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, for example, 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 parts or all of their estate for educational purposes. Like most 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 assist the School in the furtherance of its vision for girls’ education.

Through the 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 something like the naming of a scholarship, while an unrestricted gift allows the School to direct the bequest in ways that contribute most to meeting existing educational needs.

Whether your connection with the School is quite recent, or some decades ago, your bequest will at some stage assist Lauriston to continue enriching the lives of young women in a very wide variety of ways. Your support through a bequest means your gift will last for more than a lifetime.

Should you be interested in talking about ways you could support Lauriston’s educational program through a bequest, please contact the Principal, Susan Just, or Director of Development, Sue Johnston, on 9864 7555. Calls are strictly confidential.
We are what we repeatedly do. Excellence then is not an act, but a habit. Aristotle

My arrival in Melbourne and my first term at Lauriston brought with it the inevitable ups and downs of moving to a new city, a new home and a new school. There were times during my first month when I wondered whether my washing machine would continue to flood my laundry, rather than wash my clothes, and whether I would be able to find my way to Howqua without having to listen to the dulcet tones of Australian Cathy on my Navman.

Fortunately, my domestic challenges have now been resolved and, while the Navman remains in use, I can find my way to Howqua unassisted.

While my first term at Lauriston has been fast paced, I did not expect that the rhythm of the school year would reduce its pace because of my mid-year change of school. My goal for Term 3 was to meet with parents, staff and students, observe the daily operations of the School, and participate in School functions, particularly farewell activities for our Year 12 students.

Term 3, therefore, involved a series of welcome events and I certainly appreciated the attendance of many parents and the warmth of the welcome I received. My Friday afternoon Open Door meetings with parents will be ongoing. All parents are welcome to make a time between 4.00 and 6.00 pm on Friday afternoon, to have a discussion with me about topics which may be of interest to them. I offered a twenty minute meeting with all members of staff and it is pleasing that I have now had a personal conversation with the teachers and non-teaching staff. I have endeavoured to use a variety of informal opportunities to speak with the students and I have participated in assemblies and other events.

I would particularly like to thank the Year 12 students who welcomed me to their Formal at the end of my first week at Lauriston and the Year 12 Graduation Dinner, which was held at the end of term.

I attended the Foundation Dinner and along with Michael Rowland, Chair of the Foundation, and Foundation members, we are now undertaking strategic planning with a view to enhancing their work in providing financial support to the School. I am also working with the Old Lauristoniens’ Association to enhance links between our alumni and the School. I will be presenting a framework for a Strategic Plan to the OLA before the end of Term 4 which focuses on building stronger connections with our alumni, who are valued by the School.

I have become a keen participant at our Lauriston Parents’ Association meetings and Friends of Lauriston Arts meetings. During the AGM of the Lauriston Parents’ Association I was asked to speak about my vision for pastoral care at Lauriston. The elements I discussed during this presentation have now become part of the Lauriston Strategic Plan which the Executive has been developing.

It was with sadness that we said farewell to Deputy Principal, Anne Bright, at the end of Term 3. Anne is taking up a position in a new Monash University venture related to international students. At the formal community farewell which we held for Anne, I said: ‘Anne has made an important contribution to Lauriston and been a strong advocate for the School finding its own unique path in a city which boasts many educational institutions. She is not afraid to say that Lauriston should be different in its approach to the education of girls and she is a strong advocate for a girls-only education.

When I consider the Lauriston values, I can say that Anne embodies the values of courage and relationships. She has developed strong relationships with staff, students and parents during her time at Lauriston. Anne also has demonstrated courage in dealing with a variety of issues which arise in positions of leadership and making decisions which she was prepared to stand by and defend.’

Of particular enjoyment, have been my visits to Howqua. While there have been times when I felt that my visits were fleeting and crammed into a busy schedule, I have valued spending time at the campus and getting to know the staff and students. The Howqua experience is unique for our Lauriston students and it has been an important goal for me to learn about the program and to listen to the staff, students and parents who have a deep understanding of the benefits for our students.
Much of my thinking, since my arrival, has been devoted to the development of the Lauriston Strategic Plan, which will be completed early in Term 1, 2011. I have been working closely with the Executive in developing the Strategic Plan. Our strategic priorities and actions have now been established and presented to Council and the staff.

**Strategic Priority Areas:**

1. Student Learning Achievement
2. Personal Wellbeing
3. Staff Development and Support
4. Enrolments
5. Connection with the Community
6. School Environment

Linked to each of these Priority Areas is a series of Strategic Priorities and Strategic Actions. The Strategic Actions further develop the Priorities, and against each of these we are currently developing a timeline and measurement, which provide even more detail. One example of a Strategic Priority linked to Student Learning Achievement is:

**Establish an ongoing review process for all of our education programs to ensure high quality.**

Actions linked to this Priority are:

- Undertake a review of the library, information and technology services.
- Review current approaches to assessment and reporting practices.
- Review the curriculum from Years 5 to 9 to enhance rigorous, innovative, student-centred and ICT-embedded learning experiences.
- Review the P to Year 4 curriculum, to enhance current literacy and numeracy programs and student-centred learning.
- Review the Philosophy and Ethics curriculum in order to establish a seamless program of learning experiences from K to Year 12.
- Undertake a review of the co-curricular program.

These reviews will be completed during the next three to four years and are designed to ensure that our programs are achieving the best learning outcomes for our students. It is usual practice to undertake a rotation of reviews within a strategic plan in order to consider current best practice and whether programs currently in place are meeting the needs of our students.

Along with the development of the Lauriston Strategic Plan, a staff committee is currently in the planning phase for a strategic plan with technology as its focus. We are discussing the technology needs of the School over the next three years and linking this with research on the value of technology use in learning and future developments in technology hardware and infrastructure.

Lauriston is well placed to provide a holistic education which focuses on the needs of C21st learners, who are now part of a global society. The vision, mission and values of the School underpin our core business, which is the provision of a broad and holistic education for young women.

**Vision:** A School for Life

**Mission:** It is our mission to enhance the lifelong learning capabilities of all students.

**Values:**

- Relationships
- Courage
- Intellectual Inquiry for Understanding
- Creative Reflection
- Engagement in Life

The Strategic Plan seeks to consolidate work already being undertaken in curriculum development, assessment and reporting, and wellbeing strategies for students. The Howqua experience provides a valuable learning experience for students in developing the skills of critical thinking and problem solving, along with opportunities to work as a member of a team and develop resilience. Offering the VCE and IB Diploma pathways for our students in Years 11 and 12 enables them to engage in studies which suit their learning styles and subject preferences. Encompassing the curriculum is a broad co-curricular program which includes sport, the arts, debating and public speaking, and community service.

It is vital not to underestimate the excellent education already provided to students at Lauriston.

We now have the opportunity to give attention to the learning needs, academic and personal progress of each individual student. I envisage that we will be enhancing our ability to track the individual academic progress and personal development of a student at Lauriston so that we can work with her to establish a more individual program, which will provide both support and enrichment.

Lauriston is part of a quickly changing educational environment and we are closely studying the Australian Curriculum as it unfolds, and conducting a considerable body of research on learning and teaching. We are mindful that Lauriston must forge its own educational path and embrace what is best for our students, instead of taking myriad side roads because other educational institutions have chosen to embrace particular approaches. Our eyes are firmly looking forward to the goals we believe will allow our students to reach their potential.

I look forward to the future at Lauriston and the learning journey upon which I have now embarked.

**Susan Just**

Principal
Lighting the Fire for Reconciliation

We live in a highly connected and interdependent world, so it is important we all learn to build positive social relationships with all people within our community.

The Campfire for Reconciliation has been a very successful community project and this was obvious on Friday 22 October when we ignited the fire for reconciliation. Aunty Joy Murphy-Wandin performed a Welcome to Country, where she emphasised building respectful relationships as the key to reconciliation.

As part of the Year 6 leadership program, students were involved in presentations at the opening ceremony. Jess, a Year 6 student, emphasised the coming together, and the closing of the gap, between indigenous and non-indigenous Australians. She believes we should strive for an equal society where everyone has an opportunity to succeed. By supporting reconciliation we are working together to overcome the reasons why there are divisions between indigenous and non-indigenous Australians. In the past there have been acts of racism and prejudice between our two cultures, but now we are putting that behind us and together we are moving on.

A moving part of the afternoon was the performance by Russell Dawson with the didgeridoo and the smoking ceremony performed by Aunty Lee and Aunty Joy, where the pit was lit for the first time to symbolise renewal and regrowth and our desire as a school to continue on our journey of reconciliation.

A reconciliation ceremony will be held each week by the campfire to acknowledge the traditional owners, but also as part of acknowledging our continued support and recognition of our desire to move forward as a community. The School would particularly like to acknowledge the Lauriston Parents’ Association for their generous support for the official opening of Lauriston’s Campfire for Reconciliation.

During 2010 we have been fortunate to have Lee Darroch working in the Junior School on designing and creating a Campfire for Reconciliation.
The Dry Riverbed project has involved the Niall House community in an undertaking that promotes and supports Education for Sustainability through the planning and development of a dry riverbed and surrounding planting.

The project was also designed to contribute to the physical development and environmental understandings of the students in Niall House. Graeme Base’s *The Waterhole* gave us many ideas to discuss and the children began experimenting with a variety of natural mediums to express their understandings.

These opportunities allowed the children to create and redefine their understandings about their world as they shared them with others. They were able to construct knowledge and develop richer understandings by interacting with their physical world and with other children and adults.

We firmly believe that it is our role as early childhood educators to create rich environments where children can immerse themselves in play-based learning to develop and deepen their knowledge. The philosophies of the schools of Reggio Emilia reinforce this strongly by recognising the environment as the ‘third teacher’, with the children and the educators in each centre. Thus there is a firm belief that the environment in which the child works and plays should be beautiful.

The schools of Reggio Emilia also provoke us as educators to demonstrate our respect for the children by assisting them to investigate beyond the superficial and therefore gain greater understandings. Through play, creativity and flexibility in thinking are fostered because there is no one right or wrong way to do things; there are many possibilities in play. Questions are posed that encourage and expand the children’s understandings. Reflecting on previous learning, documentation in the rooms, and the weekly diary, allow children, teachers and parents the opportunity to revisit and review previous experiences and construct deeper knowledge.

Our dry riverbed is providing the children with physical and sensory challenges and a great sense of achievement. Sometimes it provides a place of solitude, while at other times a place to explore with friends. As with so much in the Kindergarten, it will be a work in progress. As the plants grow and the area mellows, the children’s ideas will continue to blossom. We look forward to this with excitement and delight.
The early years of education play a vital role in shaping our children’s futures. It is in these years that young children form a very strong view of themselves as learners, develop and internalise the value of learning and the deep joy and sense of satisfaction that it can bring, and learn the fundamental foundational skills upon which all future learning is based. These are the most important years of their lives.

We are proud to be the first independent school in Australia to be accredited to implement the Australian Developmental Curriculum. This program provides the most appropriate ways of engaging young girls in meaningful and relevant learning experiences that enhance not only literacy and numeracy, but motivation and self-esteem.

Within the program, children’s interests are used as the predominant basis for learning experiences alongside the teaching of skills and understandings in literacy and numeracy. Project-based learning (investigations) is the major tool for teaching and learning. The approach naturally and seamlessly connects the interests and levels of experience of each child to the more formal aspects of learning. The nature of the experiences promotes creativity, imagination, problem solving and the scope for children to invent and create in a way that is not always possible in more traditional classrooms.

The program relies on the teacher’s capacity to capture the interests and developmental readiness of the child, and to link both to the requirements of the curriculum. The enthusiasm and deep interest the girls have in their projects provide them with a real purpose and strong motivation to engage naturally in reading, writing, spelling and numeracy. The strong focus on discussion and communication ensures that strong oral skills, fundamental to the development of literacy skills, are developed.

Our Prep girls have demonstrated a remarkable enthusiasm and excitement about their learning this year, and the progress they have made in all aspects of academic and personal development learning has been very exciting.

Introduction of the 1:1 e-learning program at Year 5

In Semester 2, we introduced our new 1:1 Netbook program.

All girls in Year 5 were presented with lightweight, compact devices for use in the classroom and at home. The girls took to their machines like ducks to water, and immediately found them to be useful tools to enhance their learning.

Lauriston promotes the ideal of technological advancement wherein the students obtain leading-edge skills in information, communication and technology. Students need to have access to contemporary tools for learning at the point of need so that they can internalise and communicate new learning, so that they can create and express, so that they can invent and take action. Students increasingly have access to a wide array of contemporary tools, including PCs, digital cameras, digital video, CD and DVD players at the point of need during any given inquiry. Teachers also need access to such contemporary tools, not only for explicit ‘just in time’ or ‘just in case’ skill instruction but also for the ability to communicate effectively with students in the digital age.

The C21st classroom should be alive with a wide array of multi-modal digital interaction where students can create, express themselves and internalise thinking at the highest level.

This is a technology-rich world and students are immersed in digital technology in all aspects of their lives. Schools can either capitalise on young people’s affinity for technology, or fail to engage them and risk being perceived as more and more irrelevant.

Model for success

To ensure the success of the program, significant pre-planning and support programs were initiated very early in the year. Extensive training of staff in the lead-up to the roll-out was provided.

We were prepared to allow the use of the technology to evolve – the seamless transition between technologies and more traditional forms of learning were acknowledged as being an important transition process. The size and functionality of the devices made this a simple process. The compact nature of the computer allows for it to sit in a corner of the desk, allowing it to be accessed at point of need.

The devices have complemented the existing curriculum. Our curriculum goals were supported and enhanced, not supplanted. Wireless access and terrific support from the IT department allowed for ‘just in time’ learning where students could search for information or collaborate with others in real time.
Students have had many chances to become involved in the making of important decisions as well as in the formulating of School policy in the last six months.

Do you know what a SurveyMonkey is?

SurveyMonkey is one of the tools we have used this year to gauge student opinion on issues ranging from the times of the school day to the multiplicity of uses of the School library. Sent to their School email addresses, the surveys on these subjects have sought responses as well as encouraged suggestions and ideas for change. The thoughtful responses we have received from students electronically have been extremely useful in rearranging the times of the day for 2011, as well as in planning for resource acquisition in our library. Clearly Lauriston girls are a tech-savvy bunch!

In a more traditional format, students have also had a powerful voice in the election of our student leaders for the coming year. Candidates in Year 11 applied for leadership positions in writing and then gave election speeches to their teachers and peers, outlining their visions for the coming year in each of the key leadership areas. All Senior School students exercised their democratic rights in voting for their preferred future leaders. Wonderfully, sixty-three Year 11 students applied for the twenty-two leadership positions and, following the voting tallies, interviews were held to determine the eventual leaders. These were conducted very like job interviews, so a great learning experience for all girls reaching this stage. So many worthy candidates, so few positions! All candidates deserve to be congratulated on standing for leadership roles, an act of courage in itself, but also a great learning experience.

Congratulations to our 2011 School leaders and best wishes to the unsuccessful candidates who will be able to exercise their leadership skills in a wide variety of other ways. Well done, too, to all students in exercising their democratic rights intelligently during the election process.
Lauriston Sport Department’s philosophy is to encourage participation and enjoyment of physical activity.

Success for each girl should be measured by her enthusiasm for participation, her high standards of sportsmanship and team play and her improved individual skills and performance in her chosen activity. Emphasis in individual events is placed on Personal Bests, with each girl aiming to reduce her time or achieve other milestones of better individual performance.

In terms of School results, this year has been a very successful year for us in Girls Sport Victoria (GSV) competitions, with Lauriston entering record numbers of teams and achieving excellent results in many areas.

In the four major carnivals of swimming, diving, cross country and track and field, our final place out of the twenty-four competing schools improved from 2009. The cross country team and the athletics team were particularly commendable. Our girls continue with their success in the weekly competitions, gaining various premierships and semi-finalist positions.

Outside of GSV competition, Lauriston athletes have excelled in rowing, with the 1st Four winning the National Schoolgirls’ Championships, and in snow sports where we were National Champions in several team and individual events and overall National Primary Schoolgirls’ Champions.

Lauriston does not have a large number of elite athletes, but the School spirit, the willingness of all girls to be involved and to do their best for each other and for the team, ensure that Engagement in Life, especially the sporting life at Lauriston, is alive and strong.
Enhancing teacher practice at Lauriston

Over the last six months the Institute has been involved in a range of interesting projects both internally and externally. The activities in the School are mostly related to professional learning activities for teaching staff. The common terminology for this work is professional development or just ‘pd’.

The traditional model of ‘pd’ generally involved going to outside training activities and having things done to you, as opposed to being an active participant in the planning and delivery of the activity. We still have staff attend external conferences where they can access up to date information about the subjects they are teaching or new methodologies, approaches and strategies. There is, however, less of this and more internal professional learning.

The contemporary wisdom about professional learning is based on the premise that there is a significant degree of internal expertise within the School and that we should maximise the use of this expertise in order to build and preserve school social capital. This is why we are gradually building significant internal expertise in curriculum mapping, dimensions of learning and understanding by design. Much of our teacher professional learning is now created and delivered by our own staff.

A key objective of the Institute is to build significant amounts of internal capacity by using external expertise sparingly but strategically. It is also important to acknowledge the existing capacity, which arises from our expertise in outdoor education, independent learning, the International Baccalaureate Diploma Programme, music, visual arts, sport and the developmental curriculum, just to name a few.

Earlier this year, Dr Jay McTighe, who is a world expert in curriculum planning and the author of Understanding by Design, worked with staff in a major professional learning activity. He delivered a general program for all staff (including representatives from Howqua). Dr McTighe was in Australia working at the Hawker Brownlow Education Conference. A number of Senior staff also attended Dr McTighe’s advanced workshops at the conference to build on his work at the School. We have negotiated for him to run a workshop for twenty people at Lauriston in May 2011.

From an external perspective, the Institute Director, Nick Thornton, has been involved in a range of consultancy assignments, which include school reviews, international school accreditation, leadership program development, the Schools First initiative and teacher coaching.

From a community perspective we have continued to support English as a Second Language classes for parents, parent information seminars on drug and alcohol education and safe partying (October/November), and community service programs with Save the Children.

We anticipate that much of 2011 will be taken up with the implementation of the Australian Curriculum and we are actively preparing for the inevitable challenges this will present. We are also taking an in-depth look at curriculum differentiation, which aims to engage the full range of student abilities. We believe that this is an opportunity to significantly enhance learning outcomes for all the girls.

Planning has already begun on the construction of a strategically focused professional learning calendar for 2011. For more information about the Institute, contact Director Nick Thornton thorntonni@lauriston.vic.edu.au.

Thanks to the generosity of the LPA we now have state of the art video conferencing facilities, which link Armadale and Howqua for teaching, professional learning and management purposes.
A Great Place for Learning

Girls from Australia and all over the world travel to the Victorian High Country in February to complete Lauriston’s unique Howqua program. Many look back at their Howqua year as a defining moment in their educational, social and developmental journeys. A major strength of the Howqua experience is the academic program, which has been designed to make full use of the eco-friendly campus and its environment.

Students at Howqua study Maths, Science, English, Humanities, Music, Art, Outdoor Studies, Physical Education and Health. They must also study Chinese or French, with many girls choosing to study both these languages. The study of languages through external providers is also facilitated for students studying Latin, German, Vietnamese and higher-level French.

The curriculum is academically challenging, and designed to take full advantage of the surrounding area. Term 4 at Howqua is extremely busy and students are challenged academically on a daily basis. In Maths, the girls complete a unit on statistics and are given the opportunity to apply the skills learned to data regarding their surroundings.

The Science and Humanities faculties work together to provide an inter-disciplinary unit based on classification and biodiversity. In English this year, the girls studied Australian poetry. After reading numerous works of Australian poetry, the students wrote their own poems based around the Howqua context and supported by a visual image from their outdoor program experiences.

Art also focused on an Australian context this term with the girls producing work influenced by artists they have studied and found inspirational. The Outdoor Studies subject revisited essential survival skills learned earlier in the year in preparation for the three and six day hikes. Topics included navigation, river crossings, menu planning, what to pack and first aid.

The academic program forms an extremely important part of the Howqua year, with the students being taught time management and study skills.

For more information on this unique Year 9 learning experience, contact Tony Valentine, Director of Learning and Staff Development valentineto@lauriston.vic.edu.au
Years 5 to 8 at Lauriston recently created and performed an amazing piece of experimental theatre, *The Tree*.

For the first time ever, the girls played an integral role in the creation of the story for the Years 5–8 production. They were able to experiment with shadow, sock and marionette puppets and learned about the construction and manipulation of each style.

During each rehearsal the students underwent an intensive warm-up which was based around the Suzuki method. They learned about focus and commitment in the theatre, and had fun working together to create *The Tree*.

With an initial structure the students went to work at the beginning of Term 3 devising establishing scenes within each clan, the Shadows, the Socks and the Marionettes, with the Gods assisting with the definition. As clans, the students developed histories and better understandings of how everyone came to be on the island.

The uniqueness of the production was due to the fact that it was based on student ideas. It touched on the plight of refugees (the Marionettes) and Indigenous cultures (the Socks and Shadows). It is a poignant story, considering the state of the country and even our world at this moment. The way it has been dealt with by the students is refreshing and honest and gives an insight into the minds of young people.

The learning experience for all involved was immense. Throughout the process the students learnt about stagecraft, puppetry, conflict resolution and performance skills, culminating in the final piece, which was performed over two nights.
Cast
Marionettes
Amy Brown
Zoe Brown
Georgia Carns
Mia Castan
Casie Edwards
Emlys Evans
Jessie Holmes
Emelia Lithgow
Felicity Liu
Nina Lloyd
Emma Lowe
Isabel Lynn
Ely Ma’imur
Caylie McDonald
Lilli McKenzie
Charlotte Mills
Annabelle Mulcahy
Yumi Newman
Alisha Rao
Georgie Rendell
Julia Schwaracz
Samantha Sinclair
Laura Skillington
Millie Vincent
Chiara Yontis

Shadows
Julia Benoit
Hannah Benson
Kate Cunningham
Taran Gladly
Sheralee Goff
Caitlin Houlihan
Erin Hyland
Sasha Joel
Diana Kim
Eliza Klemens
Ruby Koco
Lilly Lloyd
Caitlin Louey
Millicent Madsen
Chloë Marshall-Roth
Flora Norton
India Ross
Chloë Sennett
Kiara Serpanchy
Isabella Thornton
Claudia Trotter
May Warner
Minna Willig

Gods
Mary Baras-Miller
Lucy Bel
Zoe Cantwell
Bella Noonan

Production Team

Directors/Producers
Katie Cawthorne, Bronwyn Greig & Lisa Khan

Stage Managers
Bryony Schmidt & Estelle Stamos
Sophie Bainbridge, Dimity Morgan & Charlotte Stayner-Cooper

Lighting & Sound Operators
Sophie Bainbridge, Dimity Morgan & Charlotte Stayner-Cooper

Costume Assistance
Tessa Marks
Laura Perry
Charlotte Price
Nina Prince
Sophie Rayne
Trinity Ross
Isabelle Sijan
Georgia Sim
Lucy Strauss
Emily Trinca
Zoe Weber
Zoe Westmore

Make-up Design
Vivienne Francis

Make-up Artists
Fiona Bensz, Aleks Bliczky, Maddie Buckland, Yudi Chen, Samantha Foster, Vivienne Francis, Emma Goldstone, Meggie Lawson, Tiss Lithgow, Matilda Osborne, Bryony Schmidt, Carla Neelen, Rachel Xu & Issy Yenczen-Ford

Poster Design
Isabella Fawell & Kate Murray

Program/Ticketing Marketing
Amanda Checken, Marina Johnson
Marina Johnson

Marina joined Lauriston in 2010 after four years working in communication roles at CSIRO. Originally from Western Australia, Marina has completed a number of qualifications, including a Bachelor of Arts (Communications), a Graduate Diploma of Education and a Graduate Diploma of Management.

Prior to her time at CSIRO, Marina worked in both state and independent primary schools, teaching students in co-educational and single-sex settings. During her teaching career she developed a strong interest in the use of information technology in the classroom as well as physical education.

Celeste McMillan

Celeste has a degree in Special Education and a Teaching Diploma and first came to Lauriston in the mid-1980s as a student teacher. Subsequently, she was employed to work at Niall House (when it was still located in Huntingtower Road) and then at Blairholme. She has many very vivid memories of her early years at the School and especially the support she received as a young teacher from Pat Fernandes.

Following some years at home with her children, Celeste returned to Lauriston’s Junior School on a part-time basis. At this point in her career, she became very involved in the team teaching program, working particularly with Year 6.

Di Wood

A New Zealander by birth, Di joined Lauriston in 2007. Growing up in the north of New Zealand’s North Island, she attended the local government school and then Auckland University. At university Di enrolled in a Science Degree in Chemistry and Geography and then a Master’s, completing both coursework and a research thesis on ‘Nutrient Cycling in the Kauri Forests’.

Following the completion of her Dip Ed, Di began teaching at a co-educational school in Auckland, before moving on to a private girls’ school in Wellington. It was while she was working at the girls’ school that Di developed her lifelong commitment to girls’ education.
Marina says her role as Director of Admissions and Marketing allows her to combine her two passions, communications and teaching. A highlight of her role is the opportunity it provides for meeting new and existing students and their families. A ‘typical’ day (the term is used loosely!) can include meetings with existing international students, tours of the Kindergartens for young families and interviews with students interested in attending the Senior School. ‘Throw in the odd visit to a classroom to say hello to the Year 6 or 7 students and multiple telephone calls and you have a lot of communication going on,’ Marina says.

In her spare time, Marina enjoys running, playing golf, reading and travel. She also enjoys spending time with her husband and two adult daughters, although she finds coordinating schedules an increasingly difficult task!

Five years ago, Celeste was appointed to the position of Individual Differences Co-ordinator for the Junior School. In this role she focuses on providing support for both teachers and students, which is aimed at developing strategies to enhance each child’s learning. Celeste also works with small groups of students, both in the classroom and on a withdrawal basis. She collaborates with staff to devise appropriate individual student learning plans.

Outside Lauriston, Celeste loves spending time with her family and is also actively involved in tennis, cycling, rowing and yoga. She also loves to garden and the family’s house in Mansfield is a testament to her love of this particular pastime.

Celeste says that, over her many years at the School, she has become very committed to Lauriston and the values for which it stands.

and a belief that teachers can make a significant and positive difference to the lives of young people – especially in terms of encouraging them to realise their own potential.

With a husband working for BP, Di was soon on the move again, working in places as diverse as Melbourne, Perth, London and Bristol, having her twins and completing a Diploma in Business Management as an external student at Massey University.

At Lauriston, Di teaches IB Chemistry (standard level), Year 11 Chemistry, Year 10 Science and Year 7 Science. For the past two years she has also been the Head of Irving House, a role she loves because of her long-standing commitment to pastoral care. Di has a passion for the environment and is very interested in issues relating to how humanity is impacting on threatened species. Outside of her professional life, Di loves to sail.
Engagement in Life

Indigenous students enjoy city visit

Indigenous students from Kulkariya Community School have spent a week marvelling at the sights of Melbourne – and shivering in the cold.

The students’ school – the second oldest community school in Western Australia – is located in the Kimberley region, where winter temperatures rarely drop below 25 degrees. The school caters for approximately seventy students from Kindergarten to Year 12. The students are supported by nine teachers and a similar number of Aboriginal education workers.

The five high school students, accompanied by their teacher and two Aboriginal education workers, visited Lauriston as part of an exchange program that has been running for several years. Five Lauriston students visited Kulkariya earlier this year.

During their visit to Lauriston, the Kulkariya students helped Kindergarten students make simple sculptures, learned about local Indigenous sites from Year 4 students, participated in Science and Physical Education lessons, attended a vocal soiree, and delivered a presentation about their school to Senior School students. The students also enjoyed a number of sporting activities, including a swim in the School’s swimming pool, which was one of the highlights of the visit according to Year 7 students Celeste and Anastasia.

‘We go swimming at home, but it’s in the river,’ says Celeste. ‘I really liked doing flips from the diving board.’

Kulkariya teacher Lara says the students also enjoyed seeing the sights of Melbourne, including a visit to the Eureka Skydeck 88, a ride on Puffing Billy, and MoVida. ‘The canteen manager at Kulkariya is a chef who once worked at MoVida and he suggested we visit the restaurant so the students could see what a commercial kitchen looked like,’ says Lara. ‘Needless to say, the students were impressed!’ They were also interested in simple things city dwellers no longer notice, such as lifts and traffic lights.’

Trip to Turkey

With a combination of excitement and apprehension, anticipation and trepidation, twenty-six members of the Lauriston community ventured to Turkey in the recent September holidays. Awaiting the twenty-two Year 10 and 11 students and four teachers was one of the world’s most vibrant and exotic countries.

The population of greater Istanbul is nearly as large as that of all of Australia, so our three days there needed to be used efficiently if we were to get a good impression of the city. Travelling from Ataturk International Airport to our hotel we soon realised that our location could not be better – right in between Sultanamet Mosque and the magnificent Hagia Sophia church. From the hotel’s rooftop dining room we watched the sun rise and set over Istanbul, its countless minarets studding the skyline like so many candles on a giant birthday cake. Over three days we visited Topkapi Palace, home to generations of Ottoman Sultans; the extraordinary Byzantine Cisterns, a testament to ancient engineering; and of course the vibrant and exciting Grand Bazaar, where bargaining skills were practised and honed.

Upon reaching the Bosphorus, it was time for us to cross from Asia back into Europe and visit Gallipoli, the place that resonates with almost all Australians but reveals itself to be more complex and emotional than can be expected. The weather was kind – overcast and not too hot – as we walked in a loop from North Beach and Anzac Cove, through Shrapnel Valley to Lone Pine, where we held a short remembrance service and observed two minutes silence, and on to The Nek, with the girls placing a poppy and photograph at the grave of a soldier whose life they had researched in Melbourne prior to departure. The day, and to a large extent the whole tour, ended with a view back down to Anzac Cove from the high cliffs that surround it, each girl contemplating it in her own way and taking from it something deeply personal.

From Istanbul we flew to Cappadocia, known for its cave dwellings. While there, we visited key historical sites that are highly significant to early Christian thought and philosophy. A long day in the bus saw us at the Mediterranean Sea. For five days we travelled west, sometimes hugging the coast, sometimes travelling through mountains and forests.
Anne Bright joined the Lauriston staff as Deputy Principal in 2005. She quickly developed a detailed understanding of the many aspects of Lauriston, becoming an important part of the life of the School. Anne’s ability to form strong and productive relationships with parent and stakeholder groups, staff and students enabled her to develop an extensive knowledge of events and issues across the whole School.

Anne was held in high regard by all of those groups and somehow managed to be everywhere. She led parent meetings, spent time with the staff and students at the Kindergarten, Blairholme, Montrose and, Senior School, attended performances and sporting events and travelled frequently to the Howqua campus. Contact with the students was very important to Anne. She enjoyed teaching both History and Theory of Knowledge and supervising Extended Essays for International Baccalaureate students.

Under Anne’s leadership, many initiatives were undertaken for the benefit of both staff and students. She was responsible for Lauriston becoming an Employer of Choice for Women, she introduced a very successful employee assistance program, led policy development in several areas – notably the Respectful Relationships Policy, implemented the Netbook program and was a driving force in the establishment of the international parents’ group.

When assuming the role of Acting Principal during the first half of 2010 Anne adjusted to the new position willingly and with ease. She brought her own personal style to the position while Lauriston continued to exemplify its values under her stewardship as she managed the extra responsibility very capably. Her interests and a detailed knowledge across a range of areas, from art and history to reading and food, gave her a broad perspective on issues and informed her decision making.

Anne’s honesty, fairness, warmth and well-known sense of fun were widely appreciated. She will be greatly missed by all members of the extended School community and we wish her well in her new role as Director in the Monash University Foundation Year Program.
Celebrating The Lauriston Foundation at The Big Dinner!

Scholarships at Lauriston

As parents who are involved in many aspects of School life and governance, it is easy to overlook the wonderful life experiences our daughters receive every day at Lauriston from quality teaching, music, art, literature, sport and lifestyle. All of these experiences contribute to the well-rounded persons we want our daughters to be; well capable of contributing positively to the communities we live and work in.

For all those families fortunate enough to experience the opportunities that Lauriston presents, we would expect them to leave the School with a sense of gratitude and a genuine desire to give back to the School in return.

The nature of giving back will vary, but one way that the School community can give back to the School is through philanthropic support to allow the School to provide more scholarships, allowing girls from economically disadvantaged backgrounds to experience a Lauriston education.

These types of scholarships will assist students who might not otherwise have a chance to reach their full potential.

In addition, the Lauriston School Council and the Foundation Board consider that widening the intake of students from diverse backgrounds will be to the benefit of the School community and be well received by the broader community.

The Foundation Board has decided to focus one of its fundraising activities on building the Scholarship Fund sufficient to allow a number of scholarships each year to be given to girls who meet specified acceptance criteria, but otherwise are unable to afford to attend Lauriston.

We believe the education Lauriston provides is special, and to support this we need to develop a culture of giving in our community so that the School is well supported financially to provide future generations of students with knowledge, skills and values to lead personally fulfilling lives and make a real difference in the communities in which we live. Giving to the Foundation Scholarship Fund is one step in achieving this goal.

We will provide further information about the Scholarship Fund in the new year. In the meantime, we are happy to discuss giving to the Scholarship Fund, as well as other opportunities for supporting the School.

**Michael Rowland**
President of the Lauriston Foundation

**Elspeth Arnold**
Chair of the School Council
The Lauriston Foundation was established in 1985 to assist the School to preserve, improve and develop its standards, property, and facilities by fostering interest and financial support, from families and friends within the broader School community.

Over the years, working closely with the School, the Foundation has contributed financially to many of the School’s facilities at Armadale and Howqua, including, more recently, the Dance and Movement studio at Armadale and the Brooks Frazer Arts Centre at Howqua.

This year is an important milestone in the Foundation’s history. Twenty-five years of successful support for the School, and its vision for girls’ education was marked by a gala dinner at Leonda. New Principal, Susan Just, was warmly welcomed into the extended Lauriston community at this spectacular gala event.

The large number of guests was delighted by a wonderful program of music and Wani Wall’s inspirational DVD presentation documenting the School’s history and featuring such Lauriston legends as Mary Owen, Ruth Tideman and Loreen Chambers.

Nancy Bassett and her committee – Carolyn Kirby, Alison Monotti, Sarah Bernard, Mandy Milledge, Andrew Brookes – did a wonderful job with table settings, staging and organisation. Distinguished former student, Dr Alison Inglis, provided a fascinating insight into the stories behind the School’s magnificent collection of portraits of past Principals.
As part of the preparations for Lauriston's 110th anniversary celebrations, we are assembling biographical information on notable former students. If you know of anyone who has been awarded an honour (or perhaps been awarded one yourself), could you please provide us with the details.

Our preliminary list is as follows:

- **Cameron, Kathleen (Browne) OBE 1970** (Services to the CWA and the Community)
- **Chomley, Patricia Downes MBE(C) 1968** (Services to nursing administration)
- **Fitzpatrick, Kathleen AO 1989** (Services to education, particularly in the field of History)
- **Irving, Sybil Howy MBE(C) 1939** (Services to social welfare services in Victoria)
- **Irving, Freda Mary Howy MBE(C) 1981** (Services to journalism)
- **Mendoza, Doris Rosetta (Dot) OAM** (Services to the Performing Arts)
- **Mendoza, June AO 1989** (Services to the Visual Arts)
- **Phillips, Linda OBE 1975** (Services to Music)
- **Sweeting, Marjorie BEM 1943** (Establishing canteens and clubs for women war workers in England)
- **Syme, Kathleen Alice OBE(C) 1968** (Services to the Community)
- **Tideman, Ruth AM 2001** (Services to Education)
- **Vasey, Jessie (Halbert) CBE 1963, OBE 1950** (Services to War Widows)
- **Wynne Bolton, Nancye Australian Sports Medal 2000** (Services to Tennis)

**Kathleen (Kay) Cameron (Browne) 1899-1987**

Attended Lauriston from 1914 to 1917, where she was School Captain and Dux of the School. After marriage to a farmer in country Victoria, Kay became involved in the work of the Country Women's Association. Her involvement with the CWA and its affiliated organisations at state, national and international levels lasted over fifty years. Kay was also involved in the work of Yooralla, the Guide Association and the Natural Resources Conservation League.

**Linda Phillips 1899-2002**

After leaving school, Linda enrolled at the University of Melbourne Conservatorium. She undertook composition studies with Fritz Hart, who held the then radical view that women were able to write music. During her long life, Linda developed an important vocal catalogue. She also wrote numerous instrumental and chamber works. So impressed was Dame Joan Sutherland by Linda's songs that she placed many of them on her active repertoire list.

**Nancye Wynne Bolton 1916-2001**

Nancye Wynne Bolton was one of Australia’s most eminent tennis players of the 1930s and 1940s. She won six Australian Women’s Singles titles, and fourteen Women’s Doubles and Mixed Doubles Titles. In this Nancye ranks second only to Margaret Smith Court. Ranked in the world’s top ten players in 1938, 1947 and 1948, in 1947 she was ranked second in the world, behind Louise Brough. Nancye was inducted into the International Tennis Hall of Fame in 2006.
Queensland Reunion

On Saturday 31 July 2010, Old Lauristonians Gail Tulloch, Anne Abbink, Mardi Sloan, Judy Nette and Margaret Fittock met for a lovely lunch in a stunning setting at the Cliffs Café, Kangaroo Point, in Brisbane. Everyone enjoyed catching up and finding out about old school friends. More than fifteen Old Lauristonians in Queensland sent their apologies. Next year, it is intended that the reunion will be held at the Gold Coast and the group is already looking forward to seeing as many as possible from that area and beyond.

Anica Gedge (2008)

Having deferred her studies in events management and worked for twelve months, Anica has now embarked on a new business venture. She imports silk duvets, pillows, pillowcases, blankets and throws and supplies them to retail outlets from her website: www.themulberryleaf.com.au. Anica is offering the Lauriston community a ten per cent discount, which can be obtained by mentioning the School’s name when ordering.

Brittany Heron (2007)

Brittany is currently studying business and marketing at Swinburne University and living on campus at the residential college.

Marni Wodak (Oaten 1992)

Marni has been selected for a seven week Eisenhower Fellowship in the United States. She was the only Australian selected to join twenty-two others on this very prestigious program, which is chaired by Colin Powell.

The Eisenhower Fellowships are for emerging leaders from around the world and aim to enhance the professional capabilities of participants, broaden their contacts and encourage them to work on specific projects, which will continue after the course. Marni’s project explored corporate social responsibility at global organisations like WorleyParsons, where she is a general manager.

As a bonus, Marni was able to spend time with old school friends, Amy Walker and Skye Arnold-Lester, who live in the United States.

Sarah O’Brien (1998)

After graduating with an MBA from the MIT Sloan Business School, Sarah is now working in New York as a business analyst.

Sarah Rejman (Wallis 1993)

Sally Wallis (Mason 1963) sent in an update about Sarah’s adventures:

Sarah returned to Arusha, Tanzania, in 2006 to coordinate the Selian Rehabilitation Surgery Program. This involves identifying children in about thirty outlying villages in northern Tanzania who require orthopaedic, plastic or neuro surgery. On arrival in Arusha, each child is welcomed and their parent or caregiver pays a contribution to the subsidised program. After being assessed by the surgeon and surgery planned, they are taken to Plaster House, the program’s halfway house. At Plaster House the children are cared for by housemothers in a home-like environment before, during and after their surgery.

Sarah’s major project has been the establishment of Plaster House which currently operates from rented premises where the facilities are far from ideal. A piece of land for a purpose-built house has been identified and plans are being drawn up for the building. What remains is to find the funds.

Sarah is married to Jack Rejman and they have a daughter, Kasia, born on Australia Day 2010.
Jennie Deane (1961)

Lauriston Life always reminds me how much I am indebted to Lauriston for the education I received and for the values of leadership, achievement of one’s potential and community service which were at the core of that education.

After graduating with a BA, Dip Soc Studies from Melbourne University, I spent five years in Israel, including three years as a volunteer social worker and public health educator in a French missionary hospital in Nazareth serving Palestinian villagers and Bedouin tribes. On returning to Melbourne I commenced a sixteen year career in migrant settlement and ethnic affairs, eventually becoming a director of the (former) Victorian Ethnic Affairs Commission. Highlights were being responsible for co-ordinating the arrival and settlement services for the first Vietnamese ‘boat people’ in Victoria and establishing the Victorian Legal Interpreting Services for police and courts.

In 1991, I moved with my husband to South Gippsland to become part of a small community in a beautiful rural setting. Having been a consultant in health and community services and involved in local community affairs, I was elected as an independent shire councillor five years ago and was mayor in my second year on Council. I am now focusing on sustainability issues, particularly community food production and renewable energy projects. I am also a member of the Regional Development Australia committees advising the federal Government.

2010 is the Year of Women in Local Government and I am involved in planning projects to increase the number of women standing successfully for election in future. It is vitally important that we have gender equity at all levels of government and that women continue to increase their representation – and leadership – in politics as well as business and community affairs. The Lauriston education is a perfect grounding for future generations of women politicians and community leaders.

Sue Taylor (Sutton 1956)

I moved off a sixteen acre farm in December 2009, twelve years to the day since moving in with my British husband, Hank (who passed on in 2006).

My musical life began at age four, when I was found hiding behind the stage curtain – having crept in through the then adjoining door to the Kindergarten Room. The teacher went to Miss Kirkhope to ask: What the wee girl was doing there after school (my mother was doing Red Cross work), and could I join the class, as I had a wonderful sense of rhythm.

There followed piano at seven – as all young ladies did, violin at ten, Junior School Orchestra, Junior and Senior Symphony Orchestras, music camps, and the Australian Youth Orchestra (first playing the viola, and then the trumpet). This led me to move to New Zealand, and then to London, where I studied further. I then spent ten years freelancing and teaching before returning to Australia with my husband and son. After three years of playing and teaching at the Darling Downs Institute in Toowoomba, we returned to Melbourne to educate our son.

Again, I did a mixture of performing and teaching at various schools, including Lauriston, Scotch, Toorak College, Ivanhoe Girls, Haileybury, Huntingtower and PLC. In each place, I have formed various ensembles and chamber orchestras, and had wonderful music experience, all because of Lauriston.

Annual Golf Day

About thirty Old Lauristonians attended the Golf Day at Kingston Heath on 28 September. This annual event has been enjoyed for many years and is an opportunity for different courses to be played and friendships to be renewed. All alumni who hold a current WGA handicap are welcome.

Rain threatened for most of the morning, but once we had survived the 7.30 am start, we enjoyed fine weather in groups of three on the beautiful Kingston Heath course. Lunch was served and afterwards trophies were awarded. A Grade was won by Pam FitzGibbon and runner-up was Viv Temple. Prue Lewis won B Grade from Lizzie Tyas. Viv Temple, Edwina Le Maistre and Judy Rex won the team event.

We also welcomed Judy Sennitt, who had come from Sydney to play with her school friend Margaret Birch. Thank you to Di Farrer, who so ably organised the day for us all again this year.

If you would like to participate in future golf days please email Di dianafarrer@optusnet.com.au. Any ideas about future venues for the Golf Day would be welcome.
Can You Help?

In order to develop displays to celebrate Lauriston’s 110th anniversary in 2011, the Archives is seeking the following items:

**Uniform:**
- Winter uniform (any vintage)
- Summer uniform (pre 1970s)
- School shirts and pullovers (any vintage)
- School hats (pre 1970s)
- School bags and backpacks (any vintage)
- Sports uniforms and sports equipment (pre 1970s)

**Student work:**
- Essays
- Projects
- Exam papers
- Workbooks
- Artwork
- Craftwork

**Miscellaneous items:**
- School crockery and badged goods
- Howquarian magazine
- School camp memorabilia
- Films and videos of school events (school camps, sports days, etc)
- Photographs of school groups, particularly from the 1960s and 1970s
- Prize books, certificates and trophies
- Costumes worn in school plays or musicals
- Boarding house memorabilia and photos
- Photos of staff members

Please contact the Archivist, Dr Jenny Bars, on 9864 7579, or email barsje@lauriston.vic.edu.au if you are able to assist in any way. Alternatively, items may be left at Reception, 38 Huntingtower Road, Armadale.