Live it. Learn it. Love it.
A welcome from the Chairman of the School Council

On behalf of the School Council, I would like to wish everyone a very warm welcome to 2012 at Lauriston. As a Council, we reflect each year on the School’s strategic direction, which always has as a core principle a commitment to encouraging our girls to reach their individual potential in all their endeavours. One of the key building blocks underpinning our success in maintaining a school culture notable for its spirit of aspiration is the contribution made by our talented and dedicated staff – for whose tireless efforts we should all be very grateful, and of whom we should all be very proud.

Another crucial building block is funding to enable the continual development of our resources and programs. In the press, we often read articles that refer to ‘elite’ schools and create an impression that schools like Lauriston are flush with funds for spending on new buildings and educational initiatives. In fact, the School’s entire income from fees, and from the minimal grants it receives from government, is applied to day-to-day running expenses. As a School Council, we are enormously grateful for the generosity of parents and other stakeholders who contribute either funding or time so as to enable the School to continue to fulfil its core objectives.

We are also always open to your views. Lauriston has very much an open-door culture, and Council is always happy to hear from parents, alumni and other stakeholders who have ideas or concerns about the School’s strategic direction.

Elspeth Arnold
Chairman of Council

The quest for gender equality continues

The first International Women’s Day rally to be staged in Australia took place in Sydney on 25 March 1928. In a 2011 speech commemorating the centenary of International Women’s Day, Elizabeth Broderick, Australia’s Sex Discrimination Commissioner, made the following comments: ‘100 years ago Australian women finally won the right to vote in all State and Commonwealth elections, although Indigenous women had to wait another 57 years for the same right. But even with the right to vote, women were not represented in Australia’s parliaments until … 1921.

And it was not until 1943 that women were elected to our federal parliament for the first time …

Until well into the 1960s Australian women in the public service were forced to resign from their jobs as permanent officers if they got married …

…the Women’s Liberation movement which started in the 1960s [did not have as its aim] to ‘have it all’ … [its aim] was – among other things – to transform the power relations between men and women which lay at the foundation of our society …

In the early 1990s we started to see women and men working together to address gender equality’. When Margaret and Lilian Irving established Lauriston, in 1901, their objective was to provide a liberal education to girls who would go on to take their place in the learned professions. When Miss Elizabeth Kirkhope became Headmistress in 1933, she reshaped Lauriston so that it would better meet the changes then occurring in society. Under the leadership of the principals who succeeded Miss Kirkhope, the School continued to make changes, and this backdrop, there is little certainty with regard to the types of careers that will be available in ten to fifteen years’ time.

As a girls’ school, Lauriston has always focused its attention on the role of women in our society, and, specifically, on the opportunities and options that will be available to our graduates. In thinking about the roles that young women will play in the future, we have been doing a great deal of thinking about what that future will look like.

The rapidly changing world of the 21st century will feature the continued development of new technologies and a shift in the economic and political stability of the European Union and Asia-Pacific nations. Against this backdrop, there is little certainty with regard to the types of careers that will be available in ten to fifteen years’ time.

It is noteworthy that, even as we consider the possibilities for young women in the future, there remains what Elizabeth Broderick describes as ‘the unfinished business of gender equality’. In 2011, a Women in Science and Engineering (WiSE) Summit was held. At the WiSE Summit, which included roundtable discussions between politicians and a broad range of stakeholders, Dr Cathy Foley,
Students to work together on specific groupings that will allow like-minded currently setting up small ‘cross-age in a direct and creative way, we are encouraging students to engage with maths and technology.

School students. The WiSE Summit resulted in a series of commitments on the part of organisations, such as CSIRO, and corporations, such as IBM, to work to increase the numbers of women choosing to remain in science and/or technology careers.

As educators, we have a responsibility to take action on the grassroots level and to inspire our students to enjoy learning about science, technology and mathematics. If the girls enjoy their subjects in these areas, and develop a keen scientific curiosity, it is more likely that they will go on to pursue tertiary studies in the sciences or mathematics and that they will choose careers in industries currently not well populated by women.

In our Junior School, all girls participate in dedicated Science lessons. In 2011, we worked with the Young Scientists of Australia organisation so that our students could observe the passion and appreciate the knowledge of the Young Scientists. Our Junior School teachers benefited also, collaborating both with these impressive young people and with our Senior School Science and Mathematics teachers, who also shared their expertise with junior students. This year, Lauriston has established a Science Club, which in its initial phase will cater to Junior School students.

Mathematics subjects are key subjects at Lauriston. To encourage our students to engage with maths in a direct and creative way, we are currently setting up small ‘cross-age groupings’ that will allow like-minded students to work together on specific aspects of their Mathematics curriculum, and to make progress at a rate that suits their individual learning needs. Our Mathematics and Science faculties have reviewed and rewritten our Years 7 and 8 Mathematics and Science curriculums so as to meet the requirements of the new Australian Curriculum. Our Maths and Science subjects now have an even stronger focus on hands-on activities and on technology.

At Lauriston, technology has long been a significant feature of student learning experiences. Our Years 8–9 netbook program gives our younger girls access to technology in all of their subject classes. In Year 6, students complete an ‘inventions unit’, which involves the use of software in the design and construction of inventions. Girls in Years 5 and 6, mentored by Year 10 students, learn to use GameMaker shareware, as there is a growing body of research to indicate that games-based learning promotes positive educational outcomes. Our Junior School students also explore the world of robotics and participate early in the Robogals Competition (Robogals, an international student-run organisation, was established to increase female participation in engineering, science and technology’). In our Senior School, technology is widely used to support student learning. Students taking Media, or Visual Communication and Design, for example, work on-screen, simultaneously developing their creativity and a high level of technological proficiency.

During 2012 we will be investigating how we may further enhance the STEM (Science, Technology, Engineering and Mathematics) components within our current curriculum offerings. We are already putting in place for our students a speaker series that will include presentations by young women who are undertaking tertiary studies in STEM fields, or who are working in these areas. We are also planning to set up ‘linking stations’ at the School, so that our Junior School and early Senior School students will have additional opportunities for developing their scientific creativity, and problem-solving skills, by engaging in hands-on activities such as model making or using Lego.

As our students complete their secondary schooling and take their place in the adult world, they will be in a position to play an important role in addressing ‘the unfinished business of gender equality’. The education we provide at Lauriston equips our graduates with the knowledge and leadership skills they need in order to become key decision makers in our society.

Susan Just Principal
Here is a little bit about some of the high achievers in the Class of 2011

Sophie Bainbridge

During her years at Lauriston, Sophie was actively involved in the School’s sports and music programs and was a committed participant in our community service program, where she selflessly gave of her time, in support of a range of charities. She was also a Prefect. Sophie is now studying Science at the University of Melbourne.

Gillian Anderson

Gillian Anderson

Tess Fisher

Tess is studying Professional Communication at RMIT University. She is now a filmmaker have already attracted interest. Last year Tess and fellow Lauriston student Stephanie Parsons submitted one of the two winning entries in the Transport Accident Commission’s Make a Film, Make a Difference competition. Tess is now studying Professional Communication at RMIT University.

Marisa Lucente

Marisa’s results included a maximum study score (50) for History: Revolutions. This outstanding result, which she achieved in 2010, earned Marisa a Premier’s Award. Marisa led the School’s Environment Group in 2010 and 2011, and in 2011 was awarded an ADF (Australian Defence Force) Long Tan Leadership and Teamwork Award. Marisa is now studying Commerce at the University of Melbourne.

Brintha Krishna Moorthy

(ATAR 99.95)

While at Lauriston, Brintha was actively involved in dance and netball and achieved a Gold Duke of Edinburgh’s Award. Brintha is now pursuing a Bachelor of Biomedicine (Chancellor’s Scholars Program) degree at the University of Melbourne. Places in CSP degree programs are offered only to students who have demonstrated a very high level of achievement at secondary school, and Brintha’s degree will essentially guarantee her a place in the University of Melbourne’s graduate Doctor of Medicine program.

Georgia King

(ATAR 99.85)

Georgia’s outstanding results include a maximum study score (50) for English. During her years at Lauriston, Georgia was highly regarded for her sporting prowess, and particularly for her achievements in cross-country, tennis and hockey. In 2011 she was co-House Captain of Mitchell House. Georgia is now a Commerce/Law student at Monash University.

Andrea Zhu

(ATAR 99.95)

A Prefect, and a keen participant in numerous co-curricular programs at Lauriston, Andrea was awarded Full Colours by the School – in recognition of her involvement in hockey, water polo, debating, and House activities. She was also very active in Lauriston’s music programs, and has been awarded her AMusA in piano. Andrea is now pursuing a Bachelor of Biomedicine (Chancellor’s Scholars Program) degree at the University of Melbourne, and this degree will essentially guarantee her a place in the university’s graduate Doctor of Medicine program.

Lauriston’s Careers Counsellor Sue Douglass, plays a key role in helping our Year 12 students as they explore potential career paths. Here Sue provides an insight into career planning at Lauriston.

Career planning at Lauriston is underpinned by the Australian Blueprint for Career Development, and the Victorian Careers Curriculum Framework.

Both frameworks highlight the fact that the days of a ‘job for life’ are well and truly in the past, and emphatically make the point that today individuals must take an active role in managing their careers. Students engaged in the career planning process must be prepared to be flexible and mobile, as it is likely that they will undergo one or more career changes during their working lives.

It is important that students are equipped with the skills they need in order to adapt and to seek new challenges.

At Lauriston we help our students develop these skills, together with confidence, through involvement in both curricular and co-curricular programs. The students are encouraged to become self-managing individuals who know their own strengths and limitations – individuals who feel empowered to design and manage their careers.

The career paths of Lauriston alumni are testament to the changing nature of careers. Our alumni can be found in careers ranging from forensic science to fashion design, from interior design to international law, from medicine to media, and from commerce to communications.

Our current students are fortunate to be well supported by our past students, many of whom generously act as mentors or speak at the School’s annual Careers Night. They often help ‘light the way’ for current students.

Lauriston’s 2012 Careers Night will be held on Monday 21 May, from 7.00 pm. Careers Night is a key event for our Years 10–12 students and one that provides our alumni with the opportunity to speak about the myriad career paths available today. Lauriston alumni or parents who are interested in being a part of Careers Night are invited to contact me at douglassa@lauriston.vic.edu.au or on 03 9864 7655.

Sue Douglass

Careers Counsellor
Breaking down gender barriers

Having recently celebrated International Women’s Day, we have been thinking about successful women, both of the past and of the present day. It has been incredibly inspiring for our students and their teachers to see that there are a number of Lauriston graduates among Australia’s highest achievers.

From its establishment, Lauriston has had high aspirations for its students. This culture of aspiration has become a legendary part of the fabric of the School, and high aspirations are almost taken for granted by staff and by students and their parents. In this, we are the envy of many other schools. The Lauriston culture is also one of the secrets of the success of so many Lauriston graduates. Lauriston girls aim high in all academic fields, in sport, and this is reflected not only in the students' achievements at school in sport, and this is reflected not only in the students’ achievements at school but, more importantly, in their choices concerning their post-secondary education and their careers.

But… there are still some barriers to women’s participation in certain fields – science, technology, engineering and maths, to name a few. The barriers are primarily social and cultural, the under-representation of women in these fields has little to do with ability.

At Lauriston, it is our firm belief that aspiration combined with opportunity is the best way of addressing this issue, and we have in place, or participate in, a range of programs that explicitly encourage our students to have high aspirations in regard to professions where women have traditionally been under-represented.

The National Youth Science Forum (NYSF) is targeted to the needs of students with a keen interest in science who seek to learn at first hand about the range of opportunities in science at Australia’s leading universities and research institutions. Each year, high-potential science students in Year 11 are selected to participate in the NYSF’s January residential program, either in Canberra or in Perth, and every year Lauriston has been well represented at this prestigious forum.

Mind over Maths, a Year 10 Mathematics elective, enables students to tackle additional, high-level mathematical problem solving in a collaborative group setting. The subject is taught by our Head of Mathematics, Pauline Holland, who provides a wonderful role model for the girls, as she is a leading mathematical thinker. Another member of our Mathematics Faculty, Abigail Cooley, has worked as an engineer, and so is able to provide a unique perspective as she works with the students.

The Experimental Sciences (or Group 4) project is a practical investigation undertaken by all of our Year 12 International Baccalaureate (IB) students. The students work independently, in groups, on this compulsory, week-long project, which encourages them to gain an appreciation of the environmental, social and ethical implications of science. This collaborative and interdisciplinary exercise provides an opportunity for students to explore scientific solutions to global questions.

Over the last two years we have added two VCE Science subjects to our range of offerings in Years 11 and 12. Psychology has been an enormously successful addition to the curriculum: around fifty girls have taken this subject in each of the two years it has been offered, and their final results in Psychology have been remarkably good. This year we introduced Biological Science – another new subject in Year 11 (where Biology is also offered), and it has been received most enthusiastically by our students.

The combination of focused learning opportunities in the sciences and the School’s commitment to encouraging high student aspirations will ensure that, in the years to come, Lauriston graduates will continue to break down gender barriers, just as they have been doing since the founding of the School, in 1901.

Nene Macwhirter
 Deputy Principal / Head of Senior School

Aspirations at Howqua

When our Year 9 girls arrive at Howqua, they bring with them many hopes, dreams and aspirations. Those that relate specifically to Howqua will be continually revisited and revised during the students’ Howqua year, as aims or ambitions are met and new goals decided upon.

Students come to Howqua equipped with prior knowledge: some will have learned about the Howqua experience from a sibling or from friends; some will have read Howquaian (the Howqua yearbook); some will simply have been immersed in Howqua folklore while attending Lauriston. It is the girls’ prior knowledge that generally gives rise to the aspirations – whether intellectual, social, emotional, physical or practical – that they plan to fulfil during their Howqua year. So, what are some of these?

Recently I asked a group of girls who had just returned from a morning run what aspirations they had with regard to their time at Howqua. All agreed that their main aspiration was to establish their independence, and to learn to cope in the absence of immediate access to their traditional support network, and in particular their parents.

Developing independence is an exciting and yet daunting task for our Year 9 students, but most thrive as they explore their new environment and, to an extent, a newfound freedom, and to learn to live in the outdoors and ensure their independence, and to learn to cope in the absence of immediate access to their traditional support network, and in particular their parents.

The third set of goals that my ‘sample group’ shared with me were linked to improving their overall fitness, conquering the outdoors, and coping with the technologies that allow social interfacing. All of our Year 9 students have strong aspirations to improve their personal fitness while they are at Howqua, and the girls work hard to achieve their individual goals. Each week, and always carefully monitored by our Fitness Coordinators – the students undertake two runs as a year group, and these progressively increase in length and duration. From their first 2.2 km Ring Road run, to the 17 km End of Year Challenge (a run from Mount Stirling to Mount Buller), the girls work to improve their personal fitness while supporting one another so that all will achieve their maximum potential.

The girls’ ambition of ‘surviving’ their time in the outdoors and ensuring that they learn from their experiences is closely matched by the Howqua outdoor program, which is planned and delivered in such a way that each and every student has the maximum chance of success. The outdoor program is structured so that the level of challenge that the students take on will increase gradually throughout their year at Howqua. The girls’ first walk is a day walk, and they finish the year with a six-day hike; canoeing is initially on Lake Elder, and eventually there is an overnight camping trip that includes canoeing on moving water; cross-country skiing starts with a half-day trip to Mount Stirling and culminates in a three-day snow-camping experience on Healthy Spur at Falls Creek.

Aspirations, ambitions, aims, hopes, and dreams are all integral part of the Howqua experience.

Our Year 9 girls are a tremendous and enthusiastic support to one another, and it is through their spirit of cooperation, the nature of our Howqua programs, and the dedication of our staff, that seemingly unattainable goals so often become a reality.

Sam Ridley
Assistant Principal, Howqua
Building a learning community requires an understanding of the influences on it and of the role that every one of its members plays.

Education is an area of human experience with which we have all been personally involved at some stage. Each of us, therefore, will have a deeply held mental image of what school life should be, and much of that mental image will be based on our own experiences. Many of us want the same for our children as we had. It was good enough for us, and it is all we know – we may even hold a fear of the unfamiliar and the unknown. What all of this means is that, collectively, we have a real ‘hotchpotch’ of deeply held mental images when we think about what school should be.

Learning to know
Learning to know requires of children a passion for finding out about the world around them. To foster this passion in children, we must provide them with opportunities to delve deeply into broad general concepts so as to develop skills in questioning and inquiring, exploration, assessing relevance of information, problem solving, approaching tasks from a variety of viewpoints, patience, commitment to putting in effort in order to attain success, and making informed decisions about how to take action in relation to what has been learned.

Learning to live together
Increasingly, it is being left to schools to nurture in children an awareness of what it means to live in a community – a crucial element in the development of young people. The demise of traditional family structures, of extended families, and of church groups and other community groups, has meant that for many children there is little opportunity to experience the notion of society. Many children come to school without having had the experience of living in a home environment where they have had to learn that they may have to wait for parental attention, they may have to share common resources with brothers and sisters, and they may have to work out the family ‘pecking order’ and develop negotiation skills in order to get what they want.

Learning to be
Current, evidence-based theories of learning have caused educators to rethink the ‘production line’ structure that characterised educational approaches in the past. We know now that individual children learn differently and will reach their own potential in their own time and in their own way. Increasingly, education is about learning, with others, in flexible structures. Flexible, fluid learning groups (rather than fixed, lock-step structures) that reflect the view that all students progress at exactly the same rate), supported by staff who truly collaborate and who plan and teach together, enable us to genuinely meet the needs of individual learners.

At Lauriston, working collaboratively – whether with peers or with girls in other age groups – is an important aspect of the children’s learning environment. Collaborative work requires sharing, accepting, yielding to others, leading, supporting and following; in fostering the development of these life skills, we are preparing children for the future.

We also believe that our set of values – which are explicitly taught and continually referred to – together with our Positive Behaviours Policy and our wellbeing and SOPHIA programs, assist in providing a safe and supportive environment in which our children can learn some of life’s tougher lessons. And learn them they must.

Life is an exciting and often unpredictable journey – a journey that brings joy and satisfaction, but also difficulties, frustrations, disappointments and hard times. Although our instinct is to protect our children from life’s problems, it is essential to realise that in meeting these challenges children gain personal coping skills, become stronger, and develop a sense of who they truly are. In seeking to take away our children’s struggles, we risk taking away significant opportunities for learning and personal growth. We also risk giving our children a powerful message, namely, that we do not have faith or trust in their ability to work things out for themselves. Yet they must learn to do this – we will not always be around to catch them when they fall.

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At Lauriston, we also encourage the girls, from an early age, to become actively involved in their own learning – to discover how they learn and how their learning can best be enhanced. Part of this process is learning to know oneself. If children know themselves – and learn to love themselves – they will be better able to value and have an understanding of and empathy for others. The girls discover too, the meaning of rights and responsibilities, and how to show self-control.

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Aspirations in Lauriston’s Kindergartens

The Oxford Dictionary of English defines aspiration as ‘a hope or ambition of achieving something’. In both Lauriston Kindergartens, our staff are always working to assist children to develop dispositions for learning so that they have the skills that will best help them to be successful lifelong learners.

Dispositions are habits that children acquire early in life and develop over time, and are different from genetic predispositions. Dispositions, which have an important role in shaping children’s motivation to explore and understand their world, can be fostered, learned and taught and are affected by children’s interactive experiences with their environment with significant adults and with peers.

Children are active learners from the moment of birth. They learn through play and through positive and supportive interactions with others. Such encounters support the child to develop independence, self-motivation, creativity, concentration and resilience, as well as communication and cooperative skills. Research shows us that play enhances every aspect of a child’s development and learning – and is in fact critical to optimal development.

Lauriston’s Kindergartens actively support children in their play in order to encourage the development of the dispositions that we want to foster. Although the children may feel that they are ‘just playing’ when at Kindergarten, the environment in which they play has been carefully planned by Lauriston educators, so that it will invite both curiosity and inquiry, and is linked to specific learning outcomes, for individual children and for the group. Every day, then, the children are involved in formal as well as informal learning opportunities.

Learning in our Kindergartens is ‘scaffolded’ – educators carefully build on and link the experiences the children are exploring. By scaffolding learning, we assist children to break down tasks into manageable steps, so that tasks can be learned slowly and children do not feel under pressure as they learn. We constantly deliberate about when to introduce new information to the children and when to allow them the opportunity to practise skills, to share ideas, and to find solutions themselves. Sharing ideas is an important aspect of learning. In any Kindergarten group, the children will present a wide range of abilities and skills, and, through their interactions within a play environment, will be able to learn from one another.

The guiding principles espoused by the schools of Reggio Emilia, in Italy, underpin the teaching and learning programs in Lauriston’s Kindergartens. These philosophies provoke us as educators to demonstrate our respect for the children by assisting them to investigate beyond the superficial and to gain deeper understandings. A key to achieving this is to provide time and opportunities for reflecting on previous learning, so that both children and educators can revisit and review prior experiences and construct deeper knowledge.

Always we aspire to acknowledge the effort and the risks children take in order to increase their understanding. For many of us it is hard to venture beyond what is comfortable and to set ourselves up for possible failure. But it is by having the courage, and support, to do this that we gain new knowledge. And so, as we acknowledge the children’s efforts, the ‘journey’ to gain new knowledge or skills is recognised as being important, even if the desired ‘destination’ is not immediately reached.

Always, too, we aspire to make learning joyful, and so you will hear the sound of laughter in our learning spaces, be they our rooms or the garden. In fact, one of our guiding statements is ‘Nothing without joy’. We aspire also to fulfil the promise implicit in the invitation ‘May all who come through this door be inspired to discover, to wonder and to imagine and create, to dream and to explore’. Our hope is that all children who attend Lauriston’s Kindergartens will experience the support they need in order to build positive dispositions for learning – dispositions that will stay with them for life.

Robyn Ambler & Fiona Ireland
Directors of Kindergartens

At Lauriston, we strive to instil in all of our students the knowledge, self-confidence and resilience that will enable them to achieve anything they put their minds to.

Current research tells us that providing young people with opportunities to physically challenge themselves in the outdoors can lead to tremendous personal growth, and confidence, for those who embrace these opportunities – which also foster independence, social growth and an appreciation for the natural environment.

Lauriston offers a strong, sequential outdoor education program. It begins with our Junior School camps program, which is followed by Year 7 Camp, the Active-8 program, the Howqua year (Year 9), the Year 10 Personal/Group Challenge, and the Duke of Edinburgh’s Award scheme.

Our five-day Year 7 Camp, held in Term 1 each year, is an important activity for our Junior School students as they prepare to make the transition to Senior School, and is an integral component of our outdoor program. The naturally landscaped parkland of The Summit, located in the picturesque Strzelecki Ranges, provides an inspiring setting for Year 7 Camp – offering adventure, learning and fun for all. At this year’s camp, the girls were involved in numerous challenging and enjoyable outdoor activities, such as orienteering, high ropes, abseiling, flying fox, Laser Skirmish and a monster course, and experienced the excitement of a sky walk, a nail walk and a water slide.

Year 7 Camp offers an excellent opportunity for students and staff to get to know each other in an environment beyond the classroom. It also allows girls to develop friendships beyond their Tutor Groups.

‘Camp was a great way for us all to get to know each other and what we are all capable of. For those who appeared to be quiet and hesitant to begin with, the challenges of camp forced them to become more social and give things a go’ (Mary Baras-Miller (Year 7)).

My favourite activities at camp were the giant swing, flying fox and orienteering. On the giant swing and flying fox I was nervous at the top as it was very high but I felt brave at the same time. I also felt brave after orienteering as I was able to overcome my fear of spiders and spider webs. We walked high up the hills through trees that had a lot of spiders and spider webs we had to cross.’ (Holly Haines (Year 7)).

Also in Term 1, the girls in Year 8 took part in the Active-8 program, which includes an overnight team-building camp at Portsea. Here all students learn about water safety by participating in snorkelling and surfing activities, and gain confidence about coping in the outdoors.

This year, the girls had the opportunity to go snorkelling under Portsea Pier and along a reef just off the shore. While kayaking, they were lucky enough to see a pod of some fifteen to twenty dolphins, which were playing in the shallows and then swam between the girl’s kayaks. The girls were able to touch the dolphins, which was an amazing experience.

Sea kayaking was so much fun but very tiring! This was a new sport for a lot of us but we got the hang of it quite quickly and got to see great views of the beach. Snorkelling was quite exciting – seeing two baby weedy sea dragons, puffer fish, shells, sea stars and three stingrays, which made me scream! Jumping off the pier with all of our classmates was also a lot of fun and definitely a highlight of the trip. Overall it was a great camp and I think we all tried something new, faced fears and became closer to all of our peers.’ (Lucinda Leckey (Year 8))

Katie Garrett
Communications Officer

Personal growth in the outdoors
Opportunities for all

Lauriston’s Music School prides itself on providing opportunities for all students to experience music making. Our music programs involve massed singing performance opportunities for girls from Prep to Year 6, ensuring that all can experience what it means to perform (and prepare to perform) a piece of vocal music.

Our ensembles cater for a wide variety of musicians. Our choral program is open to all students, and we have both open and auditioned choir. Our instrumental program encompasses a string orchestra, an orchestra, a symphonic band, and percussion and contemporary groups. We also run a chamber music program, which provides opportunities for our more experienced musicians to extend themselves. Together, our various programs form a tiered structure that allows girls with less experience in music many opportunities to see and participate in performances, over seven terms, before a girl can earn a music badge.

In setting this requirement, we aim to educate the girls about what it means to participate in an ensemble – every student needs to contribute every week if a successful performance is to be created. Our students and our staff work hard to achieve the standard of performance heard at Lauriston concerts.

Lauriston is fortunate to have a strong musical cohort among our Year 12 students this year. Both School Captains study Music as a subject: Julia Webster in VCE and Georgina Davie in IB. Julia’s and Georgina’s musical experience and knowledge see them regularly performing at School assemblies, where they entertain their fellow students with their ukulele playing, or singing about upcoming events. These antics bring laughter from the other students, but it is in these subtle ways that our Captains demonstrate the importance of music in their lives.

As it happens, half of the 2012 Prefects have been actively involved in the School’s music programs for many years, and these girls continue to perform in our senior ensembles. Our Music Captain, Penelope Latham, is a clarinetist, percussionist and clarinetist, and exemplifies what it means to be a music student at Lauriston.

We hope that, in seeing our student leaders emmeshed in the musical life of the School, younger students will be inspired to experience and appreciate what music can offer them. A number of our parents commented last year that the 110th Anniversary Gala Concert enabled them to see how the girls’ skills and musicianship can develop over the years from Prep to Year 12. The evening provided our Year 12 parents with a healthy dose of nostalgia, as they remembered their tiny daughters at the beginning of their school life, and now could see them as young women preparing to leave school. For many of these girls, music had been the cornerstone of their experiences at Lauriston – and would in the future be the cornerstone of their memories of school.

We hope that all Lauriston students are inspired to become part of the fabric of the Music School. The challenges are many, but the rewards immeasurable.

Kellie Ryan
Director of Music

I feel extremely honoured to have been elected as a School Captain for Lauriston in 2012 and over the next year I plan to share my enthusiasm and positive spirit about school life with the School community. My passion is music; playing cello allows me to be in the Lauriston Orchestra, and I love being a member of both Lauriana and the Anthem Choir. I’m an active Kirkhope participant in House events such as cross-country, softball, swimming and music, and proudly represent Lauriston in interschool events such as Debaters Association of Victoria (DAV) debating and Girls Sport Victoria (GSV) sports. I’ve also spent time representing my Tutor Group on Lauriston’s SRC, and enjoy being a member of our Amnesty International group. I am a committed academic student and look forward to graduating from Lauriston having completed my IB Diploma.

My vision as a school leader is to inspire and motivate others to become involved in the numerous and wonderful opportunities that Lauriston makes available to us. Not only do they stimulate personal growth in all aspects of life, but they also foster positive relationships with a range of people. Relationships at Lauriston are something I truly value; I feel we are a unique school in the way that such strong bonds are forged between girls within year levels and Houses, as well as with the staff.

I was lucky enough to spend Year 9 at Lauriston’s Hawqua campus – an experience that is indescribable and has been a milestone in shaping who I am today. The tolerance and resilience that I learned from this unforgettable year will be invaluable as life skills.

I am proud to be a Lauriston girl, and look forward to being an active leader in the School community.

Being elected as a School Captain at Lauriston in 2012 has already proved to be surreal. I am extremely excited about sharing my love of and passion for school life with the rest of the student body, and hope to instil in my peers a sense of pride and joy of involvement within the Lauriston community. Like Georgie, I am passionate about music. Since my first year at Lauriston in 2005, I have continuously immersed myself in the music programs, and am currently learning the guitar and saxophone, and studying voice as part of the Music curriculum for VCE.

House activities have always been an important part of my school life. Involvement in these activities has allowed me to build strong relationships with all age groups within the School, as well as providing me with an opportunity to try many different sports and challenges. I particularly enjoy the House music and drama events. I love the drama program, and since 2005 have involved myself in every play/musical possible. I have also spent time representing Andrews House on Lauriston’s SRC.

This year I am studying English, Literature, History: Revolutions, Music and Psychology and, as a motivated academic student, I look forward to the challenging year ahead.

As a School Captain this year, I wish to enhance Lauriston’s school pride and spirit. It is my aim to involve the student body as many things as possible, whether this mean merely an involvement in a goofy assembly game or representing Lauriston at the state GSV championships. Lauriston is incredibly fortunate to have the Hawqua program and, after spending a year at Hawqua myself, I can say with complete and utter honesty that the relationships that girls at Lauriston form really are for life.

I am extremely proud to be a Lauriston girl, and I cannot wait to continue to involve myself as an active leader of the School throughout 2012.

Julia Webster
Julie Webster
Georgina Davie

Kellie Ryan
An Oxbridge summer

In July last year, Vicky Tan and Emma Murdoch attended summer school programs at Cambridge and Oxford, respectively.

Vicky undertook the course Medicine and the Brain, which examined the development of modern medicine, and focused in particular on neuroscience. Vicky learned about cognitive psychology, neuroanatomy and neurophysiology; clinical methods and practices; and the technology behind such diagnostic tools as CT and MRI scanners.

‘It was wonderful having an insight into a subject area that I have a passion for, and one that I hope I can pursue in the future,’ says Vicky.

At Oxford, Emma took the course Archaeology and Anthropology. Together with her fellow students, she was cast in the role of a historical detective, whose task was to reconstruct aspects of our human past. Looking at evidence ranging from pre-Columbian artefacts in Oxford’s Museum of Natural History and Pitt Rivers Museum, to items of daily use in contemporary Oxford, she designed research projects and even thought about how an archaeologist of the future might view the Oxford of today.

Both Vicky and Emma had amazing experiences in England. They thrilled in the world of academia but also had time to appreciate the beauty and character of the historic universities at which they were based.

For information about the Oxbridge summer schools offered through Oxbridge Academic Programs, visit www.oxbridgeprograms.com/about-us/program-overview.php.

Katie Garrett
Communications Officer

Congratulations

Acknowledging our students’ achievements

Alexandra Eade

(Year 9)

In 2011, Alex was one of the three finalists for VicSport’s Victorian Junior Athlete of the Year award. More recently, Alex won a Silver Medal for Floor and a Team Silver Medal at the International Gymnix, in Canada, and her team placed fourth at the Pacific Rim Gymnastics Championships.

Anna Philip

(Year 10)

A highly skilled sailor, Anna recently placed 1st Female (Youth, Women) in the Australian Laser Class National Championships and 1st Female in the Australian Youth Championship 2012. As a result of her successes, Anna has been selected in the number one position to represent Australia at the Laser 4.7 Youth World Championship 2012, which will take place at Buenos Aires, Argentina. Anna has also been awarded a full scholarship by the Victorian Institute of Sport and will train under the auspices of the Institute’s Sailing Program.

Eliza Horan

(Year 8)

As a member of the Australian Children’s Ski Team, Eliza is competing at the Whistler Cup, held at Whistler, Canada, in April.

Georgia Kay

(Year 12)

Georgia, an avid debater, has been selected as a member of the Victorian State Debating Team for 2012.

Deana Gheri

(Year 11)

Deana recently won Gold at the Victorian Taekwondo Championships, and is now State Champion in her black-belt division. Deana trains at Melbourne Taekwondo Centre in Malvern and is also an instructor with the club.

Emma Murdoch

Vicky Tan

Mel Dalheimer

Mel returned to our Howqua campus in 2012 as the Coordinator of Pastoral Care and Boarding, having previously worked at Howqua in 2009 and 2010. Originally a Melbourne girl, Mel has spent much of her career with Loreto Mandeville Hall Toorak, as a PE and Health teacher, and Daily Organiser.

Mel welcomed the opportunity to return to country living with her partner, Sam Ridley, and she and Sam enjoy the beautiful scenery and opportunities for adventure offered by Howqua and the surrounding landscapes. Skiing is Mel’s passion and, having worked abroad as a ski instructor, she can often be found dreaming of the next powder stash waiting to be tracked.

Mel commenced a Master of Education degree this year, so as to further her skills in one of the areas of teaching she enjoys most: student wellbeing. At Howqua, Mel is enjoying the opportunity to work in a team of passionate educators who aim to create meaningful relationships with their students and to help them build essential life skills.

Pauline Holland

Pauline recently joined the team at Lauriston as Head of Mathematics. In this role, she teaches Mathematics and is responsible for the coordination of our Mathematics Faculty.

Pauline was born and raised on a wheat and sheep farm in central Victoria. She undertook her tertiary education at the University of Melbourne, where she completed a Bachelor of Science (Education) degree in 1981 and obtained a Master of Education degree in 2007.

Pauline has authored a number of mathematics textbooks, including Maths Quest Manual for the TI-Nspire CAS Calculator.

Pauline is married to Jeff, and together they have three adult children – Lauren, Adam and Patrick.

Pauline enjoys travelling, reading, walking and spending time with her family and friends.

Imelda Mason

Imelda, who arrived at Lauriston in Term 1, is our Individual Differences teacher. She works with children (Kindergarten to Year 4) at both ends of the academic spectrum. Imelda comes to us from Wesley College (St Kilda Road campus), where she was a Special Education teacher. She enjoys teaching and especially enjoys working with children who require extra support. She believes that the relationships that she forms with the students in her care are fundamental to her teaching. To assist the students in their learning, Imelda works closely with classroom teachers, with other professionals, and with parents. Imelda chose to work in special education because she believes that all children can learn, given the right environment and care. Imelda enjoys spending her leisure time with family and friends.

Pauline enjoys teaching and especially enjoys working with children who require extra support. She believes that the relationships that she forms with the students in her care are fundamental to her teaching. To assist the students in their learning, Imelda works closely with classroom teachers, with other professionals, and with parents. Imelda chose to work in special education because she believes that all children can learn, given the right environment and care. Imelda enjoys spending her leisure time with family and friends.
Staff induction and a day at Howqua

In mid January the School has a busy program, which is focused on professional learning and the induction of new staff. Lauriston, like many schools of its size, has a staff turnover each year of around fifteen individuals, and this was the case in 2011. Late last year, four people took family leave, or leave without pay so, as to travel; three retired; five took up positions in other schools; two moved interstate to take up jobs; and one vacancy came about because of a shift in subject offerings.

We were very fortunate to recruit to the vacant positions, both at Howqua and at Armadale, a range of very skilled teachers and teacher assistants. A number of our new staff have extensive international experience. Our group of new recruits spans a broad spectrum of ages, is representative of both genders, and includes teachers who bring to the School some fascinating life experiences.

Our staff at Lauriston, as a group, have a myriad of qualifications and a remarkable variety of work experience. Many of our staff continue to study, during vacation periods; others expand their knowledge of the world through travel. All of this adds to the rich tapestry of the School’s culture and social capital.

All new staff at Lauriston complete an induction program. Over the course of two days, they are acquainted with the School’s immediate priorities as established by our Strategic Plan; are briefed in regard to the key policies that will apply specifically to them in their daily teaching; and have time to get to know their colleagues before students return.

This year we added something quite different – we took all of the staff to Howqua for the day. For quite a large number of them, it was the first time they had ever been to the Howqua campus (if any given year, many of our teachers would not have any reason to visit Howqua).

As a group, travelling in three large buses, we departed from Armadale at 7.15 am and arrived at Howqua at about 11.00 am – after terrorising the coffee shops and cafés of Yea on the way. After being welcomed to the Howqua campus by Susan Johnson, staff were taken on a series of carefully thought-through tours, so that they could see the Howqua facilities at first hand and get some idea of what it might be like to be a Year 9 girl embarking upon her Howqua experience.

To complete the induction to Howqua, three senior Howqua staff each gave a presentation about one of the three key aspects of a student’s year at Howqua: the academic program, the outdoor program and the pastoral care / boarding program. It was noteworthy that some of our new staff members immediately pinpointed the opportunities for independent learning that exist in the Howqua environment. We hope that this aspect of Howqua learning will be the subject of a research project in the very near future.

Nick Thornton
Director, Lauriston Institute

A generous gift

In the December 2011 issue of Lauriston Life, we spoke about the launch of our bequest society, the Elizabeth Kirkhope Circle of Giving. Our bequest society has been named in memory of Elizabeth Kirkhope, who was Headmistress of Lauriston from 1933 until 1956 and subsequently managed the School’s administrative and business affairs for a further eight years.

The outcome of our day at Howqua was a heightened understanding of the integral part Howqua plays in the education of Lauriston girls – and there was a great deal of collegial conversation about the opportunities the School offers.

Our visit to Howqua was a new kind of induction program but one that had benefits for all.

Nick Thornton
Director, Lauriston Institute

Elizabeth Kirkhope

The bequest society was launched following the late 2011 retirement of former Chair of the Lauriston Foundation, Pauline Ross-Stevens. As a result of Pauline’s generosity, other people came forward to support our new bequest society. In late 2012, the Lauriston Board of Directors named the bequest society in memory of Elizabeth Kirkhope, who was Headmistress of Lauriston from 1933 until 1956.

We were very fortunate to recruit to the vacant positions, both at Howqua and at Armadale, a range of very skilled teachers and teacher assistants. A number of our new staff have extensive international experience. Our group of new recruits spans a broad spectrum of ages, is representative of both genders, and includes teachers who bring to the School some fascinating life experiences.

By including Lauriston in your will, you will automatically become a member of the Elizabeth Kirkhope Circle of Giving.

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

For a confidential discussion about including Lauriston in your will, or to learn more about other ways you can support the Lauriston Foundation, please contact Marina Johnson, Director of Marketing and Advancement, on 03 9864 7525 or by email at johnsonm@lauriston.vic.edu.au.

By including Lauriston in your will, you will automatically become a member of the Elizabeth Kirkhope Circle of Giving. Whether your connection with the School is recent or extends back over a period of decades, your bequest will assist Lauriston to continue enriching the lives of young women in many ways. Your support through a bequest means that your gift will last for more than a lifetime.
At the time of Lauriston’s founding, in 1901, the suburbs of Melbourne were littered with small private schools that sought only to teach genteel accomplishments to daughters of the middle and upper classes. The Misses Margaret and Lilian Irving chose to designate their new school Lauriston Girls’ High School in order to make a clear distinction between the type of academic education to be offered at their establishment, and the less rigorous offerings of their competitors. From 1901, subjects at Lauriston were designed to impart a strong educational foundation – in French, German, History, Algebra, Drawing and Geometry – at the end of 1901, the school offered through to Matriculation (Year 12) level, and, in fact, the very first student on the school roll, Geddes Hammond, passed her Matriculation Certificate and prize list, 1905. This prize list is the earliest in our collection.

The emphasis that the founders of Lauriston placed on duty and achievement had an impact well beyond the academic sphere. Many Lauriston graduates felt impelled to make a useful contribution to the wider society, taking up ‘voluntary work’ with a real sense of vocation. A recent donation to our Archives has highlighted the contributions of this hidden cohort.

Marie Rigby (1891–1955) enrolled at Lauriston in 1905, as part of a student body of only forty-five girls. Marie was a good student, and a keen hockey player. After leaving school, in 1908, she married and had a daughter (who, in 1915, was the first ‘Lauriston child’ to attend an OLA meeting). Suffering from a hereditary form of deafness, which had first begun to affect her during her teens, Marie learned to lip-read, and became actively involved in the Association for Better Hearing during the 1930s. As a journalist writing in the Argus newspaper expressed it, the deaf and hard-of-hearing community in Melbourne was one ‘big family’, with Mrs A. M. Henderson (‘Marie Rigby’) as the mother … a more enthusiastic and conscientious worker the Association could not find.

The Marie Henderson National Lipreading Tournament, named in Mrs Henderson’s honour, commenced in 1956. As a key figure in the foundation of the Association for Better Hearing, and as the organisation’s first national secretary, Mrs Henderson was admitted to the National Pioneer Women’s Hall of Fame in 1997, featuring in a photographic exhibition of women who were first in fourteen traditionally male-dominated professional fields.

Jenny Bars
Archivist

Education and or a paid career. There was even some resistance among parents to the notion that girls should sit for public examinations – they were considered to impose too much stress, for no real purpose. However, the Irving sisters continued to encourage girls to strive for the highest goals, and in 1916 were at last able to boast of their first university graduate. From this time, ever-increasing numbers of Lauriston girls were to enrol in university courses and pursue professional careers.

The Marie Henderson National Lipreading Tournament, named in Mrs Henderson’s honour, commenced in 1956. As a key figure in the foundation of the Association for Better Hearing, and as the organisation’s first national secretary, Mrs Henderson was admitted to the National Pioneer Women’s Hall of Fame in 1997, featuring in a photographic exhibition of women who were first in fourteen traditionally male-dominated professional fields.

Jenny Bars
Archivist

Foot of the River Regatta 2012

In 2002, Rob Zahora and Caroline Johnston stood on the banks of the Yarra, watching their daughters rowing for Loreto and Lauriston, respectively. Having been involved with rowing over many years, they knew the cost of rowing equipment and were aware of the need for funds to support the growing rowing programs at girls’ schools.

A creative solution was required. Rob and Caroline had heard many parents – as they watched their daughters get stronger and fitter through rowing – comment on how much fun it would be to row themselves. The novel idea of teaching adults to row was conceived, culminating in a fundraising regatta for novices.

But what to name such an event when it would feature learner rowers? It would hardly be an event to rival the legendary Head of the River. Lauriston’s Georgia Radcliffe-Smith wryly suggested that the new regatta be dubbed ‘The Foot’, rather than ‘The Head’, of the River.

And so the mighty Foot of the River was born. Twelve years later, the Foot of the River Regatta is still held on the Yarra in Term 2, with the school rowing season ends. Parents and friends, indeed all members of the public, are welcome. Over the years, several Lauriston parents have taken advantage of our ‘foot-of-the-River’ training programs and have honed their talents to the point where they have competed, and won medals, at Masters events. Other parents are content to muddle about in boats each year.

As increasing numbers of adults take up rowing, the Foot of the River has evolved. Today experienced rowers can compete against others of a similar standard. As the event ages, there are now Lauriston and Loreto alumni entering, as adults, an event that was created back when they were schoolgirls! To make things easier for busy people, training is only one hour a week, over four weeks. Extra sessions can be arranged. The rest is up to you.

The season begins with the now-famous Cocktail Party where entrants can meet and assess the ‘competition’. Soon after, training begins in earnest. Foot of the River regattas are the beauty of the Yarra in the early morning as the city wakes up around them. Everyone else is edging along the freeway while tiny rowers are savouring the gentle plop of their oars in the quiet water.

Don’t let another year pass you by. Ring your friends and make up a crew of four. We do the rest.

Sunday 3 June 2012 is the date for the 12th Foot of the River. Why not join in the fun?

Visit www.footoftheriver.org or email thefootoftheriver@hotmail.com for more information.

Sally McKenzie
President of the Foot of the River Committee

Proudly presented by Lauriston Rowing Association & Loreto Toorak Rowing Club

Foot of the River Regatta

THE ANNUAL REGATTA

FOOT OF THE RIVER

HAVE A GO AT ROWING!

Regatta Day
Sunday 3 June 2012
Yarra River

Parents, friends, family, corporate groups and novices welcome

DATES:
Entries close: Tuesday 1 May
Cocktail party: Friday 4 May
Training starts: Sunday 6 May

thefootoftheriver@hotmail.com

Entry details at www.footoftheriver.org

Proudly presented by Lauriston Rowing Association & Loreto Toorak Rowing Club

2012
Follow that road

When an interesting avenue opens, it sometimes pays to follow it. I was planning to take a rail trip through Mongolia to St Petersburg, and by chance had a stopover in Hong Kong. I had heard about Crossroads Foundation, which is based in the New Territories, so decided to volunteer for a week.

I was so impressed with the work Crossroads performs to bring aid to the poor and dispossessed of the world, I decided to volunteer for a week. This section also distributes special disaster kits, blankets and tents.

Australian couple, Malcolm and Sally Begbie, both recent AO recipients. The Foundation occupies a forty-acre property (previously the Gurkha Regimental Barracks) in Hong Kong, which provides both warehousing facilities and accommodation for volunteers. Volunteers come from around the globe, as well as from local schools and businesses.

Crossroads has four sections.

Global Distribution distributes donated goods (anything from computers, bicycles, or educational or medical equipment, to furniture, clothing, toys or household goods) to people in need, both in Hong Kong and around the world. This section also distributes special disaster kits, blankets and tents.

Global Hand is a ‘matchmaking’ service that links for profit and nonprofit organisations, including United Nations departments, that want to help with global challenges.

Global Xperience enables people to ‘step into the shoes’ of those involved with the warehousing and dispatching of clothing and electrical goods.

It is inspiring to be part of an international community drawn from places as far apart as Kazakhstan and New Zealand, or Canada, Russia and the Congo. My husband and I feel truly blessed to have been able to follow this opportunity when it unexpectedly arose. One never knows where one may end up.

Margaret Kendall (1954)

News of Old Lauristoniens

Celeste Geer (1990)

Celeste has written, directed and co-produced the documentary “Then the Wind Changed”. The film follows six families in Strathewen, Victoria; as they rebuild their lives after the devastation of the Black Saturday bushfire. The documentary shows human beings’ amazing potential to manage adversity and rise from despair. Of the filmmaking process, Celeste says:

“I was still gripped by post-disaster shock when I started filming. Amid total chaos the camera gave me purpose; a slight distance and a reason to really look closely for the first signs of new life. A bushfire exposes everything. Just as the bush is roasted at its complex undergrowth, people too are left unmasked. Watching the people of Strathewen come together and try toathom a future together continues to be a fascinating and deeply moving experience. Living in this extreme landscape and bearing witness to regeneration is a privilege. As a member of the Strathewen community and a filmmaker, I am both an observer and a participant in the difficult task of recovery. This dual role has brought with it a great sense of responsibility to tell this story in a way that will honour its complexity.”

The resilience that I have seen exhibited in so many guises since the fires has kept me grounded throughout this project. I am continually inspired by the generosity and openness of the many people who share their stories. My desire to celebrate their strength and courage has driven the film.

“My aim has been to guide an audience gently to lead them past the devastating headlines, beyond the dramatic bushfire and survival footage, into the experience of recovery. But I also want to challenge people to look at our eternal struggle for control over our lives and environment. For now more than ever we need to be looking at the essential tasks of learning how to live in our environment while respecting the impressive force of nature”.

Celeste and her partner, Dominic Bourke, were proud to present “Then the Wind Changed” at the International Documentary Film Festival Amsterdam (IDFA) in November 2011. For more information on “Then the Wind Changed” and to view a trailer for the film, please visit www.thenthewindchanged.com.

Jennifer Leslie (Kittle, 1967)

Since leaving Lauriston, Jennifer has spent most of her working life in a school setting.

Lauriston Kitchens

This unique and beautifully photographed cookbook was developed by the Lauriston Parents’ Association and features many delicious and simple-to-cook recipes – all of them tried-and-true favorites supplied by members of our School community.

Filled with gorgeous full-colour photographs – of dishes ranging from chicken tenders with Beara bagan cream sauce, to BBQ red duck curry, to chocolate raspberry pavlova – this 208-page publication contains recipes for every occasion.

At only $45 per copy (or $120 for 3 copies), Lauriston Kitchens makes an ideal gift. To order your copy now, visit www.lauriston.vic.edu.au and click on ‘Community’ and then on ‘Lauriston Kitchens: A Cookbook for Life’. Alternatively, email events@lauriston.vic.edu.au or call 03 9804 7555.
in regard to service provision in the outpatient setting, while also stimulating new ideas for research. Courtney’s scholarship provided a wonderful learning opportunity. Since her return to Australia, Courtney has been able to share her learning by presenting to the Pharmacists’ Special Interest Group at the 9th Australian Cystic Fibrosis Conference, held in Melbourne. Courtney has also presented to the Pharmacy and Respiratory departments at the Royal Children’s Hospital.

Courtney’s day-to-day work has also benefited from her new learnings. ‘It is exciting to be able to use this knowledge in my day-to-day practice, caring for children with CF and working with their families,’ Courtney says.


Since leaving Lauriston, Vanessa has obtained a Bachelor of Industrial Design, a Bodywork Practitioner Certification (obtained in Vancouver), and a Master Trainer Certification from the Australian Institute of Sport. Vanessa is currently studying sports nutrition.

Vanessa’s passion for sport was ignited some years after she left Lauriston. As a member of the Australian goalball team, she competed internationally for three years. Working with Cystic Fibrosis Victoria (CFV) in Melbourne in 2005, Vanessa project-managed the concept that CFV would take to the Melbourne International Flower & Garden Show. Vanessa moved to Japan in August 2008. While living in Tokyo, she managed the Human Resources department at Dentsu, an international information services company. She also represented Japan in powerlifting, competing at two World Championships (2009 and 2010) and at the World Games in 2011. Vanessa currently holds the World Record in IBSA women’s powerlifting.

While in Japan, Vanessa met her fiancé, Eva Peters. The couple plan to marry in August. The 2011 Japan earthquake and aftershocks forced Eva, Vanessa and her guide dog, Verdi, to leave Tokyo and they have recently relocated to Vancouver. One regrettable consequence of their forced relocation was the loss of Vanessa’s place in Japan’s 2012 Paralympic Team. Fortunately, Vanessa has been accepted into Team Canada and will represent Canada in the World Championships in July 2012.

Kate Lonie (2004)

Kate has recently been accepted to undertake a Master’s in Gender, Media and Culture at the London School of Economics and Political Science. Specialising in the social sciences, Kate has already obtained a Bachelor of Arts with First Class Honours from the University of Melbourne and Monash University.

Looking back, I think my VCE International Studies class, taught by Mrs Logan, had a great influence on my interest in the social sciences. We were strongly encouraged to question and challenge past and present political environments and express our opinions about, for instance, the then current issues of the wars in Iraq and Afghanistan – the class could get very animated!

This experience played a key role in fostering my ongoing passion for politics, which, at university, evolved into the study of subjects that considered the relationship between gender, society and its institutions. In 2010, my honours thesis combined these by considering contemporary media representations of Australian female politicians – a topic that I remain strongly interested in, considering the current Australian political situation?

Julia Payne (2005)

Julia writes:

In paediatric medicine we are taught that childhood and adolescent experiences play a profound role in creating our values, in determining the paths we choose in life, and ultimately in shaping the adults we become. I graduated from Lauriston in 2005 and, looking back, can now see how my school experiences have influenced many of my decisions and the way I view the world.

I am currently a final year student at Melbourne University, and my decision to study medicine was certainly fostered by the strong academic ethos of the School, an unexpected enjoyment of IB Biology (taught with great passion by Ms Stevenson), and Lauriston’s emphasis on social responsibility, which urged us to become productive, independent citizens. We were challenged and engaged in the classroom, but also impressed upon us was the need to look beyond the school gates and to enthusiastically connect with the wider world beyond. The IB emphasised global citizenship, and the School urged us to lead full, energetic lives.

With these ideals etched in my mind, I have tried to make the most of some fantastic opportunities offered during my degree, including a two-year research stint in the UK and involvement in a range of interesting placements in remote and rural Australia, including work in Indigenous health at Fitzroy Crossing (WA), Nhulunbuy (NT) and areas around Katherine (NSW). This past Christmas, I spent time at a children’s Hospital in Tonga, and was able to see some of the serious health issues facing Pacific Islander communities (while also managing some laryng moments under palm trees, gazing at beautiful aquamarine water). Most recently, I have flown to remote Echio Island to assist in the making of a film (sponsored by the Northern Territory Government) that is designed to raise awareness of what life is like – personally and professionally – for a practitioner in the Top End.

Kat is now busy developing her dental surgery and looking after her active puppy. She recently returned from a two-month holiday in Bali and New York and is very excited about an upcoming trip to Europe.

Kat absolutely loved her time at Lauriston and hopes to always maintain a strong affiliation with the Lauriston community.

Kat is kindly offering all Lauriston staff and students, and their friends and families, significant discounts on all dental treatment! For more information, please contact Kat at kat_koksere@hotmail.com.


In 2011, Courtney was awarded the Solvay-Abbott Pharmaceuticals Cystic Fibrosis Travel Scholarship. The scholarship enabled a study tour of international cystic fibrosis (CF) specialist centres and attendance at the 34th European Cystic Fibrosis Conference, held in Hamburg, Germany.

Courtney is a paediatric clinical pharmacist at the Royal Children’s Hospital, Melbourne, with a special interest in CF. The study tour facilitated by her 2011 scholarship was titled ‘Enhanced Pharmacist Care in Cystic Fibrosis’, and its objectives were to ascertain the level of pharmacist involvement at multiple expert CF centres, to define the potential involvement of pharmacists in CF care in this area, and to develop a plan for enhanced pharmacist care in this area.

Courtney spent time at Royal Children’s Hospital and Great Ormond Street Hospital in London, Wythenshawe Hospital in Manchester, Leeds General Infirmary and St James’s University Hospital in Leeds, Belfast City Hospital and the Royal Belfast Hospital for Sick Children, the Johns Hopkins Hospital in Baltimore, and the Hospital for Sick Children (SickKids) in Toronto. Her site visits were illuminating in regard to the potential for development of the role of a dedicated CF pharmacist, and...
COMMUNITY NEWS

Marriages

Fiona Boyer (Varley, 1994)
Fiona married Damien Boyer in February at the Royal Melbourne Golf Club. A number of Fiona’s Lauriston schoolfriends attended the wedding. They included her two bridesmaids, Katrina Gowan (Howie, 1994) and Sophie Loras (1994).

Bianca Earle (2001)
Bianca married Sean Soverby in January at St Peter’s Anglican Church, Brighton. Bianca’s bridesmaids were all Old Lauristoniens; her sister Katherine (Kate) Earle (2003), and her friends Georgina (Georgie) Tabot (2001) and Amanda Sackel (2001). Bianca’s mother, Fiona Earle (Ralston, 1973), is also an Old Lauristonian.

Alice Aickin (2005)
Alice married James Champion in December at Morning Star Estate. Mount Eliza. Alice is planning to begin a PhD in Sociology at Swinburne University, where she currently tutors in Sociology subjects.

Chloe Quinn (2004)
Chloe Quinn is engaged to Campbell Ward. Chloe and Campbell plan to marry in December.

Engagements

Vanessa Murby is engaged to Eva Fejes. Vanessa and Eva plan to marry in August in Canada.

Future Lauristoniens?
If you are expecting a future Lauristonian, please contact our Registrar on 9864 7555 to register your interest in securing a place at Lauriston for your child.

Births

Kirsten Emmerson (Gibson, 1992)
Kirsten and husband Barry welcomed their first-born daughter, Emily Jane (EnuJ), on 3 September 2011.

Rachel Constantopoloulos (1996)
Rachel and husband Daniel Cairnes welcomed their first baby, Stelias Cairnes, on 16 December 2011 at the Royal Women’s Hospital, Melbourne.

Libby Price (Pearce, 1997)
Libby and husband Joel welcomed baby George John Atticus, born 10 August 2011, a brother for Edward Nicholas Augustus (2½ years).

Sophie Lewis (Rogers, 1997)
Sophie and husband Corey welcomed baby George John Athicus, born 10 August 2011, a brother for Edward Nicholas Augustus (2½ years).

Kate Knight (1997)
Kate and husband Nicholas Smithwick welcomed baby Zachary David Halley on 11 August 2011, at Mercy Hospital for Women, Heidelberg.

Caroline Fitzgerald (Pearce, 1999)
Caroline and husband Aaron welcomed their first child, Maggie Esther, on 2 October 2011 at Cabrini Hospital.
Vale

Jean Wilson

(Church, 1932)

Passed away on 13 January 2012.

Jean was born in June 1915. She started in the Elementary class at Lauriston in 1922 and remained at the School until 1932. Her younger sister Elizabeth (Betty) also attended Lauriston (1923-32). Jean was an all-round high achiever. She was a Prefect, and was Captain of the School’s tennis and baseball teams, Senior Sports Champion 1932, and Sports Treasurer 1932.

Joyce Cowan

(Mendes, 1948)

Passed away on 6 October 2011.

Born to John and Dorothy Mendes on 27 August 1930, Joyce attended Lauriston from 1945 to 1951. Joyce took pride in being an Old Lauristonian, and often reminisced about her schooldays, her academic achievements and her sporting prowess as a youngster. Joyce married David Cowan on 6 October 1953. In their retirement years, the couple became active and competitive lawn bowlers, and regular faces at Caulfield Park Bowling Club.

Wendy Anderson

(Wade, 1951)

Passed away on 11 October 2011.

Wendy was born in Perth on 19 February 1934 to Major General Ron Wade and his wife, Molly (Ross). The family moved to Melbourne when Wendy was a young girl, and she attended Lauriston from 1945 to 1951. Wendy was a Probationer, Prefect, leader of the school orchestra and Secretary of the Senior Music Club in 1951. She was awarded House Colours and gained her Leaving Certificate in 1950, with two Matriculation subjects and gained her Leaving Certificate in 1951. She was awarded House Colours and gained her Leaving Certificate in 1950, with two Matriculation subjects and gained her Leaving Certificate in 1951.

Judy Nette

(O’Byen, 1952)

Passed away on 21 January 2012.

A House Captain and Perfect while at Lauriston, Judy was an ‘all-rounder’ who participated in a broad range of activities, including school sports and community service. Judy was an active supporter of Lauriston throughout her life, and she maintained her friendships with her friends from the Class of 1952, returning to the School in 2002 to celebrate her 50-year reunion.

Keeping in touch with Lauriston

If you know of an Old Lauristonian who has recently moved interstate or overseas, please let us know, or better still, put her in contact with us, so that we can update her details in our database and keep in touch. There are some exciting alumni networks being established abroad in 2012.

Class of 1992, 20-year reunion

The Class of 1992 reunion was an evening full of some very funny flashbacks, many laughs and plenty of speedy conversations covering the last twenty years of our lives. The event was well organised by Lauriston and, most importantly, there was a huge turnout, with over fifty girls attending from the 1992 year group. This made the night a great success and one I think everyone genuinely enjoyed. (Jackie Mason (Hoelter))

Class of 1997, 15-year reunion

It was really lovely to see old friends at our 15-year reunion. Between us, we had two daughters, four sons, and one on the way! We enjoyed seeing the amazing new facilities, especially the new library, science centre and 7/8 Centre. It was great seeing familiar places too, and swapping stories and news – bringing back memories of our happy days at Lauriston. (Natasha Frost (Frawley))

1930s and 1940s reunion

Eighteen ladies of the 1930s and 1940s alumni group came together for a wonderful lunch and afternoon reminiscing and reacquainting themselves with familiar faces and a not-so-familiar Lauriston. There was much discussion around how the School’s facilities have evolved over the decades. However, some special things like the Moreton Bay fig tree sparked lively conversation as memories came flooding back.

Our most senior alumni was Joan Pontt (1937) at the ripe old age of 92: ‘The gardens look magnificent! What a wonderful environment for the girls – how much the School has changed!’ (Patricia Turnbull (Bowler, 1945))
Singapore event
On a recent visit to Singapore, Lauriston’s Principal Susan Just (left) and the Director of Marketing and Advancement, Marina Johnson (second left) hosted an informal function for a small group of alumni and future parents.

Susan provided the group with an update on Lauriston, and there was much discussion on the subject of the difference between the Singapore and Australian education systems.

London: UK Alumni Network Reunion
To be held on Thursday 31 May, 6.45-9.00pm.

Please contact Robyn Hudson on 07 83 4837 or robynhudson@gmail.com to confirm your attendance.

Founders’ Day 2012
Founders’ Day was established early in Lauriston’s history and was initially marked by an ‘At Home’ for Old Lauristoniens. 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. Nowadays we have an extensive reunion program to cater for alumni, and Founders’ Day is celebrated by the whole Lauriston community, together as one.

This year, Founders’ Day was marked by a special assembly attended by students in Years 3–12, together with a large contingent of senior Lauriston alumni. The assembly was a true celebration of Lauriston’s rich history, which all present were proud to acknowledge. Students new to the School were welcomed by our 2012 School Captains and presented with a rose on stage. Our Guest of Honour, former student Carmel Benjamin (Jacobi, 1949), AM, spoke with great compassion and insight about the plight of young women with whom she has worked in our prison system.

At the close of the assembly, following the School Song, guests were invited to view a magnificent presentation of photo boards. These showed Lauriston through the decades, evoking for our senior alumni many happy memories. The day, which included morning tea in the Mountain Room, was enjoyed by all and enabled students, staff, and former Lauristoniens, to celebrate together a truly wonderful event, the first on Lauriston’s calendar for 2012.

Lauriston Life to go digital in 2012
Lauriston Life is distributed to more than 6000 families, both locally and internationally. In order to reduce our environmental footprint, we are now offering the Lauriston community the opportunity to receive this magazine via email.

If you would like to receive future issues of Lauriston Life electronically please email our Communications Officer, Katie Garrett, on garrettka@lauriston.vic.edu.au. Alternatively, please visit our website (www.lauriston.vic.edu.au), where you will need to click on ‘Community’, then ‘Reunions and Events’.

Old Lauristoniens on Facebook
One of the easiest ways to keep in touch with the Old Lauristoniens’ Association (OLA) and with the School is through Facebook. Next time you visit Facebook, simply type in Lauriston Girls School (with no apostrophe) or Old Lauristoniens, to bring up the page you’re after, then ‘Like’ that page to ensure that you receive all our latest news.

School Formals 2012
The Hills in Hollywood Look
See our latest collection and learn more about our exclusive dress register at www.hillsinhollywood.com or visit our store located at 968 High Street, Armadale Ph: (03) 9500 0066 E: info@hillsinhollywood.com F: Hills in Hollywood Melbourne
Term 2 Events
Tuesday 17 April – Friday 29 June

Class of 1977 35-Year Reunion
Friday 20 April, 6.30–8.30 pm
Principal’s Morning Tea and School Tour
Tuesday 24 April, 9.30–11.00 am
Discover Howqua Day / Year 8 Picnic
Sunday 29 April, 11.00 am–2.00 pm
Years 5–8 Autumn Concert
Thursday 10 May, 7.30–9.00 pm
Class of 1982 30-Year Reunion
Friday 11 May, 6.30–8.30 pm
Careers Night
Monday 21 May, 7.00–9.00 pm
Principal’s Morning Tea and School Tour
Tuesday 22 May, 9.30–11.00 am
Years 5-8 Musical
Thursday 31 May–Friday 1 June, 7.30–9.00 pm
London: UK Alumni Network Reunion
Thursday 31 May, 6.45–9.00 pm
(see article on page 30 for full details)
Foot of the River Regatta
Sunday 3 June, all-morning event
(see article in this issue of Lauriston Life)
Principal’s Morning Tea and School Tour
Tuesday 19 June, 9.30–11.00 am
Class of 2007 5-Year Reunion
Thursday 21 June, 6.30–8.30 pm

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

Live it. Learn it. Love it.

Advertising in Lauriston Life

Members of the Lauriston community now have the opportunity to advertise in Lauriston Life. If you have a business or service that you would like to promote, consider placing an advertisement in a magazine that goes out to more than 6000 readers – alumni, 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.

For more information on advertising please contact Director of Marketing and Advancement, Marina Johnson, at johnsonma@lauriston.vic.edu.au.