As I reflect on the past year, and think about what we, as a school community, should all feel about 2010, two words come to mind—great pride. This is great pride in the results achieved by our 2010 Year 12 girls. In turn, this is pride in our teachers and other staff who worked so hard and enabled these girls to do so well and, in some cases, to achieve academic perfection. As importantly, though, the dedication of our staff—to whom we owe enormous thanks—enabled every one of the girls to obtain an offer of a tertiary place, in her preferred course area. This is an astonishing result. To me and the rest of the School Council, it is a reflection of what Lauriston is all about: fostering an environment that allows our students to perform to the best of their individual abilities, and sending the girls on to the next part of their life’s journey in courses of their choosing.

Now to turn to 2011. The School Council has signed off on our three-year Strategic Plan, which has been developed by our Principal, Susan Just, along with her team and in consultation with all staff. Susan has been sharing the core elements of the Strategic Plan in various gatherings and will continue to do so over the next few months. The focus of the Council this year is to fully support Susan in the implementation of our Strategic Plan.

Elspeth Arnold
Chair of Council

Founders’ Day 2011 represented quite a milestone in the School’s history and was marked by a special assembly for Years 3–12, with guests of honour Mary Owen (Class of 1936) and Vicki Redwood (Class of 1971 and President of the Old Lauristonians’ Association).

Also present at the assembly was a large contingent of senior members of our alumni community. Current students Mary Barras-Miller (Year 6) and Laura Carrington (Year 12) spoke about the School’s history; Vicki Redwood spoke about the development of the OLA; and Mary Owen spoke about her memories of Lauriston in the 1930s, the Irving sisters (‘Mag and Lil’ as they were called’), and her later experiences in the workforce—particularly her campaigns for women to receive equal pay and access to superannuation, and her pioneering work as one of the founding coordinators of the Working Women’s Centre.

Founders’ Day was established quite early in Lauriston’s history, and for many years was usually marked by an ‘At Home’ for Old Lauristonians. Up until 1920 this event was held at the Old House and was attended only by former students who spent a pleasant afternoon renewing friendships over tea and playing croquet. Over the years, increasing numbers of children attended these annual gatherings, though husbands did not attend.

From 1960, Founders’ Day celebrations were held in the new Irving Hall, although in 1966 Old Lauristonians were invited to take a last look at the Old House prior to its impending demolition. In 1974 the format of Founders’ Day was changed: alumni were now invited to a chicken and wine luncheon. With sixth-form students helping to serve the lunch and to look after visiting children, the new format attracted larger numbers.

In 1989 the OLA decided to replace the existing Founders’ Day activities with an annual dinner, in the hope that this would attract a wider range of alumni. More recently, Founders’ Day has reverted to a daytime event, in the form of a special assembly, with guest speakers, in Irving Hall. This is followed by a morning tea for guests of honour which is held in the Mountain Room.
During our Founders’ Day Assembly at the end of the first week of the new term, I was asked by one of the alumni present whether I had started to settle into Melbourne. This question did not give me pause for long. While the traffic is often a source of frustration, I am enjoying getting to know Melbourne, and I certainly felt more settled at Lauriston as the year began and we welcomed back the staff and then the students. I am looking forward to completing a full year at Lauriston and to meeting with all members of our School community.

It was a great pleasure to have Mary Owen (Class of 1936) as our Founders’ Day speaker. It was particularly heartwarming to observe the positive response of our students to Mrs Owen and her memories of her time at Lauriston. A youthful ninety years of age, Mrs Owen is quite a star and her enjoyment of life is quite evident. She told the students that Lauriston had offered her a valuable education and gave her permission to determine her own future. Doing your best was most important, she said, and being involved in all activities allowed you to develop many skills. During her years at Lauriston, Mary Owen also learned the value of teamwork, and established friendships that would endure throughout her life.

This year marks Lauriston’s 110th birthday. To celebrate this achievement, we have planned a number of events, including the Family Picnic Day held in March, alumni breakfasts throughout the year, a Back to Howqua Day in late August and a Back to Lauriston Day in mid-October. Full details of all these events can be found on our website during the course of the year: www.lauriston.vic.edu.au.

This issue of Lauriston Life includes a 110th birthday feature, which highlights how the School has changed over the years (see pages 11-16). Throughout its history Lauriston has had a focus on identifying and delivering the very best innovations in girls’ education. Our focus on innovation continues in our latest Strategic Plan, which provides a blueprint to guide the School through the three-year period 2011–13 (see my article on pages 5-6 for a detailed overview of the Strategic Plan).

A key element of the Strategic Plan itself has been the opportunity to implement an innovative leadership approach — distributed leadership.

The concept of distributed leadership is one that I have a passion for. In a school setting, adopting a distributed leadership model means that staff members are encouraged to make an impact not only in the areas that already benefit from their expertise, but also more widely across the school. Distributed leadership also means that ideas, drawn from every level of the school, are more easily shared. As a result, staff gain a greater awareness of what is happening throughout their school.

At Lauriston we have staff members with significant expertise, talents and interest in curriculum development and in the improvement of student outcomes. I believe that there is leadership capability within everyone, and that as a school we need to provide individual staff with opportunities to build their leadership capacity.

One of the ways we are providing leadership opportunities is by using learning groups, each led by a different staff member, to help deliver the Strategic Actions outlined in the Strategic Plan. The learning groups have already been formed, although the composition of individual groups may change during the year, depending on the expertise required at particular points of the journey towards achieving recommendations for action.

This is an exciting time at Lauriston, where our focus is always on enabling all our students to reach their potential. By providing an environment where each individual girl is encouraged to find her own path in life, learn the value of being part of a team and develop lifelong friendships, we truly are achieving our vision of being a School for Life.
Congratulations to the Class of 2010

Lauriston students have a strong tradition of achieving outstanding results, and the Class of 2010 were no exception. The final results attained by all students – those completing the VCE and those in the International Baccalaureate Diploma Programme – were stunning.

**Meet our high achievers**

**Susan Lee**, Music Captain (99.95)
Susan was actively involved in the School’s co-curricular programs with music in particular being an area in which Susan excelled. Susan also took part in the Senior College Council and the School’s community service program. Susan was awarded a Monash University Scholarship for Excellence, which has enabled her to study Medicine at Monash.

**Ellen Smith**, House Captain (99.95)
While at Lauriston, Ellen proved herself to be a dedicated, intelligent and focused young woman. She received a number of Academic Distinctions, awarded the Price Waterhouse Coopers Prize for Economics and was also awarded Full Colours for her involvement in the School’s music and sports programs. Ellen received scholarship offers from Monash University, the University of Sydney and the Australian National University and has elected to study International Law at ANU.

**Alexandra Wormald** (99.95)
Alex excelled in the classroom, achieving results of the highest quality and was awarded numerous Academic Distinctions. Alex represented her House and School in numerous sporting teams, represented the School in debating, and was highly active in Lauriston’s music program. Alex is now studying Arts at the University of Melbourne.

**Jennifer Zhou** (99.95)
Jennifer was an enthusiastic and conscientious student with a strong desire to achieve excellence. In addition to receiving numerous Academic Distinctions, Jennifer was awarded First Grade Honours for AMEB Drama and Communication, and numerous prizes, including the BJ Lynch Prize for Middle School Mathematics, the Monash University Prize and the Judith Bruns Prize for essay writing. Jennifer joins Susan in studying Medicine at Monash University.

**Jessica Wills**, House Captain (98.05)
Jessica excelled academically and made an enormous contribution to Lauriston. She received numerous Academic Distinctions, awarded the Year 11 Creative Writing Prize in 2009. Jessica represented her House and the School in a range of sports and was a major contributor to many House and School productions. She also took on leadership roles, including that of House Captain, and in 2008 received the Long Tan Award for Leadership and Teamwork. Jessica joins Alex in studying Arts at the University of Melbourne.

**Jingwen (Summer) Liu** (97.7)
Summer, who had to overcome the hurdle of studying in a language other than her native language, was the recipient of a number of Academic Distinctions. She was also actively involved in the School community and provided wonderful support for her fellow international students. Summer is studying Art and Design at Monash University.

Four of our IB students – Susan Lee, Ellen Smith, Alexandra Wormald and Jennifer Zhou – achieved a perfect score of 45 (equivalent to an Australian Tertiary Admission Rank of 99.95). This is a truly exceptional achievement, considering that in the past academic year only fifty-seven IB Diploma students globally were awarded perfect scores.

Overall, more than one-third of the students in Lauriston’s Class of 2010 earned results that placed them in the top 5 per cent of students in Australia. A finer breakdown of our girls’ results shows that:

- 13% of our students were in the top 1% of students nationwide, with an ATAR of 99.00 or above.
- 36% of our students were in the top 5% nationwide, with an ATAR of 95.00 or above.
- 49% of our students were in the top 10% nationwide, with an ATAR of 90.00 or above.
- 75% of our students were in the top 20% nationwide, with an ATAR of 80.00 or above.

It is this last statistic that excites Lauriston’s Deputy Principal / Head of Senior School, Nene Macwhirter, the most.

“Lauriston is an open-entry school, so to have three-quarters of all our students achieve such fabulous results is a real testament to the efforts of students and staff,” says Ms Macwhirter.

“We’re also thrilled that all our students achieved the results they needed to gain entry into a course of their choice.”

**Where and what are they studying?**

The most popular course for the Class of 2010 was Arts, followed by Commerce, Science and Design/Creative Arts. Law and Medicine also featured strongly.

The University of Melbourne and Monash University were the most popular tertiary institutions, with strong interest also shown in Deakin University.

Congratulations to the Class of 2010 – we are enormously proud of your achievements and wish you the best of luck in your future endeavours.
What is a strategic plan?

In an education environment, a strategic plan provides a blueprint for a school’s strategic direction for three to five years. The plan outlines the school’s purpose, values and environmental context, as well as setting goals and targets and identifying improvement strategies in key priority areas.

How is a strategic plan developed?

A school strategic plan is developed during a period of self-evaluation, review and planning. The plan is informed by the information gathered and directions identified through the evaluation of the school’s current situation and through broad consultation with key stakeholders.

A strategic plan is a living document; if a school’s circumstances change, its strategic plan may be updated.

What are Lauriston’s Strategic Priorities?

Lauriston’s Strategic Plan identifies six Strategic Priorities:

- Student Learning Achievement
- Personal Wellbeing
- Connection with the Community
- Staff Development and Support
- School Environment
- Enrolments

How will these Strategic Priorities be addressed?

Associated with each Strategic Priority are a number of Strategic Actions, to be undertaken during the period of the Strategic Plan (2011–13). For each Strategic Action, the Strategic Plan provides a timeline for implementation, and clearly allocates responsibility for delivery. Measures to be used in quantifying success are also identified.

The following table shows the range of Strategic Actions that we are undertaking in line with our Student Learning Achievement Strategic Priority.

<table>
<thead>
<tr>
<th>Strategic Priority: Student Learning Achievement</th>
<th>2011 Timeline, actions and responsible staff members</th>
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<tbody>
<tr>
<td>Develop and document a shared statement of preferred pedagogies that model current educational research and enable the creation of a dynamic and innovative 21st century learning environment.</td>
<td>Research, consultation and development of a statement of preferred pedagogies. The Deputy Principal / Head of Junior School will lead a learning group of teachers.</td>
</tr>
<tr>
<td>Continue to develop a curriculum that will enable students to attain the intellectual skills and learning strategies required for lifelong learning in the 21st century.</td>
<td>Research, consultation and determination of the intellectual skills and learning strategies. The Director of Learning (Senior School) will lead a learning group of teachers. There will be collaboration with the Preferred Pedagogies group.</td>
</tr>
<tr>
<td>Review the curriculum from Years 5 to 9 to enhance rigorous, innovative, student-centred and ICT-embedded learning experiences.</td>
<td>Research, consultation and completion of the review. The Director of the Lauriston Institute will lead a learning group of teachers.</td>
</tr>
<tr>
<td>Review the P–4 curriculum in numeracy and literacy.</td>
<td>Reading and comprehension, spelling, handwriting, and procedures for teaching and learning numeracy will be reviewed and a set of recommendations completed. The Director of Learning (Junior School) will lead a learning group of teachers.</td>
</tr>
<tr>
<td>Review the subject offerings in Year 10, VCE and IB programs.</td>
<td>A review of the current subject offerings and activities will be undertaken and recommendations will be completed by June. The Deputy Principal / Head of Senior School will lead a learning group of Coordinators, Heads of Faculty, Heads of House and teachers.</td>
</tr>
<tr>
<td>Review the Philosophy and Ethics curriculum in order to establish a seamless program of learning experiences from Kindergarten to Year 12.</td>
<td>Philosophy and Ethics will be defined and its purpose documented. Work will begin on the skills and understandings required at each year level. The Head of Philosophy and Ethics will lead a learning group of teachers.</td>
</tr>
</tbody>
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2011–13 Strategic Plan

What are the key 2011 Strategic Actions linked to our other Strategic Priorities?

Personal Wellbeing
In 2011 we plan to undertake a review of our co-curricular program, in order to investigate both the breadth of the program and other models for program delivery. We also plan to review our current service activities, in order to develop and implement a service learning program across the School.

Connection with the Community
We value our relationships with all members of our community, whether current or former students and their families, current or former staff, or friends of the School. A key Strategic Action for 2011 is to build upon our already strong relationships with all members of our community.

The first stage of its redevelopment has seen the website given both a new look, so as to reflect the values of the School and its contemporary approach to education, and a more user-friendly site structure, to enable intuitive navigation. The website now features a number of videos highlighting different areas of the School, and allows users to register to attend events, and to update personal details, through the use of online forms. The website also includes dedicated sections such as Parent Central (for current families) and an Old Lauristonians’ Association microsite. Work on the website continues, with online message boards and forums planned for the near future.

Other mechanisms for building relationships include:
- enhancing our alumni reunion and activities programs. An exciting initiative is our alumni breakfast series, which this year features guest speakers including Australian netball team captain Sharelle McMahon (24 March), alumnus and cancer researcher Dr Clare Scott (9 June) and entertainer Rhonda Burchmore (17 August)
- broadening our parent education program
- establishing a mentor program linking our alumni with current Year 12 students
- establishing partnerships with tertiary institutions, and corporate partnerships, in order to develop educational initiatives.

Staff Development and Support
Here a key element is the building of a collaborative staff culture that fosters distributed leadership throughout the School. A significant volume of research around distributed leadership has highlighted the benefits this approach offers to staff and to organisations, and, in a school setting, to students who benefit from improved educational outcomes. Other Strategic Actions include providing professional learning opportunities to support teaching excellence from Kindergarten to Year 12, and maintaining accreditation as an Employer of Choice for Women in Australia.

School Environment
A key Strategic Action associated with this Strategic Priority is the provision of the best-quality facilities, in order to meet the changing needs of the 21st century teaching and learning environment. To achieve this we will complete a new Master Plan for the Armadale campus, and develop an Information and Communication Technology (ICT) Strategic Plan for the School. A key component of the ICT Plan will be the introduction of a learning management system to support the School’s academic programs.

Enrolments
An exciting Strategic Action in this area will see us extending the diversity of our student population. This will be achieved with the support of the Lauriston Foundation, which has launched an Equity Scholarships Campaign. The campaign will raise funds that will enable us to offer places to students whose families may not have the financial means to send their daughters to Lauriston. This objective is consistent with the vision of Margaret and Lilian Irving, who began Lauriston in order to provide a liberal education to young women who would be able to make a valuable contribution to their community throughout the rest of their lives.
Year 12 at Lauriston –
a focused and adult approach to
beginning the final year of school

Most of us will have heard the saying ‘There is no such thing as a free lunch’. Well, in Year 12 at Lauriston, there is no such thing as a ‘holiday’ or a ‘spare period’! We have consciously replaced this terminology with ‘study break’ and ‘study period’, so as to orient the Year 12 students to the essential work ethic required of them if they are to achieve their full potential.

For a number of years now, Lauriston has given its Year 12 students a flying start by beginning their Year 12 coursework at the end of their Year 11 year, in a program called ‘Headstart’. The girls have classes in each of their Year 12 subjects and are set up for their ‘study break’ with the appropriate materials, tasks and guidance to create a seamless start to their final year of school.

The academic year begins in earnest for our Year 12 students with a conference scheduled for the day prior to that on which all other students return to school. This is a unique and innovative initiative, designed to focus on the strategic concerns that students face as they work to succeed in their final year of school. The Year 12 Conference is usually held off-site and is run like an adult business conference. Sessions focus on health and wellbeing, study skills and maintaining motivation when challenges arise. The timing of the conference is ideal for capitalising on the work undertaken by the girls over December and January.

In the second week of Term 1, all Year 12 students attend a curriculum-based residential program at the University of Melbourne’s Ormond College. The girls complete a range of activities associated with their particular course at Lauriston, whether the VCE or the IB, and have the added motivational advantage of a taste of university life, which undoubtedly gives them a taste for more!

Senior School staff at Lauriston are often asked for the secret to our students’ superb Year 12 results. In fact, there are no ‘secrets’, but we do believe that we have the right formula, beginning with the hard work and commitment of the girls themselves. There is no doubt, moreover, that innovative practices like our use of study-focused terminology, the Headstart program, the Year 12 Conference and our VCE and IB Theory of Knowledge residential programs give Lauriston’s Year 12 students a winning edge!

Nene Macwhirter
Deputy Principal / Head of Senior School
Outside school they may regularly contribute to online forums, interact with and seek help from peers and find innovative methods of solving problems, managing their time and expressing themselves. Often all of this happens at once, with students using multiple devices, applications and interfaces.

At Lauriston we recognise, and aspire to further develop, these capabilities in our students. We continually revise our curriculum and learning programs to include opportunities for students to work autonomously and concurrently in a dynamic and stimulating environment. One of the great challenges for education is to provide the skills and knowledge that our students will need for their future.

A school’s eLearning plan needs to take into account the emerging digital/ICT literacies of today’s and tomorrow’s students, and to identify appropriate and targeted strategies to support improved learning and teaching.

- Digitally literate learners:
  - want to be connected
  - are discriminating
  - are empowered and critically literate
  - are information seekers and navigators
  - understand that they are part of a global community, and that learning is not restricted to the classroom
  - are demanding in terms of content, teaching quality, and access to resources
  - think, analyse, and construct knowledge
  - constantly communicate virtually.

This year we have begun the rollout of a one-to-one netbook program for all girls in Years 5, 6 and 7. The devices being progressively provided to the students have been deliberately selected because they are compact, lightweight and robust, have a long battery life and are easy to operate.

The driving force behind the introduction of the devices is to enhance the learning of our students. Our decisions have been based on a careful identification of how the netbooks can best be used to deliver the curriculum in ways that engage the students and inspire them to respond to their learning creatively, meaningfully, skillfully, cooperatively and comprehensively. At the same time, our clear intention when developing the netbook program was to ensure a seamless interaction between the new technologies and the more traditional teaching methods, which are still valued and important for student learning.

Staff support for the program has been significant, with teachers working with experts both within the School and externally. The emphasis for staff has been on exploring the capacity of technology to assist in the delivery of the curriculum more efficiently, and in ways that are meaningful to students who are living and learning in a technologically rich world.

Ann Hooper
Deputy Principal / Head of Junior School
As readers of Lauriston Life would be aware, our School has a long history of educational innovation. One example of the School’s achievements in innovative education is the Year 9 Howqua program. Established in 1993, the Howqua program reflects the philosophy that Year 9 students can benefit significantly from an experiential program that provides them with ‘learning for life’.

Over the past eighteen years, the Howqua program has gone from strength to strength, helping thousands of students build self-confidence and a genuine sense of mastery and achievement, as every Year 9 girl proudly acquires the skills and tools she needs for negotiating the challenges of both the professional and the natural world.

Quite recently, in the lead-up to the Victorian state election late last year, the merits of such innovative Year 9 programs came to the attention of the broader community when they suddenly took centre stage. On 17 November 2010, Paul Austin, state political reporter for the Age, wrote:

Brumby will campaign with passion on this over the final week-and-a-half of the campaign. He believes the ‘Education for Life’ concept has the capacity to enhance the lives of future generations and the standing of government schools.

He thinks it fits neatly with the desire of many parents; not for the government to tell them how to raise their children, but for the state to offer a bit more help, especially during the dreaded middle-secondary years.

And there is an added political benefit: it promises to make government schools a bit more like the prestigious private schools. Most parents in Victoria send their children to state schools, but Brumby knows many of them aspire to something better. Now he is promising to ‘give every child in a government school an experience that the top private schools provide’ …

“We want the next generation to have a clear set of values; a generation that understands their obligations and responsibilities; a generation that will become good adults – and, in their turn, good parents.’

The outcomes cited by Mr Brumby are of course the same very worthy outcomes that all those years ago were identified by Lauriston’s then Principal, Ruth Tideman, in championing the establishment of the Howqua program. This vision has been reaffirmed and built upon as the increased relevance of ‘learning for life’ programs in Year 9 has been recognised.

Lauriston continues to look for ways to best prepare our students for the challenges and the changing demands of life beyond school. The philosophy and programs offered at Howqua continue to be reviewed and developed as we seek further ways to contribute to preparing our students at this very important stage of the Lauriston educational journey.

Don Hamley
Head of Howqua Campus

Learning for life programs in the news
A Reggio Emilia–inspired philosophy

Our Kindergarten program is inspired by the philosophy that guides the schools of Reggio Emilia. In these wonderful Italian schools, there is a keen awareness of the power of imagination and possibilities. In Lauriston’s Kindergartens, we always strive to adapt the ideas and inspirations of Reggio Emilia to an Australian context, so that they are relevant to our children, their families and our staff.

We are very conscious that many children today expect instant gratification in many areas of their lives. In our Kindergartens, we strongly believe that children should be given the opportunity to experience interacting with simple materials and creating their own play. Such opportunities promote the development of imagination and encourage children to create their own entertainment rather than being passive receivers.

These opportunities also allow children to take shared responsibility for their environment as they work with staff to make their special spaces look beautiful. One person’s view of beauty will differ from another’s, so the children are able to develop, and value, different perspectives. Motor and sensory awareness and a love of exercise are also promoted, while shared learning and caring supports the development in the children of open and trusting relationships with each other and with adults.

We visit Reverse Art Truck to collect natural materials that promote and enhance imaginative play and encourage a love of and respect for the natural environment. We believe strongly in recycling as much as possible, be it materials for collage and construction, or water from handwashing, which is used for watering the garden. We also have worm farms and we feed the worms with scraps from morning fruit and then use the worm castings to feed our vegetable garden, where we grow a variety of vegetables. These are used for cooking, to promote healthy eating.

The environmentalist David Suzuki was in Melbourne recently, and while here he spoke passionately about the environment and about his desire to change those of our practices that have an adverse impact on the natural world. He urges all of us to work towards restoring the balance. As another environmentalist, David Sobel, says: ‘If we want children to flourish, to become truly empowered, then let us allow them to love the earth before we ask them to save it’ (Beyond Ecophobia: Reclaiming the Heart in Nature Education).

Lauriston’s Kindergartens are providing children with myriad opportunities to explore and investigate their natural world, to question and to ponder and to experiment so that they too come to love and care for this beautiful, fragile planet.

Robyn Ambler
Director of Kindergarten
New Opportunities for Girls

Founded as a private business by sisters Margaret and Lilian Irving, Lauriston had its beginnings in Erskine Street, Armadale, opening in February 1901 with an initial enrolment of twelve students. Over the next few years, numbers increased steadily, and in 1908 the School moved to its present location in Huntingtower Road – to Brocklesby, the magnificent Victorian mansion that would come to be known by generations of students as ‘the Old House’.

Much of what the Irving sisters wanted to achieve for their school was influenced by their family’s strong commitment to Christian values and by the pioneering work in girls’ education that had been undertaken by British educationists such as Frances Buss and Dorothea Beale. As with the schools run by these women, Lauriston was to be a place where girls could study academic subjects, proceed to the Matriculation exam – and then possibly go on to university and the professions.

The School grows

At its new location in Huntingtower Road, Lauriston continued to grow and by 1914 enrolments had reached 165. The last innocent years before the outbreak of war had seen the formation of the Old Lauristoniens’ Association, the first edition of The Lauristonian, a successful campaign to raise funds for a reference library, and the adoption of a new, loose-fitting uniform for sport. In 1916, Dorothy Andrews became the School’s first university graduate; in the following year, two former Lauriston students, Elizabeth Kirkhope and Kathleen Syme, were awarded degrees.

With the end of the Great War, the School enjoyed a period of growth and optimism that matched the mood of the early years of the postwar decade. Two new classrooms were built and numbers reached three hundred as the socio-economic section of Melbourne society from which most of the students were drawn entered into a period of comparative prosperity. Wykeham Lodge, in Malvern Road, was acquired to accommodate Lauriston’s growing
number of boarders, most of whom came from grazing properties in rural Victoria or from outlying areas of Melbourne, and who constituted a special part of the School.

At the same time, however, Lauriston, like many other schools, faced the challenge of finding good teachers. While the School undoubtedly had some excellent staff, certain areas of the curriculum were poorly served, being taught by inexperienced, unqualified teachers. Science classes were particularly problematic. The teacher had completed only one year of Medicine and, moreover, was faced with inadequate classroom resources. With increasing numbers of girls aspiring to careers in medicine and science, sourcing good teachers was a significant problem for the School and one that contributed to Lauriston’s temporary decline in the late 1920s and early 1930s.

By 1930, Lauriston was facing a number of major challenges. Margaret and Lilian Irving were, respectively, seventy-two and sixty-eight years old, the effects of the worldwide economic depression were exacerbating a difficult management situation, and enrolments had fallen somewhat. Yet from within its own ranks the School had already produced the person who was to be the source of its renewal.

When Elizabeth Kirkhope assumed effective control of the School in late 1933, she was widely regarded as a worthy successor to the Irving sisters. From the beginning of her administration, Miss Kirkhope, who would become owner as well as headmistress of Lauriston, acted decisively to cast the School in a new mould. Apart from new uniforms, there were new and better-qualified teachers, a focus on building enrolments, and a commitment to improving Lauriston’s academic reputation.

In the next six years, support from the parents and from Old Lauristonians resulted in endowments for prizes and trophies; new lighting; the refurbishment of grounds and playing fields and the addition of a new brick classroom, next to the Assembly Hall. During the 1930s, increasing numbers of girls took up nursing, baby care, physiotherapy and business courses. Similarly, with an expansion in degree choices for Lauriston girls, the decade saw more science graduates among our alumni, and the first of our graduates in medicine, in dentistry and in commerce.

With the outbreak of war in September 1939, the School embarked on a program of support for the war effort, raising funds for war saving schemes, producing garments for the services and collecting materials for recycling. Trenches were dug on the northern side of the hockey field, evacuation drills occurred on a regular basis and the School felt the effects of food and petrol rationing, ‘brownouts’ and teacher shortages.

Leading by example

Outside the School, many Old Lauristonians were demonstrating just how competent and effective women could be when given the opportunity. For example, Sybil Irving was appointed controller of the Australian Women’s Army Service; Leura Andrews became manager of the YMCA War Services’ Hostels in India; Yvonne Levey (an arts graduate and qualified accountant) was assistant commandant of the Victorian division of the Voluntary Aid Detachment and later, as a captain in the AWAS, saw active service in the Middle East; Marjorie Sweeting was awarded the British Empire Medal for her work in establishing clubs for members of the women’s services and women war workers in England; Betty Carson-Parker was awarded an Order of the British Empire for her work in Colombo, where she organised all the entertainments for Australian troops passing through; and Margaret Merrifield worked with the American Ambulance Service in England.

Among the more senior Australian nurses involved in war work were Win Temple-Smith, Pat Chomley and Meg Griffiths, while many other alumni of the School enlisted in the services or worked on the home front, in nursing, government administration, commerce, industry, transport and munitions.

By the end of 1945, the dominant mood in the Lauriston community was one of renewal and reconstruction and of being able now to get on with lives that had been ‘put on hold’. The School emerged from the war years with its foundations strengthened and its long-term future secure. Enrolments had again reached three hundred and, academically, Lauriston was on a steady upward incline. The 1940s was a decade marked by consistently high pass rates – with the majority of passes at honours standard – and by the number of scholarships awarded to girls wishing to proceed to university. Indeed, by 1948 there were twenty-seven Lauriston girls enrolled at the University of Melbourne.
Delivering a high quality education

Moreover, the School was fortunate to have attracted some outstanding teachers, many of whom are held in great affection by past students. Olive Forman (History) was considered a brilliant teacher, as were Valerie Paling (French) and Connie Irwin (English). Gladys Davies’s Latin classes are remembered as ‘fun’, while Joan Webb and Pat Weir instilled in many girls a lifelong love of music.

The size of the School, the quality of its teachers, and the reputation that now attached to its academic results, served to consolidate Lauriston’s appeal to those parents who valued an academic education for their daughters.

Elizabeth Kirkhope believed that girls who developed ‘more by doing things’ should be provided with ‘practical subjects’. To this end, Lauriston students were offered dressmaking and art and, from 1947, craft. Beryl Howie’s wonderful evolving repertoire of craft classes would become one of the defining elements of a Lauriston education for the next thirty-five years.

The immediate postwar years also saw significant improvements to teacher salaries, and the School’s rising running costs were a source of anxiety for Elizabeth Kirkhope. Indeed, it was becoming increasingly clear that Lauriston’s future would be more secure if the School were reconstituted as a non-profit guarantee company. With the support of the parents, a new structure was established, and a fully incorporated School Council met for the first time in July 1948.

A showpiece of modernity

The late 1940s and early 1950s represented a period of transition for Lauriston. The year 1950 saw the opening of a substantial new brick building, which was considered a ‘showpiece of modernity’ and heralded the School’s entry into its second half century. Yet at the same time the School faced some major challenges with respect to finances, buildings and staffing. The boarding house was closed in 1953 and tuition fees were raised. The following year plans for the removal of all temporary buildings, so that the School could build new facilities and keep pace with its ever-increasing enrolments, were prepared. (In 1951, Methodist Ladies’ College had spent £43,000 on a new science wing, and this was probably one of the factors that reminded Lauriston of ‘the ever-increasing need to supply more and more technical equipment for the education of girls’.)

As the cost estimate for the Lauriston building program was £30,000, the School’s finance committee decided that it was time to adopt a new method of financing building projects. What was adopted was a policy of obtaining compulsory loans from parents and in 1955 all new students were asked to provide an interest-free loan of £100, £75 or £50, with the amount depending upon the year level in which the student was enrolling. Fortunately, there was little protest from parents, perhaps because they could now claim a tax deduction of up to £50 per child for school fees.

The building program could now proceed rapidly, though it came at the expense of some established Lauriston landmarks. While plans were altered so as to spare the School’s much-loved Moreton Bay fig, some buildings, including some very old wooden classrooms, were demolished. In their place rose Irving Hall, additional classrooms and a music room. For Elizabeth Kirkhope, this was the fulfilment of a dream – and also the belated realisation of Margaret and Lilian Irving’s plans for a new school, which had been so reluctantly deferred as a result of the onset of the 1930’s Depression. Significantly, the preservation of Lauriston’s Moreton Bay fig symbolised the concept that the School’s heritage lay not in buildings but in people and the interlocking chain of memories, friendships and experiences that links one generation with another.

In 1956, Elizabeth Kirkhope handed over to Gladys Davies the responsibility for the academic side of the School (Miss Kirkhope retained responsibility for the School’s administration and business affairs until her full retirement, in 1964).
New Opportunities for Girls

performance, are still remembered by many who knew Miss Davies. As the 1960s progressed, the Davies regime was increasingly perceived as inflexible and restrictive, not simply of the nonconformist, but of exuberant expressions of adolescence and minor challenges to authority, such as throwing berets in the air at the House sports. While many former students recall an environment that encouraged them to extend themselves academically, a significant group report a culture of discrimination and the devaluing of individual differences. Against a background of rapid social and cultural change that saw existing values come more and more under challenge, the 1960s was a difficult time to be a headmistress.

Though not perhaps by inclination an innovator, Gladys Davies nonetheless guided Lauriston through a process of modernisation that removed the final impediments to the girls’ access to the same range of future pathways as were available to their brothers. In 1963, the same year that Dr Hildred Butler (the School’s most notable science alumnus) addressed the Founders’ Day luncheon, the Menzies government announced both a new scheme to assist with the financing of school science laboratories and the introduction of a scholarship program to support students in the last two years of secondary school. With funds from the Commonwealth and a substantial bequest from former science teacher Jean Hook, Lauriston built the Gladys Davies Special Studies Wing, which opened in 1969.

The 1960s saw growing numbers of girls studying physics, chemistry and mathematics and there was a substantial increase in the numbers wanting to go to university. This greater focus on tertiary study was both a response to the rising status of education in society and a testament to Gladys Davies’s emphasis on academic rigour.

It is the young men and women who attended secondary school in the 1960s who are most often associated with the radical changes in attitudes and expectations that defined the decade, though no less a profound revolution was also taking place in the lives of the mothers, and even some of the grandmothers, of the sixties generation. Some of these women were forced by circumstances into careers they had not anticipated when leaving school, while others began to re-create their lives and set off on new paths. (Lauriston’s Mary Owen, for example, co-founded the Working Women’s Centre and became a strong and successful advocate for improvements to the status of women in the workforce.)

At last, girls could begin to imagine futures in which a career and motherhood were not mutually exclusive.

Renewal and growth

The pace of renewal and growth at Lauriston had increased as education became more complex and required increasing investment and resources. The transformation of the School continued, with the construction of a gymnasium and a new Music School. The grounds were refurbished and students gained two new tennis courts (built alongside Mercer Road), a full-size hockey field and a one-hundred-yard running track. This was a school not simply living off its inheritance, but actively creating a heritage for the next generation.

There was a wide recognition that Lauriston’s educational traditions were progressive and modern and able to respond to the rapidly changing world of contemporary education.

A sense of old certainties crumbling under the weight of new ideas characterised Australian society in the early 1970s. Prospects of change and of enhanced social and economic power for women were exciting for the young and were made all the more so for Lauriston girls by the arrival of a new head at the beginning of 1973.

Susan St Leon was the first head at Lauriston to be chosen not by her predecessor but by the School Council. Vivacious and charismatic, she was Principal at a time when the education policies of the newly elected Whitlam government resulted in major shifts in the relationship between the Commonwealth and the private school sector. Salary and superannuation costs continued to rise, while at the same time the amount received in government assistance began to decline. Lauriston was becoming a more expensive school, and fee rises exceeded the rate of inflation, increasing from $495 a year in 1969 to $1245 a year in 1977.

With the election of the Fraser government in 1975, funding levels were restored to the levels of the late 1960s and student numbers grew; by 1978 the School’s enrolment target of 960 had been achieved. Susan St Leon’s focus on strengthening the academic culture of the School saw an unprecedented emphasis on maths and science subjects and the purchase, in 1979, of Lauriston’s first computer. The language program was also expanded and a range of new subjects (social studies, environmental studies and Asian history) were introduced. Musical productions with Wesley College included Fiddler on the Roof, Porgy and Bess and Hello Dolly!

By the late 1970s, the issue of single-sex as opposed to coeducational education had become part of an ongoing public debate. Susan St Leon believed strongly that a single-sex school was able to offer girls the best opportunity to combat pervasive cultural constraints, which were often imposed on girls in a coeducational setting; however, the decision by some schools to become coeducational forced Lauriston to consider its position and to take steps to counter the possible loss of students. By the early 1980s, Lauriston was confidently marketing itself as a school catering largely to girls with academic aspirations. With an open-entry enrolment policy, the School continued to achieve outstanding academic results – the result of excellent teaching by a team of well-qualified and very dedicated staff.
In yet another coincidence between the life of the nation and the life of Lauriston, the arrival of a new head, in 1983, coincided with the election of the Hawke government (and the devastating Ash Wednesday fires). Susan St Leon’s retirement had seen the appointment of Ruth Tideman as head; Mrs Tideman, a science graduate from Adelaide, had previously been deputy head at the Wilderness School.

Ensuring financial security

Ruth Tideman arrived at Lauriston during a period of financial uncertainty almost identical to that encountered by Susan St Leon in 1973. Labor’s education policy required that aid to ‘wealthy’ private schools should be phased out. Lauriston was on the list of what were deemed to be Victoria’s eighteen such schools, and thus faced a 25 per cent cut in grants. So widespread was the protest against the funding cuts to independent schools that in late 1984 much of the funding withdrawn from Lauriston was restored, with financial security being guaranteed until 1988. As the School faced an uncertain future with regard to government grants, in 1985 a Foundation was established to raise funds for specific projects and enhance Lauriston’s long-term financial security. At the same time, an ambitious five-year building and improvement plan was drawn up and work began on the refurbishment of Montrose, the magnificent Victorian house in Mercer Road that had been acquired in 1975. Blairholme would also be refurbished, and a new Staff Centre was completed in 1986. Two senior common rooms were established in the Special Studies Wing, remaining portable classrooms were phased out, and sports facilities were upgraded. A splendid indoor swimming pool was opened by former Olympian Dawn Fraser in 1989.

By the 1980s, Lauriston offered a very wide range of sporting activities that included water polo, cross-country running, cricket, fencing, downhill skiing, squash, scuba diving, badminton, aerobics, rowing, netball and basketball. Under Ruth Tideman’s leadership, the School introduced a Students’ Representative Council and offered students new opportunities for participation in debating, drama, music and social service. Teaching staff were offered increased involvement in decision-making processes relating to the School’s educational program. Nicole Lukins and Margaret Rogers were appointed joint deputy heads in 1986, while Pat Fernandes became the head of the Junior School.

New education initiatives

The introduction of the Victorian Certificate of Education, in 1991, coincided with the first year of Lauriston’s participation in the International Baccalaureate Diploma Programme. Two years later, following the development of a strategy known as ‘Ascent to Higher Ground’, the first stage of the School’s Howqua campus was completed and opened. Ruth Tideman believed that Lauriston girls were ‘likely to be leaders in the future’ and would ‘exert considerable influence for good as a consequence of the marvellous learning opportunities’ that would be provided at a country campus. Though Lauriston had a successful Outward Bound program, Ms Tideman was convinced that a much longer and deeper experience would produce better results.

When the Howqua campus opened, in July 1993, it was seen by many as exemplifying the philosophy of Lauriston, in that it would be a place where such attributes as independence, self-discovery, resilience and a heightened awareness of others would be fostered. From a broader perspective, Howqua was an extension of the major shift in approach to curriculum and learning that had been gaining momentum since the 1970s. The second stage of the Howqua campus opened in 1997, allowing the whole of the Year 9 cohort to spend all four terms in residence.

A new Master Plan for Lauriston was presented to parents in mid 1998. Its core components were an upgrade to Irving Hall, a new Music School, extensions to the Junior School, and a new building for science and technology.

Ruth Tideman retired in 2000, the year the School held its centenary celebrations. The new Principal, Meg Hansen, came to Lauriston from Westbourne Grammar, where she had been a deputy principal, and prior to
that a teacher of English. Dynamic and vivacious, Ms Hansen described the challenge of education as ‘the need to help young people create and work towards their vision for their future’. In the main, the planning that took place at Lauriston during the Hansen years occurred within a context of thinking about the future, gaining an understanding of the broad trends at work in society, and determining how best to provide students with the kinds of social, intellectual, physical and ethical skills they would need. The wide range of curriculum initiatives and building projects undertaken in support of these goals were a hallmark of the Hansen years and symbolised much of what Meg Hansen herself believed was important in a school such as Lauriston. Early in her principalship, the School adopted the catchphrase ‘A School for Life’, and this concept became an integral part of our logo and of all marketing and related materials. In 2002, the School Council identified Lauriston’s core values as ‘relationships, courage, creative reflection, intellectual enquiry for understanding, and engagement in life’.

Reconsidering the learning environment

The following year saw a School-wide study that looked at how spirituality and ethics might be included as part of the general curriculum. Long-serving staff members Nicole Lukins and Pat Fernandes retired. In 2005 there was a new Master Plan, and the redevelopment of the art and visual communication precinct on the top floor of the Gladys Davies Special Studies Wing was opened by artist Heather Ellis. The LPA Centre (student services) was also opened and the Lauriston Institute was launched. A new curriculum for the middle years of Senior School was designed, with the aim of utilising connections between subjects and providing continuity of learning. In 2007 the Lilian Bayly Centre, purpose-built for use by students in Years 7 and 8, opened its doors. Two years later, in 2009, a new dance and movement studio completed the staged refurbishment of the arts precinct situated under Irving Hall.

Developments were meanwhile proceeding apace at the Howqua campus, which celebrated its tenth birthday in 2003. The School acquired two additional properties in Howqua River Road, and built a new Resource Centre and classroom, an outdoor classroom, a Health Centre, and a tenth student House, named in honour of bequestor and Old Lauristonian Sarah Hollyer.

Meg Hansen, like each of her predecessors, added much to the fabric and character of the School. Her years at Lauriston were characterised by a very successful building program, a commitment to staff development, engagement with stakeholders, and a vision for what could be achieved to enhance girls’ educational opportunities. When Ms Hansen resigned during 2009, the School Council commenced an extensive search for a successor, selecting the then Principal of Canberra Girls’ Grammar, Susan Just.

Continuing the Lauriston vision

A highly experienced and dedicated educator with a Master’s degree in educational administration, Susan Just came to Lauriston in mid 2010 and immediately set about developing a comprehensive and detailed Strategic Plan encompassing every aspect of the School. Well known for her energy, insight and enormous commitment to all that she undertakes, Ms Just has a vision for the School that is very much in keeping with all that Lauriston stands for, its reputation as one of the finest schools in the nation and its determination to provide the best possible opportunities for all its students.

Lauriston began its life at the dawn of the twentieth century, as the realisation of the educational vision of Margaret and Lilian Irving. Since then, much has been accomplished – in the early days often with comparatively limited resources. Lauriston today has much to be proud of, not only in terms of what it has achieved for girls’ education but also as a place where girls’ aspirations and abilities are highly valued and encouraged. Nowhere perhaps is the appreciation of what the School’s ideals have meant to successive generations of students more aptly expressed than in the opening words of the School song: ‘We hail thee Lauriston / High in our hearts we hold thee’.
University Roll of Honour 1916–70

From its earliest years, Lauriston had a reputation as an academic school where girls who aspired to go to university could qualify through the Matriculation examinations.

Up until 1970, the School recorded the names of its university graduates on the honour boards in Irving Hall. By this time, however, it was clear that increasing numbers of Year 12 students were proceeding to university almost as a matter of course, and the School discontinued the practice of adding the names of graduates to the boards.

In this special year of Lauriston’s history, we are publishing the names and degrees of the School’s university graduates up to 1970.*

*Every effort has been made to ensure the accuracy of this list. However, if you know of any person whose name has been omitted, or whose qualifications are incorrectly recorded, please advise the School’s Archivist, Jenny Bars (barsje@lauriston.vic.edu.au or 9864 7555).
Monique St Clair

Monique came to Lauriston in 2003 to teach Physical Education (Kindergarten to Year 6), Year 1 Science and Year 3 Science. Since then, Monique has developed physical education and sport programs for the Junior School and is currently the district secretary of the cluster of eight girls’ schools that participate in interschool sports for junior students. In this role, Monique organises carnivals for swimming, cross-country and athletics, and trials for soccer, netball, basketball and tennis.

After completing her degree in applied science with a major in physical education, Monique joined the staff of Mentone Girls’ Grammar. She has since worked in other schools and has travelled extensively.

When asked why she became a teacher, Monique explains that she loves teaching and always wanted to be a teacher, observing that: ‘Watching students’ progress and being able to effect change is incredibly rewarding’.

This year, Monique is very excited to have taken on the position of Junior School Daily Organiser and Timetable Coordinator. In this role, she has a wide range of responsibilities, which include developing and implementing the Junior School timetable and liaising with colleagues to ensure that the timetable runs efficiently; organising relief teachers; and arranging the duty roster.

Active and engaged in a wide range of interests, Monique started dancing at the age of five and gymnastics at the age of eight. Her talent in and love of gymnastics saw her travel to other states for competitions, as a member of the Victorian state squad. Before retiring from gymnastics at sixteen, Monique had been placed thirteenth in Australia and New Zealand. Today, she is involved in swimming and touch rugby, loves ‘catching up with friends and family’ and is busy preparing for her wedding, as she is getting married in April.

Chris Toms

Chris has been teaching in the Junior School for six years and has recently been appointed to the position of Director of Learning. Educated at Brighton Grammar, Chris went on to complete a Commerce degree at the University of Melbourne, a Bachelor of Education (Primary and Secondary) (Deakin) and a Master of Education (Monash).

Chris has very strong family links to education. His father was on the staff at Brighton Grammar for forty-four years (including many years as head of the Junior School), his brother is a teacher, and Chris met his wife while teaching at Kilvington.

As a member of the Junior School staff, Chris first taught Year 5 for three years and then Year 4 for another three years. As evidenced by his dynamic classroom style, he is someone who is passionate about learning. Chris absolutely loves teaching, and one of his key aims is to get the best out of every student and ensure that all students reach their full potential. He sees his new role at Lauriston as an opportunity to focus on the fundamentals of learning, through innovative initiatives to enhance literacy and numeracy, while also further developing existing programs such as the netbooks in Years 5 and 6 and the interactive televisions in Prep to Year 4. Chris is also very focused on building positive and productive relationships with students and on the further enhancement of strategies that encourage students to reach their potential.

Outside Lauriston, Chris pursues his many interests, which include tennis, golf, watching cricket and football, reading, travelling and his family. More recently, he has loved being a hands-on dad and spending time with his beautiful new daughter, Zoe.
Year 12 Theory of Knowledge Camp

For many of our International Baccalaureate students, the Theory of Knowledge (TOK) course provides one of the most important components of the IB Diploma Programme.

TOK encourages students to step back from the acquisition of knowledge in order to consider questions such as: What do I claim to know (about X)? Am I justified in doing so?

At Lauriston, TOK is taught as a classroom subject, but the two-year program also involves attendance at three TOK camps. The February camp, for Year 12 students only, is held at the University of Melbourne’s Ormond College. Being in residence at the College not only allows the students a concentrated period to work on the TOK subject but also gives them a taste of college life and some insight into the world of university students.

The camp is all work, but it is still greatly enjoyed by students and staff alike. This year its dual themes were ethics and the arts. A highlight of students’ work on the ethics theme was their performance of the Brecht play *He Who Said Yes, He Who Said No*. Four students completed their TOK internal-assessment oral presentations at the camp, with topics ranging from polygamy to whether a mosque should be built at Ground Zero. During the camp, Lauriston teachers of music, visual arts, theatre, economics and English provided stimulating and challenging presentations. The students also took part in a share-trading simulation (where they proved themselves to be ruthless but also compassionate!) and a bush dance workshop.

In May, the Year 12 group will join the Year 11 IB students at this year’s second TOK camp (5–8 May).

Eirwen Stevenson
International Baccalaureate Coordinator

The work of the Lauriston Institute is cumulative, in that we seek to build on and refine initiatives, projects and strategies that we already have in place, while also looking out for new opportunities.

As we predicted in the last issue of *Lauriston Life*, much of 2011 will be focused on consolidating and refining work we began in 2010. One of the most important initiatives will be our implementation of the Australian Curriculum, which will need to be in place by 2013.

We have some lead time but this will quickly evaporate as we try to take on board a new set of curriculum designs. As many parents would know, the English, mathematics, history and science curricula have already been developed and the Australian Curriculum Assessment and Reporting Authority (ACARA) is proceeding with the development of languages other than English, geography, and the arts.

One of the contemporary issues being aired often in the popular press is the move by some girls’ schools to coeducation. Much has been made of the view that coeducation more appropriately reflects the real world. Lauriston, like many members of the Alliance of Girls’ Schools, challenges this view, and the Institute is conducting a literature review and field research in order to articulate the unique benefits that accrue from an education in a girls’ school.

We have had a very encouraging response to our invitation to parents to participate in our English as a Second Language program. At present, we still have some spaces for family members but we expect that the numbers will grow during Term 1.

As Director of the Institute, I have been involved in discussions with the University of Melbourne, the International Confederation of Principals, National Curriculum Services and Monash University about a range of external consultancies and activities. Much is to be learned from organisations outside the School, and benefits accrue from this networking.

This year we will again be running seminars for parents. The 2011 seminar series will begin in Term 2.

For more information about the work of the Lauriston Institute, contact Nick Thornton (thorntonni@lauriston.vic.edu.au or 9864 7611).

Nick Thornton
Director of the Lauriston Institute
From the Archives

The Archives has received a number of interesting donations since the appeal for materials to support the School’s 110th birthday celebrations was announced in the last issue of *Lauriston Life*. Many of these items will be placed on display during the course of the year. Our search for memorabilia is ongoing, so please think of the Lauriston Archives when you come across mementos of your schooldays. Recent donations include:

- report books for Susan Sandral, 1942–49
- photos of Lauriston staff and students, taken in 1947 by Patricia Ritter (née Sandral)
- photo of Jacki Burgess (née McElroy) and her sisters in the School’s 1956 Swimming Team
- an exquisite embroidered tea cloth made by Meg McLennan (née McGowan), in Miss Howie’s craft class, 1952
- a box of memorabilia, including photos, correspondence, prize books, a school diary and school exercise books, from Libby Wood (née Taylor). Libby ended her twelve years at Lauriston as School Captain in 1966
- materials from Jane Fox (née Hamilton), including the running sheet for the final Form 6 assembly in 1982, and other unique items
- biology prac exercise book, 1965, from Georgie Clegg (née Best), and Lauristonian magazines, 1927–32, that belonged to her mother, Joan Best (née Ramsay)
- School blazer and ties from Carolyn Ebeling (peer year 1988)
- Lauriston badged crockery from Wendy Forbes (née Penwarden) (peer year 1959).

**Family Picnic Day**

The Lauriston Equestrian Team, 1952. Donated by Meg McLennan.

Family Picnic Day to celebrate 110 years of Lauriston held on Sunday 6 March, attended by more than 250 people.
When Lauriston girls leave the School, each one becomes a member of the Old Lauristonians’ Association (OLA). The role of the OLA is to maintain the links between the alumni and the school, enrich the present and build for the future.

The role of the OLA is to maintain links between the alumni and the school, and enrich the present as well as build for the future. The OLA Strategic Plan sets out the objectives and key priorities for the OLA to achieve over the next five years.

The first exciting program that the Committee is working on to start in 2011 is a mentor program for current Year 12 students. This will connect Year 12 students with alumni who are working in the student’s field of interest. In the future, the OLA will extend the program to connect established alumni with past Lauriston students who are either studying at university or in the early years of their careers.

Some of the other key priorities the OLA will be concentrating on achieving are:

• assisting the daughters of alumni, and other students, to enjoy the benefits of a Lauriston education through the provision of scholarships, bursaries and prizes
• creating an accurate and comprehensive database of alumni contact details, skills and experience
• ensuring that alumni attending events are provided with the best opportunity to reconnect with the School and the OLA, through a well-organised and enjoyable reunion or event
• establishing a roster of alumni to attend reunions, events and School activities.

There are many ways that alumni can be involved with the OLA, including as mentors or mentees, speaking at a School event, sending news to be included in Lauriston Life, and updating your details with the OLA (you can do this online at www.lauriston.vic.edu.au – click on the Community tab). Please contact the Committee if you are interested in being involved (ola@lauriston.vic.edu.au).

Keep your eye out for more OLA news through the OLA section of the Lauriston website, Lauriston Life and Facebook.

We are excited about connecting with the vibrant community of OLAs and we hope you are too!

Prudence Barker
Old Lauristonians’ Association

Wendy Wade (Anderson, 1955)

Wendy writes of her memories of her school days from her home in Western Australia:

Loved Lauriston! In particular, Miss Webb and Miss Weir (I absolutely loved music). Also loved Mrs Phillips (whose niece I came in close contact with over in Western Australia). Loved English Literature. Loved Miss Kirkhope and her contact with the Bible. The one thing I didn’t make much contact with was Math! But I loved Mademoiselle and my French classes. Now I have four sons, so there’s (sadly) no future contact. I was in Mitchell and we were mostly beaten by Andrews.

Sarah Day (1995)

Sarah attended Lauriston from Prep to Year 12 and is now involved in a very exciting project that reflects her strong commitment to community and the environment. On leaving Lauriston, Sarah attended the University of Melbourne, where she studied Commerce and Arts. While enrolled at Melbourne, she also spent an exchange year at McGill University in Canada. Having completed her undergraduate studies, Sarah spent some years involved in environmental campaigns with groups including the Wilderness Society, Friends of the Earth, and Environment East Gippsland. She also founded an environmental network called Eco-shout, which is now the primary port of call for students and environmental social justice activists in Melbourne.

Sarah has completed a postgraduate Diploma in Environmental Studies and a professional writing course. She is currently the manager of the Ross House Association, the owners of Ross House, a five-storey heritage building in Flinders Lane that is home to more than fifty small community groups.
Julie Borschmann (former teacher), 1958–2011

Memories of Julie Borschmann on the part of former Lauriston students and their parents will focus on the variety of areas of the School in which she was involved. Many will remember a talented, skilful and engaged teacher, who meticulously prepared her students for the transition to Senior School life.

Julie came to education after some years in the corporate world. She began working at Lauriston in the late 1980s, teaching in the Prep area, before moving into the higher grades in the Junior School.

Julie’s versatility and resourcefulness soon became evident when she obtained her private pilot’s licence in 1990, a night-flying rating and a twin-engine endorsement. As a qualified pilot, she went on to establish Lauriston’s unique aviation program. In June 2001, Year 12 student Michelle Barkley became the first Lauriston girl to earn her private pilot’s licence, successfully completing the two-hour oral and three-hour practical examinations.

Julie is remembered by the Lauriston community as vivacious and dynamic, and passionately committed to education and to flying. A very large contingent from the extended Lauriston community of past and present staff, parents and students attended her funeral, including: Ruth Tideman, Fiona Quinn, Sue Cartmell, Annette Rome, Celeste McMillan, Amanda Cooper, Jane Payne, Denise Dessau, Susan Lovell, Jeanette Gunn, Michelle Gill, Maria Galanis, Sarah Kings, Jenny Hockley, Ida Robinson, Eliza Russell and family, Lauren McCarthy, and Julia Champion de Crespigny.

Janice Treloar, OAM (Henderson, 1945), 1929–2011

During her years at Lauriston, Janice was Captain of Irving House and excelled at swimming, hockey and tennis. She achieved her Leaving Honours certificate at Lauriston. In 1950 she married Bruce Treloar, and the couple settled in Tamworth.

Janice was awarded an OAM in 2003 for her services to the community. In 1963 she became the first volunteer for Meals on Wheels in Tamworth, initially cooking meals in her own kitchen. Continuing this work for the next forty-five years as the Meals on Wheels organisation grew, Janice contributed an enormous amount to community life. She was also president of her local golf club and bridge club. The Tamworth Council’s flag flew at half-mast on 12 January 2011, ‘as a mark of respect for a woman who gave such humanity and support to the city’.
A Proud Family History at Lauriston

Outstanding among the names of the many who have given philanthropic support to the School is that of Elizabeth Kirkhope, who was both an Old Lauristonian and a long-serving Lauriston Principal. In 1948, Miss Kirkhope transferred the ownership and governance of the School, which had been a private business, to an incorporated School Council. Her faith in the future of Lauriston, and her desire to see the School continue to grow and prosper, are a testament to her vision and to her dedication to the school that had been her life’s work.

In recognition of the generosity and farsightedness of Elizabeth Kirkhope, Lauriston’s new bequest society has been named in her honour. The Elizabeth Kirkhope Circle of Giving will be officially launched later this year. Membership is open to anyone who has made a bequest to the School in their will.

A bequest to Lauriston is a wonderful way of ensuring that the School is able to continue providing much-needed scholarships and bursaries – particularly to students who might otherwise be unable to attend Lauriston. All bequests will make it possible for our ‘School for Life’ to enrich the lives of young women for many years to come.

Should you be interested in becoming a member of the Elizabeth Kirkhope Circle, please contact the Principal, Susan Just, on 9864 7555. All calls concerning donations and bequests are strictly confidential.

Current students who have had a Great Grandmother, Grandmother, Mother, Great Aunt or Aunt previously attend the School.

Bequests

Lauriston exists today because of the many people who have supported the School over the years and have believed in what it stands for. As it has in the past, Lauriston today continues to rely on philanthropic support, in addition to tuition fees, in order to provide the kind of education that the School holds to be so important.

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Term 2 Events
27 April – 1 July

Prep- Yr 2 Grandparents’ & Special Friends’ Day
Tuesday 3 May, 11.00 – 12.00pm
Yr 12 VCE Theatre Studies Performance
Thursday 5 – Friday 6 May, 7.00 – 9.00pm
Class of 1991 Reunion
Thursday 5 May, commencing at 6.30pm
LPA Mothers Day Stall
Thursday 5 May
Careers Night Yrs 10, 11 & 12
Monday 16 May, 7.30 – 8.30pm
Principal’s Morning Tea & School Tour
Tuesday 17 May, 9.30 – 10.30am
Class of 2001 Reunion
Wednesday 18 May, commencing at 6.30pm
Yr 10 Recital
Thursday 19 May, 5.00 – 6.00pm
Yrs 11/12 Recital
Thursday 19 May, 7.30 – 9.00pm
Howqua Expo at Armadale
Friday 20 May, 3.30pm
Howqua Open Day
Saturday 22 May, 11.30am
Grandparents’ Week at Kindergarten
Monday 23 May – Friday 27 May
Michael Grose Parenting Seminar
Wednesday 1 June, 7.30pm
Lauriston Foundation & LPA Gala Ball
Thursday 2 June, 7.00pm
Alumni Networking Breakfast
Thursday 9 June, commencing at 7.30am
Speaker Dr Clare Scott
Yrs 5 – 8 Autumn Concert
Wednesday 15 June, 7.30 – 9.00pm
Principal’s Morning Tea & School Tour
Tuesday 21 June, 9.30 – 10.30am
Blairholme Market
Thursday 23 June, 8.30 – 11.00am
Montrose Recital (Yrs 3-6)
Friday 24 June, 3.30 – 5.00pm
Music Tour Farewell Concert
Wednesday 29 June, 5.00 – 6.00pm
Blairholme Music Concert
Wednesday 29 June, 1.00 – 1.30pm
Yrs 5-12 Dance Festival
Friday 1 July, 11.00 – 12.30pm

For more details or to register for an event please visit www.lauriston.vic.edu.au or phone 03 9864 7555.

Live it. Learn it. Love it.

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

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