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COVER STORY

26  Passing on Life’s Lessons
Lauriston Life meets Mary-Lou and three generations of Lauriston students
From the Principal

After the opening of Lauriston’s FabLab@School (Fabrication Laboratory) at the end of Term 1, we are now planning orientation activities for our staff, students and parents, and working with Faculties and teachers to determine how the FabLab can be integrated into the curriculum.

We have also been working to establish our research relationship with the Stanford University Graduate School of Education and it has been pleasing for us to begin a conversation with Professor Geoff Brooks, Pro Vice-Chancellor (Future Manufacturing) of Swinburne University of Technology, which we hope will lead to our students having access to Swinburne facilities and staff, and possibly undertaking some joint projects.

Professor Neil Gershenfeld of MIT’s (Massachusetts Institute of Technology) Center for Bits and Atoms believes that fabrication is the new digital revolution. In his article, ‘The Digital Fabrication Revolution’ (Foreign Affairs, 2012), he argues that fabrication draws on the same insights that led to the earlier digitisations of communication and computation, but now what is being programmed is the ‘physical world’, rather than the ‘virtual’ one.

Digital fabrication will allow individuals to design and produce tangible objects on demand, wherever and whenever they need them.

In 1952, MIT researchers wired a digital computer to a milling machine and thus created the first numerically controlled machine tool. Today, numerically controlled machines touch almost every commercial product.

In the 1980s computer-controlled fabrication processes that added, rather than removed, material came onto the market. Thanks to 3D printing, a bearing and an axle could be built on the same machine at the same time. Today, businesses use 3D printers to model products before producing them and companies rely on this technology to make objects with complex shapes. We would all be aware that researchers are using 3D printers to build structures out of cells to print living organs.

While the 1950s saw the arrival of large-frame computers which were only accessible to governments and large corporations, in the 1960s microcomputers were developed, and while not affordable for the general public, researchers used these to develop applications for what we do now on our computers, such as writing and sending emails, using a word processor and listening to music.

It is clear that we learn from previous generations, and their work lives on through the continued improvement of technologies that they initially developed.

Professor Gershenfeld believes that the real strength of fabrication laboratories is a social one. Innovative people who drive a knowledge economy share a common trait: they are not good at following rules. To be able to invent, people need to question assumptions, in an environment where it is safe to do so. Professor Gershenfeld believes that innovators, working in fabrication laboratories around the world, will be able to share their work and thus we will harness a larger segment of the world’s ‘brainpower’.
Companies such as Google and Apple may well have a similar viewpoint regarding the social nature of innovation. Both rely on a culture of innovation and action research in order to continue moving ahead. Such companies want to employ individuals who can work collaboratively, think creatively and question long-held assumptions.

Ben Potter’s *Australian Financial Review* article ‘3D House Printing: a pointer to the future’ (*Australian Financial Review*, 28 April 2014) highlights that in countries such as Sweden, Singapore and Canada considerably more funding is given to Research and Development. There is a strong focus on STEM (Science, Technology, Engineering and Mathematics). The report highlights that Australia produces 16% of graduate students in STEM-related disciplines, in comparison to 52% of graduate students in Singapore. The USA estimates that 60% of jobs will require these skills by 2020.

The establishment of a FabLab@School at Lauriston acknowledges the thinking and innovation of previous generations and demonstrates the importance of looking forward. Our students are part of a new generation and our role is to provide them with the facilities and resources to innovate, create and question. For the generations to come, it is important to enable our students to be inspired and to pursue a broad range of careers, including those which are STEM related.

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**Principal**

Susan Just

(above): Dr Misty Jenkins, 2013 L’Oreal Science Fellow, The Hon. Martin Dixon, State Minister for Education (Victoria) and Principal Susan Just celebrate the Opening of Lauriston’s FabLab@School with the 2014 School Captains, Samantha and Ellen. Thursday 3 April 2014.
STUDENT ACHIEVEMENTS

Lauriston’s high achievers

Lauriston girls have a variety of talents and here are just a few who have recently excelled in their field.

Olivia Brown (11) was the Victorian winner of the 2014 Simpson Prize. Her essay answered the question ‘How well does the ANZAC legend tell the story of individual Australian soldiers during World War One?’ to a standard that was deemed the best in the state. She and seven other winners were invited on a two-day trip to Canberra, and then on a 12-day trip to Turkey and the Gallipoli Peninsula. Olivia had the honour of reading aloud at the Dawn Service. This was a wonderful opportunity for Olivia to gain a deeper understanding of the significance of Gallipoli and to share her experience with her peers upon her return.

Congratulations to the Senior Indoor Cricket team for winning the Girls Sport Victoria (GSV) 2014 Premiership. The girls dominated throughout the game and won convincingly with a score of 149 to Siena College’s 83. The girls were very focused and determined to perform at their best and all played exceptionally well.

Earlier this year, Chloe Di Gemma (7) represented Victoria in her first Hollins Trophy competition. This is Australia’s largest interstate figure-skating competition using the international judging system. Chloe delivered an impressive skate with very positive marks for her lutz-axel sequence, flip, spin combination and broken leg sit spin. She achieved third place – the only Victorian skater to achieve a podium finish.

(left): Olivia receiving the Simpson Prize from Christopher Pyne MP; (above): Chloe after competition holding her trophy.
Phoebe Barratt (7) has won the Year 7 Poetry Recitation Competition. All Year 7s were required to recite a poem from memory to their class, and the finalists had to recite their poem to the rest of the year level. Well done to Phoebe and also to the runners up Bridie Noonan and Reesa Navani.

Cassandra Rozental (7) has been training in gymnastics since she was four years old and has this year qualified for the International Development Program (Level 8). She trains 32 hours a week and has an extensive history in competitive gymnastics. This year, for the second year in a row, Cassandra will represent Victoria as part of the state team competing at the Australian Gymnastics Championships.

Romy Walker (6) has been selected to be a member of the 2014 School Sport Victoria State Swimming Team for the second consecutive year. She will represent both Lauriston and Victoria at the School Sport Australia National Swimming Championships later this year. This is a great achievement and we wish Romy all the best in the competition.

(above): Romy holding her winning medals.
(right): Romy representing Lauriston in the pool.
(left): Cassandra competing on the uneven bars.
(above right): Senior Indoor Cricket Team.
Lauriston students working in a classroom in 1964.

The 2014 School Co-Captains working in the FabLab.

Students show what they made in craft class in 1964.
Generations of change in schools – moving into the 21st century

Change over time is inevitable but for those of us who sat at a wooden desk using an ink-dip pen in primary school, the changes in schools and schooling have been exponential.

But how have these changes really affected teaching and learning over the last three generations from the 1960s into the 21st century? What does this new teaching and learning look like at a leading school like Lauriston?

In general terms Australia’s expectations of universal education have increased: retention rates to Year 12, university and higher education attendance rates as well as the expectation that women and girls will receive equality of educational and employment outcomes are all wonderful advances. In fact, the latter is one of the very reasons that Lauriston Girls’ School was founded in 1901!

More recently, we have witnessed the rise of the ‘information revolution’ – an explosion of knowledge and data, as well as the invention of new ways of storing, accessing and sharing this knowledge, like the internet. No one can any longer expect to ‘know’ everything in a particular field: the body of knowledge in all disciplines, and our ability to access it quickly and easily, is amazingly complex and educators have had to adapt to meet not only the challenges, but the wonderful new opportunities presented.

Teaching and learning have had to evolve to accommodate these dramatic changes – we have moved from learning things ‘by heart’, or rote learning, to learning how to access the knowledge we need, when we need it.

Traditional barriers between subjects or knowledge areas are also disappearing as we venture into new learning which links thinking and technology. At Lauriston this is supported through innovations including our new FabLab@School. We now talk about ‘subjects’ like STEAM – Science, Technology, Engineering, Art and Maths – with students in Year 10 studying this new subject.

Lauriston teachers have become expert in teaching thinking as well as in teaching their subject content. For example, while learning English is still about reading and writing, it is also about understanding the ways in which writers seek to influence and persuade through both language and visual media. Our students need to be critical of all sources of information to enable them to evaluate their worth.

In addition, advances in brain research have shown teachers how to cater for different learning styles and different paces of student learning. We now have an emphasis on collaborative learning using teams and groups, as well as experiential learning, where problems are posed and solved using a wide range of resources.

Teaching using Information and Communications Technology (ICT), as well as the physical classroom environments of the Year 7/8 Centre, for example, cater for these new approaches.

One thing, however, has not changed over the generations: current research also shows that the most successful learning takes place when relationships of caring and trust are established between teachers and students. Lauriston girls achieve fabulous results because their teachers care passionately about them and their learning.

NENE MACWHIRTER
Deputy Principal / Head of Senior School
A deeper bond

Howqua continues to come of age, having celebrated its 20th anniversary last year, which was a significant milestone for the program and the School.

From four Houses, a multi-purpose dining hall and a multi-purpose classroom area, the campus has evolved significantly, both physically and philosophically. With this longevity, we have now seen a number of sisters undertake the Howqua program and for each sister, the experience, as expected, has been different.

Every student approaches the program differently, with wide and varied expectations and experiences prior that have some bearing on their time here. With sisters it is often somewhat more complex or challenging. Where one sibling may enjoy some aspects of the program, another may find these same aspects the most difficult or frustrating. An older sister can often build up a picture of what Howqua was like for her and relay this to her younger sister, only for the younger sister to find her own experience to be vastly different, and this can be perplexing.

Stories often gain almost mythical proportions and memories of positive experiences will definitely outweigh any negative or challenging moments that the older sister experienced. Having completed the program for their year, it is usually feelings and memories of accomplishment or success that are passed on to siblings.

What is generally not passed on is all of the tremendous challenges in the academic, pastoral, outdoor and fitness programs, the overall tiredness the girls often feel and the occasional sad moments. This is not unusual.

All of us often file memories like these away to help us undertake challenges in the future, to bolster us in times of adversity and to encourage us intrinsically when we come across a seemingly insurmountable obstacle in our path. It is not something that we generally share with others. We usually share our funny or more memorable anecdotes, often ones that we have learned from, but that does not always mean that the recipient will understand the message that they are receiving.

For sisters, each of them will come to Howqua with their own strengths and weaknesses, their own personalities, their own character traits and their own preconceptions. Each sister will face wide and varied challenges; they will not always find these easy, nor will they always be happy. They will, however, undertake an experience like no other.

They will have experienced something unique that they can share with each other in the years to come. These feelings of elation and success often provide a focal point, a commonality that the girls can share in years to come that further cements the bond of sisterhood.

SAM RIDLEY
Assistant Principal, Howqua
Back in 2001, Marc Prensky wrote a paper using the terms ‘Digital Native’ and ‘Digital Immigrant’. These terms describe the generational divide between those born into the world of technology – using it from an early age – and those born before the digital age who adopted technology to some extent later in life.

These terms have in themselves caused some discussion about who is actually ‘native’ to the technological world and who is an ‘immigrant’, but the concept does provide educators with a particular lens through which to view how we are leading the learning in which our students are engaged.

As educators of young people ‘born digital’, no longer can we think that online life and offline life are two seemingly different worlds, because to our students, increasingly the two worlds are one and the same. What is apparent now is that the fluidity of online life as it crosses home life to school life is something that educators need to be familiar with. This understanding will help support young people as they navigate their digital world.

With the influx of technology as a tool in the classroom and – in particular – the internet (online world), school programs have, during the past few decades, emphasised issues such as cyberbullying and staying safe online within their curriculum.

This has been in response to the need to protect and educate our children online, ensuring their safety in a digital environment. This cautionary approach has not always been understood by early-career educators, many of whom could themselves be considered digital natives. To them, awareness of the perils of online engagement is obviously important but so too is an awareness of how to manage and protect digital footprints in an increasingly integrated online and offline world.

In the literature, recent commentary on digital life and education including work by David Finkelhor from the University of New Hampshire (Journal of Child Psychology and Psychiatry, 2014) suggests that perhaps we are being overly alarmist by just focusing on one aspect – such as cyber safety and our fears of predators and cyberbullying – in school programs.

This is not to say that these important aspects should not form part of online education programs. Rather, this view suggests that children are better prepared to encounter and deal with these issues if they are taught to view their online presence holistically as part of a balanced program.

At Lauriston we approach our digital education program by helping our students to develop an appreciation of digital citizenship. Our program provides a strong emphasis on values and ethical components and how they apply online. We provide learning opportunities for our students to develop skills as ethical thinkers enabling them to become responsible, resilient digital citizens who know to operate online safely and productively.

Crucial to this is that students are empowered to use the same good judgement online that they use in their offline lives. Lauriston girls are taught to transfer their offline values online as they navigate the digital world. As such, our aim is for our girls to be able to name, recognise and use the explicit skills associated with good digital citizenship.

The Generation Safe – iKeepSafe organisation defines success for Digital Citizenship as: achieving digital security; balancing digital usage; building a positive reputation; maintaining healthy and safe relationships; practising ethical usage; and protecting personal information.

It is not about what tools of technology we use but how we use the tools.

JOSEPHINE QUINLAN
Head of Junior School
Sharing stories from the past

For a week in May the Kindergarten opens its door to all Grandparents and Special Friends. With delight the children show their visitors all the different activities they like to do and the special places they like to play.

There are introductions to friends to be made as well as visiting other parts of the school for music and gym classes. Our wonderful Class Representatives organise a delicious morning tea which the visitors very much enjoy.

Some of our visiting grandmothers had attended Lauriston themselves and remembered the experience with affection: ‘The great memories are your friends and of course the sport,’ says Lee Herbert (Grandmother to Ethan), ‘I was a horse rider and we had an equestrian team that competed in shows and did quite well. It was quite strict back then, hats, gloves, blazers and skirts below the knee and [we were] certainly not allowed to go out for coffee at lunchtime.’

Becoming a grandparent presents an exciting opportunity to grow and change, and to experience a very special relationship. There is the sheer pleasure of spending time with grandchildren without the constraints of a timetable or the responsibilities of a parent. For grandparents it offers a link to a whole new world and the opportunity to stay in touch with a new generation.

Relationships beyond the immediate family make a positive contribution to a child’s emotional development and emerging sense of self. A child can feel an extra level of care and support from someone who has time just for them, someone who can be their confidante and friend.

Grandparents can share the stories of the past, continue family traditions and tell tales from their own childhood. As stories of the past are shared and passed on children gain a positive image of ageing and of their place within the family. These stories are part of family identity. Grandparents may not realise the influence they have over their grandchildren until they hear them repeat something said earlier!

You have to get the lumps off the trees because if it’s a lemon tree and you don’t get the lumps off, mozzies come out of the lumps and eat the lemon tree. My granny told me that. She tells me lots of stuff.

—Lachlan (4 years old)

Many grandparents thrill at the opportunity to share time with their grandchildren, reading stories, playing games and sharing mutual interests. Grandparents can be the one the child turns to in times of stress; they can also serve as an emotional sounding board when an important decision has to be made.

I like playing with GG and I love her. And she has mints in her car.

—Henry (5 years old)

As relationships with grandparents blossom, the child’s life is enriched by the widening circle of caring adults who will continue to be present in their lives.

ROBYN AMBLER AND FIONA IRELAND
Directors of Kindergarten
Much of the learning in schools is generational. We often don’t recognise or value the significance of corporate memory or – in learning terminology – corporate wisdom. In workforce planning for schools there are some fundamental principles that need to be followed. These principles include:

• ensuring that teacher recruitment practices focus on the need to have a staff profile that reflects broad background and heritage, a spread of age and experience, and of course a reasonable gender balance
• ensuring that teachers are retained for optimal periods of time so they are able to maximise their contribution to the school
• ensuring that, when teachers leave, their imprint is not lost and that there is more than anecdotal evidence of their contribution.

There are lots of positive ways to ensure that generational contributions are preserved. Lauriston has a number of those processes in place but we always need to be vigilant to ensure that valuable intellectual property is preserved.

In relatively recent times we have moved to an IT cloud-based system to record our curriculum and to progressively modify it as we find better ways to manage knowledge. We use a template form of curriculum mapping which stores our material in a way that can be accessed at any time from anywhere in the world.

The good thing about curriculum mapping is that revision of curriculum is a much more manageable task and that great ideas can be preserved. Many schools have learned very hard lessons from unexpected staff departures or even more significantly from having paper files destroyed by fire.

The other ways of preserving generational learning are less tangible but just as important. Key preservation techniques which come to mind include the capacity for experienced teachers to share their wisdom. In many schools this takes the form of mentoring and coaching, and sometimes counselling.

At Lauriston we try to make use of mentoring in particular by linking new teachers with experienced staff so they are able to learn from each other. We often hear more experienced staff remark that they have picked up new ideas and new thinking from more recently trained teachers. Conversely, newer teachers often remark that they have been saved from making errors because of sage advice from more experienced colleagues.

Mentoring suggests a particular type of relationship where the experience and expertise of an (often) older colleague is acknowledged and specific directional guidance takes place. The nature of those collegiate conversations has immediate benefits for the less experienced staff member and pitfalls are often avoided.

Coaching, on the other hand, takes a different approach. Effective cognitive coaching requires the coach to listen carefully to the person being coached and provide opportunities for them to resolve their own issues. The techniques are often less directional but effective and the outcome becomes part of the repertoire for the person being coached.

**So how is all of this generational?**

The big danger in teaching is that, without warning, people leave and whatever is in their head goes with them. The trick is to make sure their generational contribution to Lauriston is preserved.

**NICK THORNTON**
Director, Lauriston Institute
Experimenting with Mother Nature

The students in Year 6 participated in an interactive incursion delivered by the CSIRO. The girls learned planet Earth is a dynamic place. The layers of the Earth itself and its atmosphere are subject to continuous movement and therefore forces. Movements in the Earth’s crust trigger events such as volcanic eruptions, earthquakes and tsunamis.

There were many ‘hands on’ activities linked to the Earth’s structure, plate tectonics, geology and the atmosphere. There was a lot of discussion, observation, prediction, learning and excitement in the Montrose Science room. We were very fortunate to have a presenter who was so enthusiastic and passionate about science.

Madeline (6) said about the incursion, ‘I learned about viscosity and how it is associated with volcanoes. I can now measure the density of obsidian, pumice and basalt. Lucas, our presenter, was very knowledgeable. I even made a mini hurricane!’

The incursion complemented the Year 6 Science and Inquiry curriculum.

Lollies and Economics

Year 10 Economics students held a Lolly Market in Term 2 to help study business planning and management. Their activities involved planning a stall, making decisions around advertising, branding and product development, and then applying economic principles to pricing structures.

The class split into groups, with each group beginning the exercise with the same amount of product. The challenge for each group was to differentiate their team from the others with the ultimate aim of seeing which team could make the most profit.

If ever there was a class exercise where everyone benefited, this was it! Student (and staff) market patrons were treated to raffle prizes, a chocolate fountain, a ‘golden ticket’ promotion and a fairy floss machine. One group even offered a free apple with every purchase. Very enterprising indeed.

The girls tracked their spending and after the market they wrote up their profit and loss statements. The activity gave the girls the opportunity to put economic principles into practice in a fun and interactive way.
MONA in a day

On a cold but sunny morning in late May, VCE and IB Art students met at the school gates to embark on a one-day excursion to the Museum of Old and New Art (MONA) in Hobart, Tasmania.

After flying over the Tasman Sea, the girls, accompanied by Lauriston Art teachers David Morrison and Kate Murray, arrived in Hobart and took a bus to Salamanca Market. The girls had the opportunity to explore the market on their own before boarding the ferry to visit MONA.

On arrival, the girls made their way through the museum in small groups and were able to see many different forms of art, including the building itself which is considered an architectural wonder. Each girl had her own iPod touch (an ‘O’ in MONA-speak) which helped them navigate the gallery and record whether they ‘loved or hated’ individual pieces of work.

The visit to MONA inspired the girls to create their own contemporary art pieces while in Hobart. Not every piece of MONA art rated a ‘love’ but the experience enabled the girls to learn more about different forms of art. Whether they considered pieces bewildering or confrontational, it was well worth the visit.
Preps use iPads for numeracy

Prep girls have been consolidating their understanding of numbers from one to ten by creating an iBook using iPads. Each girl worked collaboratively with a partner to use two apps – Scribble Press and Book Creator.

Using Scribble Press, Preps drew pictures of numbers and then took screenshots of them. They then inserted each image onto a page in Book Creator and also inserted both an audio and video file on each page to demonstrate their counting skills.

By using technology to enhance learning, the Prep girls build upon their digital creative skills as well as their counting skills. It’s also lots of fun to engage with the final product.
Good neighbours become good friends

Lucy Clapham, Coordinator of Pastoral Care, and Ashley Sheldrick, teacher and Coordinator of the Fitness Program, are not just colleagues: they’re next-door neighbours.

Working and living together at Howqua is a rewarding experience for Lucy and Ash, who turn to each other for professional support as well as friendship.

Lucy began teaching Health and Fit4Life at Howqua in 2011 and was also a House tutor. She was looking for a job that she could be passionate and excited about and Howqua ticked all the boxes. In 2014, Lucy became the Coordinator of Pastoral Care at Howqua.

‘There are lots of times at work where you might be hiking in the high country, watching a sunset or laughing with a group of girls and you stop and think… wow, this is my job,’ says Lucy.

Ash began at Howqua in 2010 as an Assistant. In 2011, he gained a teaching role and since then has been teaching a variety of subjects including Physical Education, Outdoor Studies and Humanities.

Together Lucy and Ash have coordinated the fitness program, worked closely to implement the pastoral care program and co-led various outdoor program trips. As well as this, they are also next-door neighbours.

Like all Howqua staff, their friendship extends far beyond the 8 am–4 pm Monday-to-Friday timeslot. Both agree that the most rewarding thing about their job is witnessing the girls’ progress through their Howqua year. For Ash, seeing how far the girls have come at the end of the year and knowing all the tremendous effort they’ve put in is one of the many highlights of working at Howqua.

For Lucy, another fulfilling aspect of Howqua is getting to know the girls and staff and form meaningful relationships with them.

Both believe that the nature of the Howqua program helps foster positive two-way relationships with students that extend outside the classroom.

‘We see the girls on their good days as well as their bad ... and they also see ours,’ says Ash.

However, living and working at Howqua is not without its unique challenges.

‘Switching off at home can be difficult because you are so close geographically to work and often your colleagues are the people you are socialising with; it’s easy to just talk about work,’ says Lucy.

It’s important for both Lucy and Ash to have some non-teaching time set aside in order to keep fresh physically, mentally and emotionally. This helps them be their best ‘selves’ for their students.

To help take their minds off work, Ash takes advantage of living so close to Mount Buller and hits the slopes as often as possible during the winter months. Lucy likes to make the most of her quiet time by planning her next trip somewhere, reading and looking into upcycling crafts.

For Lucy and Ash, living in a beautiful natural environment and being immersed in a close-knit, supportive and positive residential environment are just some of the many reasons why they find working at Howqua a privilege.

FRANCES NOLAN
Communications Officer
Good neighbours become good friends.
‘The Scottish Play’ comes to Lauriston

The Senior School Play Macbeth captivated audiences across two nights in May with an enthralling reworking of this classic Shakespearean tale.

Lauriston’s modernised interpretation of Macbeth was staged in a very familiar corporate world with the classic characters taking on contemporary personas. Witches became office assistants, Macbeth presented as an ambitious corporate high-flyer and the Royal seat was transformed into a large multinational company, Heath Industries.

The set design was particularly impressive, incorporating the use of integrated multimedia and excellent sound production that dramatised and accentuated the onstage action. Each multimedia screen was operated by students, and the visuals were also created by the girls.

The performances on the night had audiences captivated as the girls recited the immortal and familiar lines of Shakespeare with a modern flair. Once again the Drama Department, students and staff, and parent helpers created magic onstage.
Mary-Lou Philip (Doggett, 1949) always welcomes the opportunity to return to Lauriston. Today’s visit is an extra special family affair as she tours the school with her sister, Brenda Upjohn (Doggett, 1952) and her daughter, Kate Philip (1976). Also along for the trip down memory lane is Anna Philip (2014), Mary-Lou’s granddaughter and a current Lauriston Year 12 student.

Over the years Mary-Lou has returned to Lauriston for events such as Founders’ Day, the ANZAC Day Assembly and many Senior Old Girls’ Lunches. Today, Lauriston Life has invited Mary-Lou back once more to tour the school with her family – together they make up three generations of Lauriston students.

There’s lots of fun as we take photos; it’s clear that this is a close family with many shared memories – Lauriston being just one of them.

Mary-Lou’s family connection with Lauriston began with her late mother, Lucie Doggett (Williams), who graduated in 1918.

At Lauriston, Mary-Lou was a member of several sport teams. She strongly believes that field sport can be the training ground for the discipline necessary to develop an all-round strong character in adult life.

Mary-Lou competed for Lauriston in hockey, tennis and swimming teams. She made her mark at Lauriston and it’s clear that this was reciprocated; Mary-Lou’s experiences on the field and in the pool led her to pursue a career in sports teaching.

When Mary-Lou attended Lauriston, the hockey field ran from the Lauriston gates on Huntingtower Road down to the tennis courts boarding Mercer Road.

It was on this field that Mary-Lou created some of her fondest Lauriston memories.

As we make our way across Lauriston’s current playing field it’s a little awe-inspiring to see three Lauriston generations interacting with each other, teasing and sharing memories. Sport is a common theme and it’s a delight to hear tales of old wins and to see that some losses and near misses still sting, even after the passage of time.

Sport has connected and bonded Mary-Lou with her grandchildren and it’s clear that Mary-Lou’s love of the outdoors has found new life in her granddaughter, Anna, who is an enthusiastic and dedicated sailor. Mary-Lou notes that the favour has been somewhat repaid, with her grandchildren teaching her how to text message!

‘Team spirit is something that lives with you for the rest of your life,’ says Mary-Lou as we walk across the playing field. ‘If you do happen to captain a team, it also teaches you leadership skills that you can carry on with you’.

Mary-Lou, or ‘Doggy’ as her friends called her, remembers her past Sports Mistresses, Ms Begnell and Mrs Shepherd, continually encouraging her to pursue her passion for sport. This sentiment has stayed with Mary-Lou to this day.

Her teachers taught Mary-Lou the importance of good sportsmanship and she learnt to value determination, perseverance and teamwork.

‘Sport is not only good physically, but helps build self-confidence and develops your cooperation skills,’ says Mary-Lou.

After graduating from Lauriston, Mary-Lou wanted to make the same impact that Ms Begnell had had on her and become a Physical Education teacher.
‘I wanted to help young people gain the same benefit out of sport that I did, which is why I decided to teach PE.’

In her final year of school, Mary-Lou completed her ‘matric’ (short for Matriculation, the equivalent of the VCE) which was a prerequisite for entry to university. Mary-Lou gained entry to The University of Melbourne where she studied PE. Her first teaching placement was at Strathcona Baptist Girls’ Grammar School.

‘I wanted to instil similar values and characteristics in the younger generations that I gained from playing sport; after all, a healthy body is a healthy mind!’ says Mary-Lou. ‘Sport has also helped with my relationships with people, especially when it comes to cooperation and the idea of fair play. And I’ve tried to always encourage people to play sport, even with my grandchildren.’

Passion for sport and health runs in the family. Mary-Lou’s daughter, Kate, is a highly qualified nurse and currently works as a Critical Care Liaison Nurse Specialist at Peninsula Health. Anna hopes to study Physiotherapy after Year 12. Brenda keeps active by teaching Year 10s ballroom dancing, and likes to play the occasional game of golf and tennis with her sister.

Mary-Lou has spent many of her adult years as a Physical Education teacher, while also teaching swimming for more than 30 years. During this time, she has become a mother and a grandmother, passing on the values she learned in her time at Lauriston: engagement in life and courage.

FRANCES NOLAN
Communications Officer
LPA Golf Day scores a hole in one
The Lauriston Parents’ Association’s annual Golf Day was a great opportunity for people across the Lauriston community to play some golf and get to know one another better.

On Tuesday 20 May, a group of parents and guests enjoyed 18 holes of Ambrose, a beginners’ golf clinic, and a buffet lunch at the beautiful Woodlands Golf Course. The weather was kind and conditions were perfect for a fun day of serious (and less serious) rounds of golf.

Taking out first prize in the Ambrose competition were Lauriston parents Alex Krohn, Rob Hinton, Lang Nicholls and Andrew Hayne. Their prize included a round of golf for four at Woodlands, which was kindly donated by the golf course.

Winter’s Day: Lauriston ‘Greenies’ galvanise the school
‘Winter’s Day’ was held in late May and was the result of an initiative developed by the Lauriston Environmental Group, ‘The Greenies’. Their idea was to raise the School community’s awareness of just how much energy is used to keep us warm.

After gathering support from across the school, all heating systems were switched off for the day in an effort to show how much energy we use each day for the basic luxury of warmth.

The day was a huge success with everyone – students, teachers and administration staff lending their support. Staff wore beanies and coats – some brought blankets to work and everyone was very interested to see how cold it would get.

To help us through, the Greenies sold hot chocolate at lunchtime and raised more than $150 for future energy-saving causes. Although the day was reasonably mild for this time of year, it is estimated that 13,000 MJ of gas and 1600 kWh of electricity was saved.
Foot of the River

Dressed in colourful and creative costumes, Lauriston and Loreto teams took to the river on 1 June for a fun day of rowing.

The Foot of the River Regatta is an annual event that aims to promote the benefits of rowing to all ages and provide exposure to rowing for novices. It is an opportunity for schools to connect with each other outside.

All rowers involved had trained hard for the event, and not even the dreary weather could turn away the eager participants.

Thank you to all parents, staff, coaches and students from Lauriston and Loreto for all their wonderful organisation skills in putting this annual event together. Lauriston’s staff crews enjoyed the camaraderie and can’t wait to jump on the river again next year.

(right, below): Lauriston’s teams – bound for glory.
The Oxford Dictionary defines legacy as ‘something left or handed down by a predecessor’. Current Lauriston students and families are the recipients of the legacy of prior generations of Lauriston families. Through fundraising and friendship-raising, our School has remained a vibrant community during its 110-year history. Alongside this, generations of families are passing on the Lauriston tradition to their children and grandchildren, and we celebrate this special legacy.

My sister and I were the second generation from my family to attend Lauriston. Our mother is an alumna and has continued to give back, sitting on the OLA Committee and School Council for more than ten years. There are many, many more families with generations of Lauriston alumni, including multiple students from the same generation. These families help to maintain the Lauriston tradition, together with new families joining the School community.

We are fortunate on the OLA Committee to have representatives from different generations of Lauriston students, with graduates from the Class of 1965 to the Class of 2006. We welcome all alumni to join the generations who have contributed to the OLA, by joining the Committee. All positions on the Committee will need new faces to fill the roles this year and in future years. These include President, Vice President, Secretary and general committee positions. Help continue the legacy of your Lauriston education for future generations. Take the first step and reach out - prudybarker@gmail.com.

PRUDY BARKER
OLA President
Births

Zac Wilson Emmerson
born 5 April 2014

• Parents Kirsten (Gibson, 1992) and Barry Emmerson
• Sister Emily Emmerson born 3 September 2011

Sloane Sanghvi
born 22 December 2013

• Parents Sonali (Stella, 2001) and Kristian Sanghvi
• Aunty Gitika Sanghvi (2001) and Cousin Kaeleb Sanghvi (Kindergarten)

Picture taken by Old Lauristonian Danielle Landes (2001)

Sierra Charlotte Allan
born 13 December 2013

• Parents Catherine Louise Allan (Derham, 1996) and Nicholas Allan

Vale

Lauriston Girls’ School would like to extend condolences to the family of alumna Camilla Thompson (2001), who passed away recently.
Old Lauristonians

Robin Mustow (1957)

Robin Mustow has had a deep connection to Lauriston her whole life. Her mother, her aunty and her cousins have all attended Lauriston. In 1917 her grandfather built the house in which she grew up – now known as Kindergarten’s Michael House. Sophie, Robin’s granddaughter, started in Lauriston’s Kindergarten and is now in Year 4, and she has been able to enjoy the space where her grandmother spent her days as a child.

Growing up next door to the school had its advantages. Robin was able to go home for lunch and travel to and from school by simply racing down her back garden and entering the school through her back gate.

Robin enjoyed her lessons and remembers teachers dictating lessons and writing up notes on the blackboard (very different from a typical class at Lauriston today!).

Robin graduated from Lauriston in 1957 and went on to study Social Work and Arts at The University of Melbourne. After working in this field for two years she travelled and worked overseas in London. After getting married and having children, Robin decided to return to study and completed a Law degree at Monash University. She then spent 14 years working as a solicitor and is now retired.

In her spare time Robin likes catching up with her family and loves to travel to different parts of Australia with her husband.

Amanda Summons (2008)

Amanda Summons describes herself as a ‘fourth-generation Lauriston girl’. Her great-grandmother was the first of the family to attend Lauriston and the tradition then continued on through her grandmother, aunty and sisters. Amanda says her Nana checked to make sure she was put into Irving House when she started in Year 10!

Amanda recalls stories that her grandmother told her about her days at Lauriston during WWII. She described to Amanda the trenches that surrounded the school and how she even climbed on the roof of the school once.

Amanda studied Arts at Monash University after completing Year 12 where she received the Arts Scholarship. She continued on with an Honours degree in English, writing a thesis on print culture with a particular focus on book covers, using the 187 international Harry Potter book covers as case studies.

Since graduating from Monash, Amanda has been working at EMBLAZE, a graphic design studio that produces, among other things, yearbooks (including The Lauristorian, Lauriston’s much-loved yearbook). She is also a freelance photographer and has worked for the Melbourne Writers Festival, and Melbourne magazines Time Out Melbourne and in Brief.
Old Lauristonians


Emily Jordan-Baird describes her Biology teacher, Ms Stevenson, as ‘infectiously enthusiastic’ when teaching Science – which is one of the reasons why Emily went on to undertake Science at a tertiary level.

After finishing Year 12, Emily completed a double degree in Law and Science (Psychology) and has since worked in several different areas of law. This has included being a research assistant for a constitutional barrister, undertaking an internship with the Commonwealth Director of Public Prosecutions, a clerkship with a mid-tier commercial firm and paralegal work for Connex Melbourne.

Her two younger sisters, Clara (2006) and Alice (2011), also attended Lauriston. This gave her an excuse to return to Lauriston for various events including catch-ups with her teachers to see how the school was changing and – in particular – witnessing the construction of the Lilian Bayly Year 7/8 Centre.

Emily is currently legal counsel for the Australasian head office of Transdev, a global public transport operator. In her spare time she enjoys running – something that’s continued on from her time at Howqua!

Deborah Bird (Spain, 1966)

Deborah (Deb) Bird believes ‘the choice of path forward after leaving school should be one you enjoy’, and she followed this philosophy after graduating.

Deb’s connection to Lauriston began with her mother and three aunts, all of whom attended the school. She stayed at Lauriston until Year 8, when her family moved to Harkaway.

Riding horses, enjoying farm life and reading were the ways she spent her time in the country.

Her most vivid memory of Lauriston is of her experience in the gymnasium, where she and all her classmates would leap over the vaulting horses and climb the ropes. She says that this experience was a great confidence builder.

The music and arts building, named the White House, was one of her favourite places on campus.

After graduating, Deb studied at Holmes Commercial College. She then worked for the Medical Faculty at Monash University before setting off on a European ‘trip of a lifetime’ with some of her friends.

In her spare time, Deb still loves to read and ride her horse. She also loves working part-time as a Medical Secretary. Her lifelong connection to Lauriston continues through her two grandchildren, Sophie in Prep, and Penny enrolled to commence in 2016.
COMMUNITY NEWS

Reunions and events

OLA Honour Board Opening and Bench Commissioning, Tuesday 18 March

(above): Class of 1973 – Barb Hurley (Smibert), Sally-Anne McKenzie (Haisman), Sally Rodd, Alison Minotti (Moss), Judy Rex (Barrett), Fiona Earle (Ralston), Barb Inglis, Bianca Korn (Hadley), Georgine Muir, Sarah Bernard (Aberdeen), Edwina Winter (Mollison).

OLA Playgroup, Thursday 3 April

2009 5-year Reunion, Friday 14 March

(below): Louise Bensz, Marissa Schulze, Bec Hibbard, Sarah Cathcart and Steph Sandford.

(above): Eliza Edmond, Bec Garrett, Jillian Scott (Past Teacher), Brittany Heron and Amelia Moulis.

(right): Class photo.

ANZAC Assembly, Thursday 24 April

(left): Bec Marshall (Alumni Relations Manager), Diana Brearley (Sharpe, 1953), Janet Carden (Webb, 1953), Wendy Coghill (Foote, 1949), Mary-Lou Philip (Doggett, 1949), Elizabeth Howcroft (Bradley, 1954), Nene Macwhirter (Deputy Principal/Head of Senior School).
2004 10-year Reunion, Friday 9 May

(below): Talia Wachtel, Kate Fitz-Gibbon, Amanda Cavanough, Kate Collinson.

(right): Chloe Quinn, Alexandra Winter, Victoria Gabriel.

Future Lauristonians?

If you are expecting a future Lauristonian, please contact our Registrar, Donna Galloway, on (03) 9864 7544, to register your interest in a place at Lauriston.
When Margaret and Lilian Irving adopted a new crest for their school in 1915, they chose a pentagon enclosing the intertwined letters LGS.

The five-sided figure was chosen to represent the five Irving sisters, and the bond between them. Although the Irvings’ siblings were well past school age when Lauriston was founded in 1901, they provided a constant stream of nieces (and at least one nephew) to boost enrolments during the next couple of decades.

The Kirkhope family, too, could be relied upon to provide generations of students to the school. All seven of the Kirkhope girls attended Lauriston, including, from 1903, Elizabeth Kirkhope, who was to succeed the Irving sisters as Headmistress in 1933.

Although Irving and Kirkhope family connections were clearly important in supporting enrolments in the early years, the school soon began to generate loyalties among its own former pupils, and it was not long before the foundation students were enrolling their own children.

The first of the second generation Lauristonians was young Patricia Austin. The daughter of Jean Tuthill, who attended Lauriston from 1903-1905, Patricia started in Elementary in 1918. She was followed, in 1920, by Gerard Alderton, son of Belle White (LGS 1902-1909), who attended Lauriston for Kindergarten.

Gerard in turn enrolled his daughters Jill and Belinda in the 1950s, illustrating the curious fact that, despite being a girls’ school, inter-generational attendance at Lauriston can be traced through both the male and the female side.

JENNY BARS
Archivist

(above): Each year during the 1950s, an official photo was taken of the girls whose mothers or grandmothers had attended Lauriston. This photo, taken in 1955, includes Jill Alderton, who was the granddaughter of Old Lauristonians Verna Wright (1908) and Belle White (1909).

(above): Jean Tuthill (back row, third from right) was the first Old Girl to enrol her daughter at Lauriston.
COMMUNITY NEWS

Upcoming OLA dates

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<th>August</th>
<th>November</th>
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<tr>
<td>Friday 15</td>
<td>Monday 10</td>
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<td>Friday 29</td>
<td>OLA Committee Meeting</td>
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<td>September</td>
<td>Wednesday 12</td>
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<td>Monday 1</td>
<td>OLA Playgroup and Morning Tea</td>
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<tr>
<td>October</td>
<td>Friday 14</td>
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<td>Date TBC</td>
<td>1969 45-year Reunion</td>
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<td>Friday 24</td>
<td>Friday 21</td>
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<td>Sunday 19</td>
<td>1964 50-year Reunion</td>
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<td>(attended Howqua in 2004)</td>
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Mentoring

Lauriston has more than 8000 alumni who work in a number of industries and hold an array of positions. We would love you to join our Mentoring Database, with the aim to help other Old Lauristonians (and in the future, current students) looking for advice or guidance.

Through the OLA website we have integrated a Mentoring Database, where we encourage alumni to register. We are looking for alumni from all industries and of all ages; you are never too old to be mentored. So, if you have been thinking about it, now is the time to take action and register today.

Please note at this stage the program is only open to Old Girls, however we hope to extend this to our wider community in the future, as well as to current students.

Register at: www.ola.org.au

Find us on:

Old Lauristons' Association  @LauristonOLA  Old Lauristons' Association
Upcoming Events

7 August
Year 5-12 Annual School Concert

14 August
Huntingtower Lunch

15 August
1984, 30-year Reunion

19 August
Principal’s Morning Tea and School Tour

29 August
1979, 35-year Reunion

1 September
Lauriston Parent Speaker Series
- Speakers: Carolyn Creswell and Susan Douglass

3 September
LPA Father’s Day Stall

3-5 September
Middle School Play – Charlotte’s Web

5 September
Blairholme Market

9 September
Principal’s Morning Tea and School Tour

12 September
House Music Competition

1 September
Lauriston Parent speaker series
- speakers: Carolyn Creswell and Susan Douglass

Lauriston Life is going digital
Lauriston Life is distributed to more than 6500 families, both in Australia and overseas. In order to reduce our environmental footprint, we are now offering the Lauriston community the option of receiving this magazine via email.

If you would like to receive future issues of Lauriston Life electronically, please email our Communications Officer, Frances Nolan, on nolanfr@lauriston.vic.edu.au.

Alternatively, please visit our website (www.lauriston.vic.edu.au), where you will need to click on ‘Community’, and then select ‘Subscribe to Lauriston Life’.

Advertising in Lauriston Life
If you have a business or service that you would like to promote, consider placing an advertisement in Lauriston Life, which goes out to more than 6500 readers—alumni, Lauriston parents, current and past staff, and all of our donors—and can also be viewed online. Our advertising rates are: full page $800, half page $500, quarter page $350, eighth of a page $200.

For further information, please contact our Manager of Marketing and Communications, Jenny McHendrie, at mchendrieje@lauriston.vic.edu.au.