part in individual events are encouraged to focus on achieving ‘personal bests’ (PBs) (e.g. reduced times) and to use these as a gauge of improvement in performance – and hence as a gauge of success.

Lauriston’s ethos fits well with that of Girls Sport Victoria (GSV), one of the largest independent school sporting associations in Victoria. The GSV philosophy is centred on ‘a recognition of the importance of school sport in developing positive attitudes towards women’s health and a lifelong involvement in physical activity and sport’. Through GSV, girls are encouraged to engage with sport ‘at all levels, from skills development, to friendly competition and elite performance’.

Lauriston is one of twenty-four schools that take part in the GSV program, which gives our girls the opportunity to be involved in more than twenty sports – whether through weekly competition, tournaments, carnivals, or skills development programs. Although we are relatively small by comparison with other GSV member schools, on average we have more than 150 students competing in sport under the GSV umbrella on a weekly basis.

Since 2009, Lauriston has been steadily improving its overall results in swimming, diving, cross-country, and track and field. In 2010 our cross-country and athletics teams delivered commendable performances. In 2011 we have already enjoyed several successes, achieving premierships in swimming and diving (Division 2) and Years 7 and 8 tennis, and reaching the finals in the Year 10 tennis and Years 7–8 indoor cricket competitions.

Lauriston also takes part in a range of competitions beyond the auspices of GSV. Our rowers are strong competitors at a national level and continue to enjoy excellent results – in 2011 a Lauriston crew won the Schoolgirl Coxed Four championships, thus taking back-to-back titles. Our snowsports team has also been working hard. In 2010 the girls were declared National Champions in several team and individual events, and overall National Primary School Girls Champions.

Lauriston is currently being considered for qualification for the 2012 schools’ water polo world championships, to be held in New Zealand. Our sports program already provides students with opportunities to compete against international teams – international competition allows the girls to experience different cultures while also improving their sports skills.

Lauriston offers girls the chance to experience sports that they are not exposed to in their local communities.

As well as offering a wide range of ‘standard’ sports, Lauriston offers girls the chance to experience sports that they are not exposed to in their local communities. Of these, sailing and surf league have proved popular, particularly with our junior students.

Further opportunities for students to benefit from physical activity are provided by the School’s very strong House sports program, which sees the girls competing in inter-House competitions and carnivals, in athletics, cross-country, hockey, netball, softball, swimming, tennis, volleyball and water polo.

One of Lauriston’s core values is ‘engagement in life’. If our students’ level of participation and team spirit is an indication, engagement in (sporting) life is very much a part of the Lauriston experience.

Sharyn Baddeley
Director of Sport
Miss Beryl Howie and the Craft Room, 1947–82

Craft as a mainstream classroom subject was introduced to Lauriston in 1947, as part of the post-war attempt to broaden the curriculum and cater to the talents of all students. (Before 1947, dressmaking and drawing were offered as optional ‘extras’.) The new subject required a specialist teacher, and thus Miss Beryl Howie joined the staff at Lauriston. Miss Howie and her evolving repertoire of craft classes, which focused on crafts ranging from fine needlework to bookbinding, weaving, batik and leatherwork, would become defining elements of the Lauriston experience for the next thirty-five years.

At first, Miss Howie was allocated space in the School’s boarding house, where boarders had to share their bathroom with cane soaking in the bath, and dyed items dangling over the basin. The cramped conditions were no barrier to excellence: the Education Department Inspector’s Report of 1955 rated the art and craft work of Lauriston’s senior students as ‘outstanding’. In 1966 the Old House was demolished, and the Craft Room moved to the White House, in Mercer Road. Later on, art and craft found a permanent home in the Gladys Davies Special Studies Wing.

Miss Howie retired in 1982, leaving many happy memories of her gentle and encouraging teaching, and of the atmosphere she created in her art and craft rooms – a haven from the pressures of school life.

This year the Archives have received several wonderful donations of student craft work. Of particular interest is an embroidered tablecloth sewn by Meg McLennan (née McGowan) in 1952, when Meg was a student in Miss Howie’s craft class. Meg recalls sitting in bed on the verandah of the old boarding house, sewing the cloth before the other girls woke up. Her outstanding piece of needlework was awarded a well-deserved mark of 100/100.

Another fascinating donation came to us from Heather Barker (née Webb). Heather studied craft until Leaving level (the last year that craft could be taken as a subject), and has given the Archives her two craft workbooks. One dates from 1963–64, when Heather was in Years 9 and 10, and the other from 1965, when she was in Year 11 (i.e. Leaving). The books contain samplers and detailed instructions on how to make various items, as well as essays on subjects such as ‘The History of Needlework’, ‘The Bayeux Tapestry’ and ‘William Morris’. The Leaving workbook, together with the various articles that the student had designed and made during the year, was submitted for external assessment.

Meg’s tablecloth and Heather’s craft books are currently on display in the Senior Library.

Jenny Bars
Archivist
Old Lauristonians’ Association

Staying connected – Lauriston is a school for life

The Old Lauristonians’ Association (OLA) encourages our past students to remain connected with each other and with Lauriston. The OLA holds alumni social events, including reunions, throughout the year, and also assists at many School events. OLA involvement with the life of the School ensures that the connections established during one’s school years remain much more than merely fond memories. Lauriston is ‘a school for life’.

Alumni breakfast series 2011

The first of Lauriston’s alumni breakfasts for 2011 was held on 24 March at the Victorian Institute of Sport. Seventeen alumni, representing the classes of 1991–2004, were treated to a presentation by Sharelle McMahon, the captain of the Australian netball team. Attendees were then invited to tour the VIS facilities – an opportunity to gain a rare insight into the training and support offered to elite athletes.

The [breakfast] format worked really well – breakfasts are a great way to catch up with people around the working day and smaller groups help to make everyone feel relaxed. (Gabrielle Munzer (1998))

Class of 1961 50-year reunion

Twelve alumni spent an enjoyable afternoon reminiscing about schooldays past. The group also enjoyed a tour of the School – during which frequent comments about Lauriston’s new facilities and expanded curriculum could be heard.

We were all thrilled to be back at Lauriston again. The changes in the technology and the new science building were a huge highlight, as well as seeing that the Moreton Bay Fig tree (aka ‘the Whistle Tree’) was still standing proud and strong. The opportunity to catch up with old friends was very special; no one really changes much at all. (Carolyn Vampani (Hogg, 1961))

Class of 1966 45-year reunion

The sixteen alumni who attended the Class of 1966 45-year reunion were in awe of the beautifully renovated Montrose House, which provided the venue for their gathering. Exuberant laughter could be heard echoing around the Lauriston grounds as the alumni took a tour of the School.

Everyone was most impressed with the School and all that have been closely associated with Lauriston over the past few years are really excited with the direction Lauriston is taking! (Libby Reid (1966))

We are currently looking at organising alumni events for our interstate- and overseas-based alumni. If you are interested in attending, or would be willing to assist with organising such an event, please contact Lauriston’s Development Officer, Melinda Cannington, at canningtonme@lauriston.vic.edu.au.

Lauriston Mentor Program

During Term 2 we established the Lauriston Mentor Program. The aim of this new initiative is to facilitate mentor–mentee relationships between Lauriston alumni and our Year 11 and 12 students, so that the students may benefit from the invaluable career guidance and support that alumni are in a position to offer them.

Mentoring is an integrated approach to advising, supporting and nurturing. It takes place in the context of a relationship between a young person and a person with greater skills, experience and professional knowledge. Our Council Chair, Elspeth Arnold, is one of the many professional women who speak positively of their experiences mentoring younger women. Elspeth has mentored interns within her law firm, and women wishing to make their career in the law.

I was pleased to lead a mentoring workshop for Amelia Carroll, Emily Chan, Emma Chan, Alice Jordan-Baird, Jennifer Lee, Rhiannon Mathers, Emilie Soust and Madeline White, who will be our first student mentees. In the workshop, we completed a variety of activities, which allowed us to consider what each student wanted to gain from the mentoring relationship. We also discussed the value of listening well and talked about how we develop trusting relationships over time.

I would like to thank OLA Executive and Lauriston Council member Prudence Barker for organising the participation of our alumni mentors, who are:

- Bree Eastaugh – lawyer, Maddocks
- Michelle Farquhar – occupational therapist, Alfred Hospital
- Sarah Gamboni – doctor, Alfred Hospital
- Louise Joel – Program and Events Executive, Melbourne International Fine Art
- Sarah Korman – Senior Analyst, Strategy and Risk, Group Treasury, National Australia Bank
- Prudence Barker – tax accountant.

The students and their mentors will be making contact with each other at least twice each term. I am sure that all will gain from the mentor–mentee relationships that they develop during the year, and we hope that our mentors will keep in contact with their mentees as they embark upon their tertiary studies.

Susan Just
Principal
I’m writing this from the office of the Business Insider, the news website I work for in New York. The office is located on Fifth Avenue, just above Union Square, and each time I enter or leave I can see the Empire State Building towering into oblivion at 34th Street – the southern end of Midtown.

When I first arrived, I had a thing for the Chrysler Building. Somewhere along the way, the Empire State has taken its place. Despite its magnitude, it’s somehow self-effacing. And it’s a stalwart; it’s seen everything.

Alice Milledge, also living here, loves the Chrysler Building, ‘because you can see it all the way up Allen Street on my walk to work,’ she says. Also, Alice is an interior designer, so her connection to the Chrysler – an art deco masterpiece – was probably preordained.

Amy Browne had already been in New York for three years by the time I arrived. She was completing her degree at the American Academy of Dramatic Arts. Though the course was actually a two-year degree program, Amy was one of only a handful of students invited back for a third year.

When she first arrived in 2005, Broadway was Amy’s favourite landmark. She was seduced by ‘the flashing lights, loud crowds, and fantasy carnival land of the theatre’. After six years, she prefers Central Park.

Now nearing the end of a Bachelor of Science, with a major in film production, at the New School, she is also making a documentary about green burials, called A Will for the Woods.

I arrived here in July of 2008 to begin a Master’s in Journalism at Columbia University.

After listening to a series of intimidating podcasts about what to expect during my time at the j-school – recorded by the previous year’s graduates – I momentarily fantasised about admitting defeat, and returning to Melbourne the following week.

In fact my time at Columbia was the most enlightening, academically challenging, and personally edifying two years of my life. My professors were veterans of the New York Times and the Wall Street Journal. Fellow students hailed from as near as Brooklyn, and as far as Uganda.

Although I focused on politics at Columbia, I’ve somehow landed a job covering Wall Street. While the world of banks and hedge funds is an unexpected detour, it turns out that finance is actually incredibly similar to Washington – the characters and themes are analogous.

Someone who understands that world much better than I do, is Sophie Watson. She is now an analyst at J. P. Morgan. Though she officially decamped to New York early last year, as part of her degree at Melbourne University, she had studied at Boston College since 2009.

Sophie has always loved the Brooklyn Bridge, ‘Not only because it is visually striking,’ she has explained, ‘but also because it means you’re entering Manhattan.’ However, after having lived here for a while, she, like Amy, is more enamoured with Central Park.

Alice arrived in New York shortly after Sophie, to intern for AvroKo, a boutique interior design firm. The internship turned into a full-time job. Since she started, Alice has helped design restaurants and bars here and in Manhattan, the new Michael White eatery in Hong Kong – which she visited last week – and she’s currently part of the team that’s designing the new Grand Hyatt in China.

By the end of May, Alice will have been here one year. What’s funny about New York, however, is that it can begin to feel like home straight away. I suspect it’s partly because we’ve grown up with exposure, through the media, to New York’s landmarks, even though we have spent most of our lives in Australia.

Amy, Alice, Sophie and I all went to Lauriston, completing VCE in 2003. We attended university in Melbourne and, at different times, our worlds diverged and crossed. But for the time being, we’re all New Yorkers.

Katya Wachtel
Class of 2003
Earlier this year, former Lauriston student Zara Kimpton, who matriculated in 1963, was awarded the Medal of the Order of Australia (OAM) for service to international relations through executive roles with the Australian Institute of International Affairs Victoria (AIIAV).

Zara first developed a strong interest in anything global back in her days as a student at Lauriston while studying History and Geography. Her interest deepened later, when Zara studied International Relations as part of her BA in Political Science, Fine Arts and Economics at the University of Melbourne. Upon completion of her degree, Zara pursued a career in stockbroking, the mining/investment industry and banking. Zara then worked in New York in the interior design industry and later ran her own business in this field in Melbourne.


Zara was made National Vice President of the Australian Institute of International Affairs in December 2010.

Congratulations, Zara, on your OAM – recognition for all your hard work and success.

Are you still a singer at heart? Interested in singing alongside current Lauriston students? Then read on!

As part of our birthday celebrations, we are holding a 110th Anniversary Gala Concert on 18 August at 7.30 pm. (To accommodate the large numbers expected, the event will be held at Scotch College.) The finale for this whole-school event will be a massed choral/orchestral item – a performance of three movements from Karl Jenkins’s Songs of Sanctuary. We are looking for up to thirty former choristers who would be interested in participating in this wonderful event. In addition to participating on the night, choristers would also need to be available to attend several rehearsals in July and August.

To express your interest in the event, or for further details, please email Kellie Ryan, Director of Music, on ryanke@lauriston.vic.edu.au.

For ticket details, please email events@lauriston.vic.edu.au.

Calling all former choristers

Events in Term 3 (19 July–16 September) – save the dates

29 July, 6.00–8.00pm: Young Alumni Event, CBD location to be announced

18 August, 7.30pm: 110th Anniversary Gala Concert (to be held at Scotch College, Hawthorn)

This night of nights is a musical celebration of Lauriston’s 110th anniversary, and will feature performances from students from Prep to Year 12. The finale will see current students combining with former students in a massed choral arrangement.

28 August, 11.00am–2.00pm: Rediscover Howqua Picnic (Howqua campus)

This day is an ideal opportunity for current and past students and families to visit our Howqua campus and discover – or rediscover – the unique Howqua experience. It’s also an opportunity to reconnect with old friends.

Congratulations to Katharine Gentry (2010), who is working towards a Bachelor of Science degree at the University of Melbourne. Katharine has been placed on the Dean’s Honour List – Commencing by the university’s Faculty of Science. The Dean’s Honour List – Commencing recognises the highest-achieving students entering the faculty as first-year students in the Bachelor of Science program.

Katharine Gentry

Congratulations to Katharine Gentry (2010), who is working towards a Bachelor of Science degree at the University of Melbourne. Katharine has been placed on the Dean’s Honour List – Commencing by the university’s Faculty of Science. The Dean’s Honour List – Commencing recognises the highest-achieving students entering the faculty as first-year students in the Bachelor of Science program.

Tell us your news

We are always keen to hear from our alumni. If you have an interesting story to tell, please forward your article and any accompanying photos to Communications Officer, Katie Garrett, at garrettka@lauriston.vic.edu.au.

Are you still a singer at heart? Interested in singing alongside current Lauriston students? Then read on!

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29 July, 6.00–8.00pm: Young Alumni Event, CBD location to be announced

18 August, 7.30pm: 110th Anniversary Gala Concert (to be held at Scotch College, Hawthorn)

This night of nights is a musical celebration of Lauriston’s 110th anniversary, and will feature performances from students from Prep to Year 12. The finale will see current students combining with former students in a massed choral arrangement.

28 August, 11.00am–2.00pm: Rediscover Howqua Picnic (Howqua campus)

This day is an ideal opportunity for current and past students and families to visit our Howqua campus and discover – or rediscover – the unique Howqua experience. It’s also an opportunity to reconnect with old friends.

Tell us your news

We are always keen to hear from our alumni. If you have an interesting story to tell, please forward your article and any accompanying photos to Communications Officer, Katie Garrett, at garrettka@lauriston.vic.edu.au.
Vale

It is with sadness that we learn of the deaths of two members of the Lauriston community.

Helen Renard (Gotch-Chalk, 1966)
Passed away 15 February 2011, in Hobart, after a long illness.

Susan Campbell (Murray, 1961)
Passed away 4 March 2011.

Susan Campbell was highly regarded as a Professor of Law at Monash University and was a founding member of the board of the Judicial College of Victoria. She was also a Foundation Trustee of the Tim McCoy Memorial Trust.

Susan served for many years with Springvale Monash Legal Service, both as a board member and as chairperson. She was a leader in the Monash University Law School Clinical Legal Education Program offered through Monash-Oakleigh Legal Service.

Births

We welcome the following new members to the Lauriston Community.

Katherine Hall (Kauffman, 1995) and partner Adam Hall are happy to announce the birth of their first child, Henry Hall born on 4 August 2010.

Bequests

In recent years, Lauriston has been the recipient of a number of significant bequests, from Lilian Bayly (Cruthers, 1930), Sarah Hollyer (1967), Gladys Davies (1927), Pamela Radford (1939), Dr James Smibert and Lady Josephine Jones.

These bequests have been of great benefit to the School, enabling it to build, among other facilities, a tenth student house at Howqua (Sarah Hollyer House) and the Lilian Bayly Centre for students in Years 7 and 8.

Lauriston is enormously grateful for the support it receives from those who have bequested part or all of their estate to us for educational purposes. As is the case at many other independent schools, most of our income is currently spent on recurrent costs, such as salaries and general expenses. So it has been bequests, both large and small, that have assisted the School in the furtherance of its vision for girls’ education.

Through our Bequest Program, we ask you to consider including Lauriston in your will. Depending on the wishes of the bequestor, a bequest can be restricted or unrestricted. A restricted bequest might be for a purpose such as the naming of a scholarship, while an unrestricted gift allows the School to direct the bequest in ways that most contribute to meeting existing education needs.

Whether your connection with the School is recent, or extends back over a period of decades, your bequest will assist Lauriston to continue enriching the lives of young women in a wide variety of ways. Your support through a bequest means that your gift will last for more than a lifetime.

Should you be interested in speaking with us about supporting Lauriston’s educational program through a bequest, please contact our Principal, Susan Just, or our Director of Marketing and Advancement, Marina Johnson, on 9864 7525. Calls are strictly confidential.
Term 3 Events
19 July – 16 September

Principal’s Morning Tea and School Tour
Tuesday 26 July, 9.30–10.30am
Young Alumni Event
Friday 29 July, 6.00–8.00pm
Parent Seminar: Paul Dillon – Alcohol and Drug Education
Wednesday 3 August, 7.30–8.30pm
Class of 1996 15-year Reunion
Friday 5 August 6.30–8.00pm
Vocal Soiree
Tuesday 9 August, 5.00–6.00pm
Senior College Play
Thursday 11 August – Saturday 13 August, 7.30–10.30pm
Class of 2006 5-Year Reunion
Wednesday 17 August, 6.30–8.00pm
110th Anniversary Gala Concert
Thursday 18 August, 7.30–9.30pm
Principal’s Morning Tea and School Tour
Tuesday 23 August, 9.30–10.30am
LPA Fathers’ and Daughters’ Breakfast
Thursday 25 August, 7.30–8.30am
Junior School House Athletics
Friday 19 August, 10.00–11.00am
Rediscover Howqua Picnic (Howqua)
Sunday 28 August, 11.00am – 2.00pm
FLA Chamber Music Lunch
Friday 2 September, 12.00–2.00pm
Yrs 5–8 Drama Festival
Tuesday 6 September, 4.00–6.00pm
Prep–2 Blairholme Concert
Wednesday 7 September, 5.30–6.30pm
Class of 2010 Reunion
Thursday 8 September, 6.30–8.30pm
Blairholme Music Concert
Wednesday 14 September, 1.00–1.30pm
Year 12 Parent–Student Dinner
Thursday 15 September, 6.30pm till late, Caulfield Racecourse

More information on these and other events can be found by visiting the News and Events section of the Lauriston website (www.lauriston.vic.edu.au).

Live it. Learn it. Love it.

Advertising in Lauriston Life
Lauriston Life is distributed quarterly to more than four thousand readers, including alumni; parents of current students; current and past staff; and donors. If you have a business or service that you would like to promote, please consider placing an advertisement in our next issue.

Advertising rates are: full page $800; half page $500; quarter page $350; eighth of a page $200.

For further details or to discuss how your business can be involved in Lauriston Life, please contact Lauriston’s Director of Marketing and Advancement, Marina Johnson, at johnsonma@lauriston.vic.edu.au.