INTRODUCTION

Lauriston Girls’ School is an independent non-denominational girls’ school founded in 1901. It has an enrolment of approximately 940 students, spread between Kindergarten, Junior School and Senior School. The School is co-educational in the Kindergarten (three and four-year old classes) then all girls from Prep to Year 12.

Students of Lauriston Girls’ School meet peers from a wide range of cultures. Their families exemplify life and work in a global community. Approximately 900 students enrolled at Lauriston Girls’ School are permanent residents of Australia. Lauriston families come from a range of ethnic backgrounds which include students from China, Singapore, New Zealand, Malaysia, United Kingdom and the United States of America.

The School campus covers 3.67 hectares and includes facilities such as an indoor swimming pool, gymnasium, Science and Resource Centre, the Lilian Bayly Years 7 and 8 Centre, and Art studios.

Year 9 Lauriston students attend our rural campus, Howqua, established on 250 hectares of bushland. The campus includes classroom facilities, a dining hall and kitchen, library, art and music rooms, a performing arts building and nine Houses for students. Attending school from Monday to Sunday, the students complete their academic curriculum and an outdoor program which is run on two days each week. The students undertake the program in five (5) week blocks and return to their families in Melbourne for an exeat at the conclusion of each block.

Lauriston Girls’ School is a non-selective school. There is a strong pastoral network and students receive pastoral support from their classroom teachers, along with School Psychologists, and participate in a sequential personal development program. The House system is well developed in the Junior School and transitions effectively into the Senior School, where it provides pastoral support for Years 7 to 12 students with Heads of House and Tutors.

Year 9 students at our rural campus, Howqua, are arranged in Houses (9) and each has its own House Tutor. In the primary classrooms, teachers support the needs of students and a House system augments a strong sense of community.

Students are supported in their academic learning by Directors of Curriculum, Senior and Junior Schools, IB Diploma Co-ordinator, VCE Co-ordinator, Heads of Faculty in the Senior School, their teachers and a small team of teachers including an Individual Differences teacher in the Junior School, a Learning Support teacher in the Senior School, and two EAL teachers covering the Junior and Senior School students.
The Vision, Mission and Values of Lauriston Girls’ School

At the heart of the Lauriston Girls’ School is a vision for girls’ education that encompasses pedagogical, environmental and pastoral considerations. Central to the success of this Vision is our ability to think beyond the ‘now’ to plan for an ever-changing and complex future.

**VISION**
The School for life

**MISSION**
It is our mission to enhance the lifelong learning capabilities of all students

**VALUES**
The values of the School are:
1. Relationships
2. Courage
3. Creative Reflection
4. Intellectual Inquiry for Understanding
5. Engagement in Life

“Lauriston girls stand out: they are confident, independant and resilient young women who have the skills and knowledge required for success in the twenty-first century.”

— Susan Just, Principal
THE 2014-2016 STRATEGIC PLAN GOALS ARE AS FOLLOWS:

1. Engaging and balanced learning experiences
   **Our goal:** To provide each student with the academic and co-curricular programs/curriculum that enables her to reach her intellectual, emotional, social and physical potential.

2. Enhancing wellbeing and resilience
   **Our goal:** To develop the whole student through the individual care and support we provide and the programs/curriculum we offer throughout her education journey. We believe that each girl is unique and her personal qualities can be developed through individual support, programs and curriculum that will prepare her to be a confident learner, flexible thinker and flourishing individual.

3. A leading learning community
   **Our goal:** We aim to build social capital: trust, collaboration, collective responsibility, mutual assistance and professional networks within our teachers and staff and thus achieve professional capital: the best people who work collaboratively and care about their part in the fabric of the School.

4. Strong local and global connections
   **Our goal:** To enhance local and global connections which create opportunities for learning and enable our students to engage with their social responsibility as citizens of an interconnected world.

5. Engaged and supportive community
   **Our goal:** To become an even more diverse and vibrant Lauriston community of students, parents, alumnae, past parents and friends who embrace the values and vision of Lauriston and contribute to the school in multiple ways.

6. Communication
   **Our goal:** To enhance the existing communication channels and use them to provide information and promote support within the School and wider community.
THE 2014-2016 STRATEGIC PLAN

GOALS ARE AS FOLLOWS:
GOVERNANCE

The Lauriston Council is a company limited by guarantee. Its Directors make up the School Council which acts as the governing body, establishing Lauriston’s overall strategic direction. The operation and management of the School is delegated to the Principal and, through her, the Executive Management team.

Council Members in 2014

Elspeth Arnold
Chairman until October 2014 (resigned 29 October 2014)
LLB (Hons) (Melb)

Richard Umbers
BSc Geology /Geography (University of Exeter), MSc Finance (University of Leicester)

Prudence Barker
B Comm, LLB, CA2014

Susan Just
Principal
BA, Dip Ed (Qld), MEd (Admin)(UNE)

Tanya Pyman
MBBS (Monash)
Lauriston Parents’ Association
Representative

Libby Reid
Registered Nurse,
Certificate of Theatre Management
Old Lauristonians’ Association
Representative

Richard Vincent
B Bus (SA), CPA

John Orr
BE (Civil) (Canterbury),
MIE Australia

John Morrison
BE (Hons)(UWA),
MBA (Uni. Melb)
Appointed 1 March

Glenda Ralph
B Special Education
(SA), Higher Diploma in Education (Capetown)

Catherine Tan
(ex officio)
B Ec (Monash), MBA (Hons)(Swinburne),
CA Council Secretary

Mrs Anne Bongiorno
BA Ed
Lauriston Parents’ Association
Representative

GOVERNANCE
Executive Team in 2014
School Management

On a day-to-day basis the School is managed by the Executive, a body representing both the administrative and academic sections of the School. The goal of the Executive is to achieve on-going improvements in the teaching and learning of Lauriston and in the management and administration of the School. The team is charged with the responsibility of devising and implementing the Strategic Plan and establishing aims and objectives that support Lauriston’s guiding mission and values.

Susan Just
Principal
BA, Dip Ed (Qld), MEd (Admin)(UNE)

Nene Macwhirter
Deputy Principal/Head of Senior School
BA (Melb), Dip Ed (SCV), Grad Dip Curriculum (MCAE), M Sc (Melb)

Josephine Quinlan
Dip T (ACU), Grad Dip Ed (RMIT), Cert Advanced Professional Studies (Exeter), M Ed (RMIT), M Ed (Melb)

Chris Toms
B Comm (Melb), B Ed (Deakin), M Ed (Monash)

Nick Thornton
Director of Lauriston Institute and Human Resources
B Comm (Deakin), Dip Teaching (MSC), Dip Bus (GIT), Grad Dip Ed Admin (HIE)

Catherine Tan
Business Manager
B Ec (Monash), MBA (Swinburne), CA
LAURISTON
TEACHING PRACTICES
LAURISTON TEACHING PRACTICES

The Lauriston Learning Journey aims to be sequential and innovative with the ultimate aim of improving student outcomes.

Lauriston acknowledges that every classroom and every student is unique. Therefore, curriculum and pedagogies (teaching practices) must unite core academic subjects, interdisciplinary themes and essential skills in a modern context.

At Lauriston teachers should use a range of teaching practices in order to meet the needs of each learner in their classroom. In identifying the most appropriate teaching practices to use in the classroom, the teacher will consider the cohort and experience of the learners, the learning intentions and success criteria.

Lauriston has determined the teaching practices which are more powerful for effective learning outcomes. The national professional standards for teaching have informed developments in approaches to teaching and learning at Lauriston Girls’ School. During 2013 and 2014, the staff used current research of educational best practise and their knowledge of our student cohort to create the ‘Lauriston Preferred Teaching Practices.’

The Lauriston Preferred Teaching Practices outlines the key common understandings regarding best practice for teaching and learning.

Teaching and learning developments in 2014 also included the initial stages of implementing an Ethics and Philosophy curriculum strand across the school, and further development of staff with regard to the embedding of differentiated practice. A learning group investigated different approaches as to how to structure, instruct and assess in line with the principles of differentiated teaching and learning. Some staff attended workshops on ensuring that the individual needs of learners are being catered for during classroom instruction.

Differentiation also formed part of the professional learning in the Maths faculty where a number of staff members took part in a joint venture with The University of Melbourne. ARCOTS (the Australian Research Centre Online Testing System) is an online assessment system that allows teachers to effectively set small ongoing formative assessments that provide rich data regarding student progression and possible areas for future differentiated planning. This strong focus on numeracy improvement will continue into 2015.

A review was completed on the current middle years’ curriculum – in particular the structure and format of the Year 7 courses. With specific reviews taking place of the curriculum areas of Maths and English, the new courses are more clearly aligned to the Lauriston Preferred Teaching Practices and in particular the strong focus on essential understandings.
- Use assessment for learning & of learning
- Apply pre-testing & post-testing to gauge understanding & knowledge acquisition
- Provide authentic assessment tasks

- Use data to develop learning programs & strategies to meet the needs of all students
- Provide appropriate support & extension when required
- Use the principles of UbD (understanding by design) to develop curriculum

- Encourage student reflection
- Expect self-regulation & management of the students’ own learning
- Provide opportunities to explore ‘big ideas’ & essential questions
- Foster creativity, problem solving skills & the ability to see alternative solutions

- Create meaningful contexts for learning
- Allow students to construct their own knowledge, individually & collaboratively
- Teach for both understanding & application of knowledge
- Use ICT as a tool for instruction, research & providing information
- Use of questioning techniques to extend thinking

- Have high expectations
- Use Learning Intentions & Success Criteria
- Provide clear, timely instructive oral & written feedback
- Use ICT, PCP (Parent Communication Portal) & face-to-face conversations as tools for regular professional communication
Innovation

Lauriston established a connection with Stanford Graduate School of Education and Associate Professor Paulo Blikstein in 2013, culminating in the opening of the Lauriston Girls’ School’s own Fabrication Laboratory (FabLab) in April 2014.

Fablabs are dedicated digital fabrication laboratories designed to foster problem solving and innovation. They are spaces where students design, build and test creations, where students learn from doing and learn as much from their failures as their successes. In a Fablab you will find laser cutters, 3D printers, routers, milling machines, programming tools and hand tools.

Worldwide, the numbers of girls participating in STEM (Science, Technology, Engineering and Maths) are declining. At Lauriston, we are working to influence our students positively and create a culture of engagement and excellence in STEAM (Science, Technology, Engineering, the Arts and Maths) studies.

Digital Design Tools used in our FabLab.

• Adobe Illustrator - design 2-dimensional objects for manufacture on the Laser Cutter. If required, these objects can then undergo post-manufacture assembling to create the final 3D object.
• Autodesk 123D / Autodesk Inventor - design 3-dimensional objects for manufacture on the 3D printer.

FabLab projects in 2014

Year 10 STEM project:
Design and construct a house that controlled the transfer of heat in and out of the building through the use of passive and active systems.

Learnings:
• how insulation functions to control heat transfer
• design recycled insulating materials
• integrate a computer controlled system to actively monitor the temperature of the house, then open/closed a window in response

Year 7 STEM project:
Design and manufacture a Christmas toy that could move using a rubber band-powered motor.

Year 6 Inquiry project:
Study the lives of recent and past immigrants to this country. Research, design and develop a replica of an artefact that an immigrant would have brought with them to Australia.
All students from Kinder – Year 4 have access to iPads, interactive televisions and netbooks in their classrooms. Prep and Year 1 students utilise iPads as part of the Australian Developmental Curriculum.

In Years 2-4, class sets of netbooks are regularly utilised by the students. They are used to assist students to access, store, retrieve, organise and present information.

In Years 5 and 6 all students have a light weight netbook which allows integration of ICT (Information and Communications Technology) to foster innovative methods of teaching and learning, and allows technology to be regularly integrated into the classroom program.

In Year 7 and 8, the netbook program continues from the Junior School. The students further extend their ICT knowledge and use a variety of on-line resources to enhance their learning.

At our Year 9 Howqua campus, while the students are not connected to the outside world via the internet, technology is utilised throughout subjects such as Environmental Science where the students use the Australian Greenhouse Calculator to ascertain greenhouse emissions.

In Years 10, 11 and 12, the students choose which platform they wish to use to enhance their learning.

All students from Years 7-12 use our on-line Learning Management System to access a variety of resources such as booklets, pre-tests, videos and other resources.

Technology is also utilised in the school’s On-Line Reporting system and Learning Communication Portal, providing parents of girls in Years 3-10 with access to academic progress on a regular basis.

**Example technology projects:**
Claymation project in Year 4 is an integral part of the Endangered Species Unit of Inquiry. The technology is used as a vehicle to show the students’ understanding of this environmental challenge.

In Year 5, students created a Frequently Asked Question PowerPoint on their courageous hero during the unit on Courage.

In Year 6, the girls created a movie on MovieMaker which contained all of the highlights of their trip to Canberra.

Students in Years 5 and 6 learn in Mathematics to make a variety of graphs using Microsoft Excel.
WELLBEING

At Lauriston, the wellbeing of our girls is a primary aim and every teacher shares responsibility for the welfare of our students. Together the teachers work closely with the School leadership team to support the girls’ academic and personal wellbeing needs.

Lauriston provides a safe and supportive learning environment and a Wellbeing program appropriate for each stage of schooling. Every girl is under the guidance of a classroom teacher (Junior School), a tutor (Senior School) and a Head of House (Senior School); and is supported by school psychologists, educational specialists, Student Support Teams, a Director of Wellbeing and other expert staff.

Our extensive wellbeing program includes a whole school approach to Mindfulness and encourages positive education and the development of resilience. Cross-age and buddies programs offer opportunities for leadership, mentoring, friendships and an expanded support network. The buddies assist in the transition from various areas of the school and they also help ‘model’ positive and responsible behaviours. Within this environment, students are able to develop self-esteem and confidence and grow as individuals.

Pastoral Care:
We aim to assist students to reach their full potential through encouraging their physical, social, intellectual and emotional development. In doing so, we provide a caring environment, where each child and girl is recognised and respected as an individual, and is actively encouraged to model the values of the School.

At Lauriston, we aim to promote the personal, physical, social, intellectual and emotional development of each student through:

• The quality of teaching and learning
• The relationships developed between teachers and students

• The academic care provided to students
• The personal development program
• Support structures in place at Lauriston
• Co-curricular activities
• Year level camps and activities for students to demonstrate leadership and team building
• Sport and Outdoor Education activities
• Year 9 Howqua program
• Opportunities for students to develop their leadership skills within the Student Leadership Framework
• Opportunities for students to make a contribution to the School, and local and broader community.

Academic Care:
We strive to assist students to develop self-esteem and feelings of wellbeing through the school’s academic and organisational structures and through adults’ relationships with students.

Pastoral care and academic care are linked, focusing on positive learning and developmental outcomes, with academic care having the capacity to strengthen the pastoral work of the school by enhancing resilience.
The House System

There are four Houses at Lauriston Girls’ School. The House system aims to create and maintain a caring and structured environment in which all students are valued as individuals. The students remain in their Houses from Years 7 to 12 to allow a close working relationship between staff and students to develop. Each House and its tutor groups provide forums for students to: meet; participate in sport, debating, public speaking, music and drama activities; and develop skills for leadership and in areas of need, such as study skills and managing time and stress. Through the tutor groups, students are connected with a tutor to talk about their day-to-day concerns and with other students to provide support and build a spirit of camaraderie and community.

The Shine Program
(Strength, Health, Inspiring, Nurturing and Engaging):

The weekly SHINE wellbeing program provides students from Years 7 to 12 with an opportunity to consider a range of topics, including mindfulness, positive education, time management, organisation, study skills, relationships, communication and resilience, as well as gratefulness and reflecting upon what is going well for them. These elements all contribute to the personal development of each student. The program has a theoretical underpinning, with particular reference to the work of Doctor Kenneth Ginsburg, Associate Professor of Paediatrics at the University of Pennsylvania School of Medicine and practising physician of adolescent medicine at The Children’s Hospital of Philadelphia. The foundation of Doctor Ginsburg’s work is the building of resilience through the development of the seven Cs: Competence, Confidence, Connection, Character, Contribution, Coping and Control.
How we build outcomes of pastoral and academic care:

Promoting health and wellbeing

• School Nurses to support health issues
• School Psychologists to support wellbeing issues
• Heads of House, classroom teachers and House Tutors support wellbeing and academic issues
• Health and PE curriculum
• SHINE personal development with a focus on positive education and mindfulness
• Junior School personal development activities with focus on the values of Care, Share and Respect
• Building positive relationships between students and between students and teachers
• Outdoor education and experiential learning through School camps, ACTIV8, Howqua, Duke of Edinburgh, service trips
• Family Life, Values for Life, Bully Busters and similar programs presented for Junior School students
• Digital Citizenship programs for Junior and Senior School students
• Peer Support and Buddy programs

Enhancing academic care

• Engaged and positive learning environment
• Establishing the dispositions for learning
• Providing appropriate boundaries and routines relevant to the age and developmental needs of the child/student
• Collaborative working relationships between students and between students and teachers
• Supportive classroom teachers in Kindergarten and the Junior School
• Supportive teachers and guidance provided from VCE and IB Coordinators, Careers Guidance
• Setting and communicating high standards through engagement in the academic program and personal responsibility for behaviour, student leadership
• Encouraging professional learning for teachers
• Transition programs for students as they move through Junior and Senior Schools
• Individual Differences and Support teachers providing support for the individual needs of students
Building resilience
- Supportive relationships between students and between students and teachers
- Setting clear and consistent boundaries through classroom management, School Behaviour Guidelines, School policies, School Values
- The House System, Heads of House, Tutors, teachers and pastoral team provides a caring and supportive School environment
- Setting and communicating high standards through engagement in the academic program and personal responsibility for behaviour, student leadership
- Providing meaningful participation through the co-curricular program, sport program, Howqua program, cultural and service trips, student leadership framework, service activities and making a contribution to School and the community
- Year 5 student participation in the annual Courage Conference

Building human and social capital
- House system and a strong identification with the House and House activities
- Caring and supportive school environment
- Building respectful relationships within the School community
- Students who are known as individuals and their learning and personal needs understood and catered for
- Cohesive peer and year group relationships through participation in the Howqua program
- Empowering students through the Student Leadership Framework
- Strong school community network for students, teachers and parents
- Providing meaningful participation through the co-curricular program, sport program, Howqua program, cultural and service trips, student leadership framework, service activities and making a contribution to School and the community
- Student Leadership programs in Junior and Senior Schools, student driven activities and opportunities for the student voice to be heard
- Student run groups within the School which focus on community and global issues
- Creativity and Challenge Days in the Junior School
- Providing opportunities for service to the community
- Establishing partnerships with other organisations
Offering a diverse range of subjects continues to be a focus of Lauriston Girls’ School. A rigorous curriculum is balanced with ensuring that all students are able to challenge themselves with regards to their learning.

### SUBJECT OFFERING 2014

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<td>Sciences</td>
<td>Sciences</td>
</tr>
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<td></td>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
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<td>Physics</td>
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<td>IB</td>
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<td></td>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>IB</td>
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<td></td>
<td></td>
<td></td>
<td>Biology SL/HL</td>
<td>Biology SL/HL</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>VCE Economics</td>
<td>VCE Economics</td>
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<tr>
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<td></td>
<td></td>
<td>IB</td>
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<td></td>
<td></td>
<td>Economics</td>
<td>Economics</td>
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<td>SL/HL</td>
<td>SL/HL</td>
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</tr>
</tbody>
</table>
CO-CURRICULAR ACTIVITIES
Music

40% of students from Prep-Year 12 participate in the instrumental/vocal teaching program. A larger number of students are involved in instrumental and choral ensembles from Prep-Year 12. All girls who learn a musical instrument at Lauriston are required to participate in an ensemble and students who learn privately are encouraged to join. Major school events such as Valedictory, as well as soirees and lunch time performances throughout the year, provide students with an opportunity to perform solo and ensemble pieces.

Performances in 2014:
• Montrose Grandparents and Special Friends’ Morning: Years 3 and 4 strings groups, recorder groups, the percussion ensemble and the Montrose concert choir
• Montrose Recital: Years 3 to 6 solos
• Years 5-8 Autumn Concert: Years 5 to 8 ensembles, Years 4 to 6 Choir and Years 7 and 8 massed singing
• Annual School Concert: Montrose percussion ensemble, Years 5 to 8 ensembles, all Senior College ensembles, and a performance of Krommer’s Double Clarinet Concerto, performed by the School Orchestra, with two Year 12 students as soloists
• Cabaret and Jazz evening: organised by Year 11 and 12 students
• Chamber Music lunch
• Senior School House Music
• Valedictory evening: choirs and ensembles
• Montrose Celebration evening: choirs and ensembles
• Contemporary A Capella Workshop (Hobart, Tasmania): Years 10 to 12

Sport

At Lauriston Girls’ School, students are encourage to participate and enjoy a broad range of sport and physical activity. The House Sport Program includes all students and they can participate in twelve different sports.

Lauriston enables students to be involved in our Recreational Program held throughout the year, with activities such as running club, personal training, yoga, recreational aerobics and recreational swimming.

Students from Prep to Year 2 participate in cross country, swimming, gymnastics and the Picnic Races. Year 5 and 6 students participated in a Water Polo Skill Development program. Year 4 to 6 students have the opportunity to participate in running club, yoga, recreational aerobics, hockey skills development, swimming squad development and diving skills development.

During 2014, students in the Senior School from Years 7 to 12 participated in Girls’ Sport Victoria (GSV) competition. Participation rates were strong:
• Year 12  98%
• Year 11  100%
• Year 10  92%
• Year 8  95%
• Year 7  86%

Results:
• 6 teams achieved premierships
• 7 teams reached Finals
• 15 teams won their zones
• 3rd place in Division 2 Swimming/Diving
• 6th place in Division 2 Cross Country
• 6th place in Division 3 Track and Field.
Lauriston entered five teams in the Open Division of the ‘Girlsail’ competition with top ten placings being achieved in each division.

Junior School students participated in School Sports Victoria competitions across swimming, tennis, netball, basketball, soccer, hockey, athletics and cross country.

Results:
• 3rd place in District Athletics
• 3rd place in District Swimming
• 4th place in District Cross Country

Snowsports:
• 52 students participated during 2014.
• 46 students competed in the Victorian Interschool competition.
• 10 students competed in the Australian Interschool competition.

Results:
• Victorian Interschool competition:
  - 3rd in the Secondary Schools division
  - 4th in the Primary Schools division
• Australian Interschool competition:
  - 4th in the Secondary Schools division.

Rowing:
• 1 gold medal at Senior State Championships
• 3 bronze medals at Junior School States Championships
• 1 gold and 3 bronze medals at Head of Schoolgirls’ regatta

(Above): Lauriston rowing team and Junior School Picnic Races

(Left): Wind Instrument performance and Massed singing at Valedictory
Community Service

All community service activities are accompanied by an educational strand to enable the students to appreciate why a particular organisation is being supported.

Individual Lauriston students participate in a broad range of community service activities throughout the year, including tutoring at Friday Night School, working in aged care homes and supporting various charitable organisations.

Community Service activities in 2014 included:

Kindergarten:
- Indigenous Literacy Foundation
- Adopt an orang-utan
- Malvern Emergency Food Program

Junior and Senior Schools:
- UNICEF Casual Clothes Days
- The Cancer Council’s Biggest Morning Tea
- The Cancer Council’s Daffodil Day
- Malvern Emergency Food Program
- yGap 5 Cent Challenge
- used stamps for eRotary Club of Melbourne

Junior School:
- awareness of environmental issues within the School
- Royal Children’s Hospital Appeal
- Art Cabriolet
- Monash Children’s Hospital

Senior School:
- Amnesty International - Candle Day, Amnesty Concert, and student-run bake sales

Senior School Environmental group:
- Melbourne Environmental Schools Initiative
- Clean-Up Australia
- Earth Hour
- Walk to School Day
- National Water Week

Year 9 students at Howqua:
- Local community activities - Friends of Timor Leste, ANZAC Day
- Community service - local community kindergartens and primary schools, Mansfield Radio Station, Mansfield Zoo
- Parks Victoria

(Above): Sophie Cohen at the biggest morning tea
Lauriston Parents Association

The School has a supportive and active Lauriston Parents Association and sub-groups which work with the school to fundraise and friend raise.

2014 major events:
- Lauriston Out Loud Festival - Fair stalls & festival style concert (attendance: 1000+ members of the School and local community)
- Huntingtower Lunch
- Fathers of Lauriston Dinner

Old Lauristonians’ Association

The School and Old Lauristonians’ Association worked closely together to plan and run up to fifteen reunions in 2014. In addition, the Old Lauristonians’ Association participated in Lauriston Out Loud, selling alumnae merchandise. Alumnae attended the annual Founders Day Assembly and a Senior Old Girls Music Soiree and Lunch.
SCHOOL PERFORMANCE
Our People

Workforce composition

<table>
<thead>
<tr>
<th></th>
<th>Head Count</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers &amp; assistants employed</td>
<td>155.0</td>
<td>127.2</td>
</tr>
<tr>
<td>Number of non-teachers employed</td>
<td>66.0</td>
<td>55.8</td>
</tr>
<tr>
<td>Total</td>
<td>221.0</td>
<td>183.0</td>
</tr>
</tbody>
</table>

No staff have advised us that they have an Aboriginal or Torres Strait Islander background.

Since 2008, Lauriston has been recognised as an Employer of Choice for Women in the Workplace.

During 2014, Lauriston Girls’ School was one of 75 organisations to have achieved a WGEA Employer of Choice for Gender Equality Citation. Lauriston was one of two schools to achieve the citation and the only girls’ school. Lauriston has been the recipient of Citations over the last five or more years, but with changes to reporting for 2014, the expected level of performance was raised, thus making our 2014 Citation even more pleasing.

Teacher Standard and Qualifications

All teaching staff members have the relevant teaching qualifications and are registered with the Victorian Institute of Teaching (VIT).

In relation to qualifications there is significant variation with some people holding more than one undergraduate degree and more than one Masters’ degree.

Most Lauriston teachers have teaching qualifications from a higher education institute within Australia and may hold multiple qualifications from different tertiary institutions. The spread of qualifications encompasses:

- 3 doctorates
- 41 masters degrees
- 26 post graduate diplomas or certificates
- 5 honours degrees
- 167 undergraduate degrees
- 17 diplomas

Staff Retention

The average tenure of all existing teaching staff employed at the end of 2014 was 7.5 years.

In 2014 there were 15 departures from the teaching staff (teachers and teacher assistants). Of those who departed in 2014:

- Resignations / Retirements 11
- Position terminated (end of contract / redundancy) 4
Our Students

Student attendance 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>96.7%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.8%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.0%</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.9%</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.0%</td>
</tr>
<tr>
<td>Year 8</td>
<td>96.4%</td>
</tr>
<tr>
<td>Year 9</td>
<td>99.7%</td>
</tr>
<tr>
<td>Year 10</td>
<td>96.3%</td>
</tr>
<tr>
<td>Year 11</td>
<td>96.6%</td>
</tr>
<tr>
<td>Year 12</td>
<td>86.1%</td>
</tr>
</tbody>
</table>

The average rate of attendance for the whole school in 2014 was 96.8%. The average rate of attendance in the Junior School in 2014 was 97.3% and the average rate of attendance in the Senior School was 96.9%.

Retention Rate from Year 9 to Year 12
96% of students attending Lauriston Girls’ School in Year 9 continued to Year 12 in 2014.

Protocol for student absences:
After morning roll call at 8.30am attendance data is collected in the School’s database system Synergetic. An SMS is generated to the parents/guardians of students not present or who have an unexplained absence slip. Parents respond to the School by a telephone call or SMS to approve their daughter’s absence. Students must sign in and out of school if they arrive at school late or depart early with written consent from their parent or guardian.
Senior Secondary Outcomes
The median ATAR for combined VCE and IB diploma students for the class of 2014 was 93.6%.

Combined IB/VCE Class of 2014 results included:
- 16.6% of students in the top 1% with an ATAR of 99 and above
- 41% of students in the top 5% with an ATAR of 95 and above
- 62% of students in the top 10% with an ATAR of 90 and above
- 85% of students in the top 20% with an ATAR of 80 and above

---

COMPARISON OF OVERALL LAURISTON RESULTS WITH OVERALL STATE RESULTS

---

>99  >95  >90  >80
0%  20%  40%  60%  80%  100%
LGS  VIC

---

LAURISTON GIRLS’ SCHOOL ANNUAL REPORT 2014 | 33
Laurnston participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) in Years 3, 5, 7 and 9. Assessments have been conducted since 2008.

**Student outcomes in Standardised National Literacy and Numeracy testing**

The mean score for Year 3 students in 2012, 2013 and 2014:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>486</td>
<td>502</td>
<td>494</td>
</tr>
<tr>
<td>Writing</td>
<td>472</td>
<td>487</td>
<td>451</td>
</tr>
<tr>
<td>Spelling</td>
<td>486</td>
<td>458</td>
<td>463</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>496</td>
<td>508</td>
<td>524</td>
</tr>
<tr>
<td>Numeracy</td>
<td>435</td>
<td>451</td>
<td>470</td>
</tr>
</tbody>
</table>

The mean score for Year 5 students in 2012, 2013 and 2014:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>570</td>
<td>568</td>
<td>563</td>
</tr>
<tr>
<td>Writing</td>
<td>554</td>
<td>554</td>
<td>525</td>
</tr>
<tr>
<td>Spelling</td>
<td>549</td>
<td>553</td>
<td>540</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>601</td>
<td>590</td>
<td>557</td>
</tr>
<tr>
<td>Numeracy</td>
<td>566</td>
<td>565</td>
<td>526</td>
</tr>
</tbody>
</table>

The mean score for Year 7 students in 2012, 2013 and 2014:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>609</td>
<td>592</td>
<td>603</td>
</tr>
<tr>
<td>Writing</td>
<td>603</td>
<td>586</td>
<td>564</td>
</tr>
<tr>
<td>Spelling</td>
<td>604</td>
<td>587</td>
<td>580</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>632</td>
<td>591</td>
<td>609</td>
</tr>
<tr>
<td>Numeracy</td>
<td>612</td>
<td>619</td>
<td>617</td>
</tr>
</tbody>
</table>
The mean score for Year 9 students in 2012, 2013 and 2014:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>652</td>
<td>661</td>
<td>664</td>
</tr>
<tr>
<td>Writing</td>
<td>654</td>
<td>650</td>
<td>656</td>
</tr>
<tr>
<td>Spelling</td>
<td>620</td>
<td>632</td>
<td>647</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>651</td>
<td>667</td>
<td>670</td>
</tr>
<tr>
<td>Numeracy</td>
<td>652</td>
<td>663</td>
<td>669</td>
</tr>
</tbody>
</table>

Post secondary destinations

For the Class of 2014, the Arts, Sciences and Humanities all proved popular study path choices. Several girls applied for overseas universities in Europe and North America and several deferred their studies to take gap years.

Class of 2014

<table>
<thead>
<tr>
<th></th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking tertiary education</td>
<td>97</td>
</tr>
<tr>
<td>% of students studying in Victoria</td>
<td>92</td>
</tr>
<tr>
<td>% of students studying interstate</td>
<td>4</td>
</tr>
<tr>
<td>% of students studying overseas</td>
<td>3</td>
</tr>
</tbody>
</table>

UNIVERSITY OFFERS ROUND ONE

- University of Melbourne
- Monash University
- RMIT
- Deakin University
- LaTrobe University
- Swinburne University
- ACU

TERTIARY COURSE OFFERS

- Arts & Psychology
- Science, Engineering & Aviation
- Commerce & Business
- Design & Media
- Health & PE
- Law
- Music
- Biomedicine & Medicine
In 2014 Lauriston Girls’ School participated in the Independent Schools Victoria (ISV) LEAD survey which is administered in Victoria in the independent schools network. Since 2009, 112 schools participate in the student survey gaining responses from 75,000 students. The parent survey has 137 schools participating and draws 62,000 parent respondents. By comparison the staff satisfaction survey has 103 participating schools with a pool of 15,600 respondents.

Based on the respondent samples referred to above, ISV has established benchmarks for comparing schools and their performance. The information is, of course, confidential to the individual school.

Broadly, the Lauriston Girls’ School survey outcomes were as follows:

- Parent responses totalled 294 and indicated that there are high degrees of satisfaction with the academic program the school offers; with the quality of teaching that occurs and with the pastoral care systems. The school also rated strongly in relation to appropriate discipline and safety standards and to opportunities for genuine parental involvement. The parental survey also includes a global parental rating and the school scored 8.26/10 on this scale. Not surprisingly, parents had some concerns they wanted to express and these concerns included occurrences of bullying of students, requests for information comparing the academic performance of their child with the performance of others and requests for additional support for children with additional needs. In responding to these concerns the school began a process of reviewing its pastoral care policies to develop more focussed strategies to deal with incidents of bullying and has advertised and filled additional teaching positions to support students with additional learning needs. In response to the request for additional feedback about academic performance the school has set up an online feedback system for families so they can monitor their child’s learning outcomes.

- Student responses totalled 470 and the responses provide a comprehensive picture of student satisfaction. In general terms the responses are again positive with high levels of satisfaction with the academic program, positive learning outcomes, strong pastoral care and positive opportunities for personal development. Students feel safe at Lauriston and believe that they have a close relationship with their peers. Students say that they believe that the quality of teaching is good and that they feel they have a positive rapport with their teachers. The overall general student satisfaction score was 7.46/10. Issues identified by students for attention included a desire to have corrected work returned more promptly, requests for less homework, concerns about bullying and about the limited range of opportunities for leadership experience. Some students (as did parents) also expressed concerns about the range of subjects offered at Year 11 and 12. In addressing these issues in the second half of 2014 the school has developed a more comprehensive program of leadership opportunities and a leadership program to support the opportunities.

Student, Parent and Staff Satisfaction with the School

We value both formal and informal feedback from our community. Feedback allows us to review and revise our programs and approaches where necessary.
The matter of bullying as addressed above in the parent section continues to be carefully monitored and mechanisms have been developed within the pastoral care system to more immediately deal with instances as they arise.

- Staff responses totalled 147 (104 teaching staff and 43 general staff) and the overall view seems to be that the staff generally see the school as well resourced and that it offers a balance of broad curriculum and plenty of co-curricular activities. There appears to be high levels of understanding of the school ethos and its values and good goal alignment between the staff and the school. Staff expressed confidence in the pastoral care system and identified additional support for students with special needs as a priority to be addressed. Teaching staff are confident that their teaching practice is of high quality and that learning outcomes are excellent. In the overall measure of staff satisfaction, results varied from 8.38/10 for teaching staff to 8.74/10 for general staff. Issues identified for attention include opportunities to access and use a range of technology and the need for more precise feedback on performance. Within the nature of performance feedback two issues were identified - the frequency and the nature of formal appraisal.

Staff also expressed the view that they would benefit from opportunities to participate more broadly in the decision making processes in the school and that they would appreciate having a better understanding of the complexities of managing the organisation. In 2014, work continued on the development of more comprehensive performance feedback system and a consultative committee was set up to provide greater opportunity to participate in policy development and the provision of advice to the management team. In addition, some extra responsibility positions were created to provide greater opportunities for participation. This work will continue into the next calendar year and beyond. At the end of 2014 a decision was made to move away from a single technology configuration to allow students and staff to have a choice of devices.
The Committee meets formally seven times a year and provides informal consultation to the School’s management across the year. This Committee has direct responsibility for overseeing the financial operations of the School and is tasked with recommending annual budgets, reviewing the monthly results and approving the annual financial statements.

The School prepares audited annual financial statements. These accounts include the revenue and expenses of the School and Lauriston Foundation which is the fundraising entity of the School. The Foundation’s assets in the Education and Scholarship Funds form part of the Foundation Corpus and income from these funds is used to support the School’s programs. Donations made to the School via the Foundation’s Building and Library funds are directed to specific building projects and purchase of library resources.

Lauriston receives a relatively low level of federal and state government funding compared with many similar independent schools. It derives the majority of its operating revenue from tuition and program fees to fund the annual operations of the School (See, 2014 Income graph). The School also supplements its income by hiring out facilities to external users, operating the uniform shop and aquatic centre.

When setting the annual budget, the School seeks to minimise increases in tuition fees and to operate with a modest operating surplus (after allowing for depreciation costs). The surplus or deficit naturally varies from year to year depending on enrolment numbers, programs run and expenditure incurred.

As in previous years the majority of the operational expenditure relates to staffing and curriculum costs (76%) with an additional 13% of costs attributable to property and administrations costs (including depreciation) (See, 2014 Expenses graph).

During 2014, the School achieved an operating surplus of $1.598 million (2013 surplus was $81,647). The increased surplus in 2014 was due to an increase in enrolments across the year and a continued focus of the school on prudent expenditure control. The School repaid borrowings of $4.31 million during 2014 and incurred modest capital expenditure including setting up the Fablab and work on the Howqua outdoor classroom.

At the end of the year, following many years of debt reduction and minimal investment in school facilities, the School was in a strong financial position, with no borrowings. This positions the school well as it develops a new Master Plan for the Armadale Campus.

As a not for profit organisation, any surpluses are directed towards investing in Lauriston’s Educational Program and future capital work, at the same time as ensuring our fee increases are appropriate to the competitive girls’ school environment which Lauriston operates in.

Achieving our vision for an integrated best in class Armadale campus will require significant donations from the Lauriston and broader community over ensuing years and sound prudential management of the school’s finances.
2014 INCOME
- Government recurrent funding - Federal (7%)
- Government recurrent funding - State (2%)
- Government capital funding (0%)
- Tuition fees & charges (76%)
- Childcare (5%)
- Other private sources (10%)

2014 EXPENSES
- Staff costs (70%)
- Educational/classroom (6%)
- Services - property/admin (7%)
- Depreciation (6%)
- Development & marketing (2%)
- Finance costs (1%)
- Other expenses (8%)
### Statement of Profit or Loss and Other Comprehensive Income

**For the Year Ended 31 December 2014**

<table>
<thead>
<tr>
<th>Note</th>
<th>Consolidated 2014 $</th>
<th>2013 $</th>
<th>School 2014 $</th>
<th>2013 $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>3</td>
<td>26,822,995</td>
<td>25,435,351</td>
<td>26,634,371</td>
</tr>
<tr>
<td>Employee benefits expense</td>
<td></td>
<td>(17,637,127)</td>
<td>(17,386,880)</td>
<td>(17,637,127)</td>
</tr>
<tr>
<td>Depreciation and amortisation expenses</td>
<td>4</td>
<td>(1,411,890)</td>
<td>(1,416,810)</td>
<td>(1,411,890)</td>
</tr>
<tr>
<td>Services expenses</td>
<td></td>
<td>(1,862,242)</td>
<td>(2,092,599)</td>
<td>(1,862,242)</td>
</tr>
<tr>
<td>Curriculum expenses</td>
<td></td>
<td>(1,430,482)</td>
<td>(1,487,811)</td>
<td>(1,430,482)</td>
</tr>
<tr>
<td>Other expenses</td>
<td></td>
<td>(2,043,859)</td>
<td>(1,939,274)</td>
<td>(2,031,721)</td>
</tr>
<tr>
<td>Development and marketing expenses</td>
<td></td>
<td>(457,413)</td>
<td>(515,230)</td>
<td>(457,413)</td>
</tr>
<tr>
<td>Finance costs</td>
<td>4</td>
<td>(148,212)</td>
<td>(350,604)</td>
<td>(148,212)</td>
</tr>
<tr>
<td><strong>Total Surplus / (Deficit) for the year</strong></td>
<td></td>
<td><strong>1,774,441</strong></td>
<td><strong>303,472</strong></td>
<td><strong>1,597,955</strong></td>
</tr>
</tbody>
</table>

**Total Comprehensive Surplus / (Deficit) attributable to:**

- **Lauriston Girls’ School**
  - **1,774,441**
  - **303,472**
  - **1,597,955**
  - **81,647**
### STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2014

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>Note</th>
<th>Consolidated 2014 $</th>
<th>2013 $</th>
<th>School 2014 $</th>
<th>2013 $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>5</td>
<td>6,653,061</td>
<td>6,218,115</td>
<td>3,836,437</td>
<td>3,561,591</td>
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<tr>
<td>Trade and other receivables</td>
<td>6</td>
<td>712,331</td>
<td>846,687</td>
<td>691,312</td>
<td>842,251</td>
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<td>Inventories</td>
<td>7</td>
<td>158,376</td>
<td>158,480</td>
<td>158,376</td>
<td>158,480</td>
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<tr>
<td>Other</td>
<td>8</td>
<td>398,701</td>
<td>319,627</td>
<td>398,701</td>
<td>319,627</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td></td>
<td>7,922,469</td>
<td>7,542,909</td>
<td>5,084,826</td>
<td>4,881,949</td>
</tr>
<tr>
<td><strong>Non Current Assets</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance assets</td>
<td>9</td>
<td>2,149</td>
<td>1,890</td>
<td>2,149</td>
<td>1,890</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>10</td>
<td>27,962,368</td>
<td>28,921,649</td>
<td>30,427,849</td>
<td>31,387,130</td>
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<td>Other</td>
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<td>25,008</td>
<td>100,333</td>
<td>25,008</td>
<td>100,333</td>
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<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td></td>
<td>27,989,525</td>
<td>29,023,872</td>
<td>30,455,006</td>
<td>31,489,353</td>
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<tr>
<td><strong>TOTAL ASSETS</strong></td>
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<td>35,911,994</td>
<td>36,566,781</td>
<td>35,539,832</td>
<td>36,371,302</td>
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<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
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<td>9,430,572</td>
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<tr>
<td>Provisions</td>
<td>13</td>
<td>859,112</td>
<td>781,546</td>
<td>859,112</td>
<td>781,546</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td></td>
<td>10,289,881</td>
<td>8,616,286</td>
<td>10,289,684</td>
<td>8,616,286</td>
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<tr>
<td><strong>Non-Current Liabilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowings</td>
<td>12</td>
<td>-</td>
<td>4,310,000</td>
<td>-</td>
<td>4,310,000</td>
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<tr>
<td>Provisions</td>
<td>13</td>
<td>1,787,236</td>
<td>1,580,059</td>
<td>1,787,236</td>
<td>1,580,059</td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td></td>
<td>1,787,236</td>
<td>5,890,059</td>
<td>1,787,236</td>
<td>5,890,059</td>
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<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td></td>
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<td>14,506,345</td>
<td>12,076,920</td>
<td>14,506,345</td>
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<tr>
<td><strong>NET ASSETS</strong></td>
<td></td>
<td>23,834,877</td>
<td>22,060,436</td>
<td>23,462,912</td>
<td>21,864,957</td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>14</td>
<td>17,729,387</td>
<td>17,407,124</td>
<td>16,448,484</td>
<td>16,449,329</td>
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<tr>
<td>Accumulated funds</td>
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<td>6,105,490</td>
<td>4,653,312</td>
<td>7,014,428</td>
<td>5,415,628</td>
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<tr>
<td><strong>TOTAL EQUITY</strong></td>
<td></td>
<td>23,834,877</td>
<td>22,060,436</td>
<td>23,462,912</td>
<td>21,864,957</td>
</tr>
</tbody>
</table>
Independent Auditor’s Report

to the Members of Lauriston Girls’ School

We have audited the accompanying financial report, being a special purpose financial report, of Lauriston Girls’ School, which comprises the statement of financial position as at 31 December 2014, the statement of profit and loss and other comprehensive income, the statement of cash flows and the statement of changes in equity for the year ended on that date, notes comprising a summary of significant accounting policies and other explanatory information, and the Directors’ declaration of the consolidated entity comprising the company and the entities it controlled at the year’s end or from time to time during the financial year as set out on pages 9 to 33.

Directors’ Responsibility for the Financial Report

The Directors of the area responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 2 to the financial report is appropriate to meet the requirements of the Australian Charities and Not-for-profits Commission Act 2012 (ACNC Act). The Directors’ responsibility also includes such internal control as the Directors determine is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor’s Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with the financial reporting requirements as disclosed in Note 1. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor’s judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity’s preparation of the financial report that gives a true and fair view, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity’s internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Directors, as well as evaluating the overall presentation of the financial report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.
Opinion

In our opinion, the financial report of Lauriston Girls' School is in accordance with Division 60 of the Australian Charities and Not-for-profits Commission Act 2012, including:

(a) giving a true and fair view of the company's financial position as at 31 December 2014 and of its financial performance and cash flows for the year ended on that date; and

(b) complying with the financial reporting requirements to the extent described in Note 2, and Division 60 the Australian Charities and Not-for-profits Commission Regulation 2013.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 2 to the financial report, which describes the basis of accounting. The financial report has been prepared for the purpose of fulfilling the Directors' financial reporting responsibilities under the Australian Charities and Not-for-profits Commission Act 2012. As a result, the financial report may not be suitable for another purpose.

DELOITTE TOUCHE TOHMATSU

R D D Collie
Partner
Chartered Accountants
Melbourne, 23 March 2015