24 Conquering Kong
Min McCallum takes on a theatrical production of giant proportions

07 Community Service
Lauriston lends a hand

22 Farewell
Thank you, Ms Hooper

32 Lauriston Initiatives
Understanding Generation Z
CONTENTS.

FEATURED STORIES

07 Community Service
Lauriston lends a hand.

12 Transitions
Adjusting to life after Howqua.

22 Farewell
Thank you, Ms Hooper.

THIS ISSUE

04 From the Principal
Year 12 transitions—the Lauriston way.

08 Lauriston's High Achievers
Success in a variety of fields.

32 Lauriston Initiatives
Understanding Generation Z.

33 Connecting the Community
Reunions and events feature.

40 From the Archives
Communication then and now.

CONTRIBUTORS

12. Nick Thornton

ON THE COVER: Melinda McCallum
DESIGN: Red Crayon PRINTING: Impress Print Management

Lauriston Life
The magazine of Lauriston Girls’ School
38 Huntingtower Road
Armadale VIC 3143 Australia

t: +61 3 9864 7555
f: +61 3 9822 7950
e: admissions@lauriston.vic.edu.au

CRICOS number 00152F
ABN 15 004 264 402
www.lauriston.vic.edu.au

Cover Story

24 Conquering Kong
Lauriston Life meets Old Girl Min McCallum’s (2000) very interesting work colleague.
Although there are a number of transition points for our students throughout their education at Lauriston, I would like to focus on the transition of our Year 12 students to further studies and eventual careers.

Our Year 12 students conclude their formal attendance at school at the end of Term 3. Our Year 12 Graduation Dinner, held in September each year, provides us with an opportunity to say farewell to the girls and their parents, and to formally acknowledge the contribution each has made during her years at Lauriston Girls’ School. The final week of Term 3 also includes some humorous ‘dress up’ days, a final student assembly and a fair, which is arranged by the Year 12 students for the remainder of the School.

Our Student Leaders complete their responsibilities at the end of Term 3 and hand over to our new leaders from Term 4. From this point, our Year 12 students move into the ‘business end’ of the year and they are treated as pre-tertiary students, coming into school for lessons, meetings with their teachers and practice examinations. They no longer wear their school uniforms and we do not expect them to attend our weekly Assemblies and other school activities.

In many ways, this particular transition into a tertiary-like environment sets the tone for the students. They are able to focus on their studies and work closely with their teachers as they make final preparations for the examination period. Our students do not have end-of-school ‘pranks’ and ‘muck up’ days on their minds, for which I am very thankful. I think that our girls have their eyes very much on the prize: the ATAR that will enable them to study their preferred tertiary courses.

The students and their parents have told us that they appreciate the transition from ‘school student’ to ‘gap student’ or ‘tertiary-bound student’ during Term 4. The girls can concentrate on their studies, and their teachers become mentors, guides and supporters as the students prepare for their examinations.

For me, this particular transition point for our Year 12 students demonstrates our purpose as educators and our intent at Lauriston to take a ‘whole student’ approach to our education journey. We are preparing our students for continued studies and the world beyond Lauriston.

During the time that a student attends Lauriston, we aim to develop the following attributes and skills:

- Independence
- Open-mindedness
- Effective communication skills
- Reflection
- Critical and creative thinking
- Ethical thinking
- Discrimination in the acquisition and use of information

We also hope that our students will become active members of the global community with a well-developed sense of intercultural understanding.

As I reflect on the characteristics we aim to develop, it is evident to me that from the time a student enters Lauriston Girls’ School, our curriculum and co-curricular program, along with our personal development program, provide the building blocks for her education and for the development of these dispositions. 

> Education takes us into a future we can’t grasp.
—Dr Ken Robinson

We also hope that our students will become active members of the global community with a well-developed sense of intercultural understanding.
Students strive to be accepting of different personalities, values and backgrounds. These are all valuable skills and personal qualities, and the Howqua program provides the foundation for their continued development through the senior years of school and well into adulthood.

The years prior to Years 11 and 12 certainly give attention to the development of characteristics and skills that will support our girls through their senior studies and well into their future lives.

Our Year 12 students are about to enter into some ‘uncharted waters’, but we believe they are well prepared and have the resilience, initiative and independence to successfully navigate their way in the world. Many of our students will choose newly emerging career paths and this is exciting because they will be part of a future we are not yet familiar with. Their tenacity and resilience will be tested as they are confronted with new challenges for which we do not yet have the answers. I am confident that the building blocks that have been established over a period of years at Lauriston will enable a positive transition to studies and careers in the years to come.

• Our academic preparation focuses on core competencies and on engaging students with learning experiences that meet their developmental level.
• Experiential learning, along with working individually and in groups, is fostered through the Australian Developmental Curriculum (ADC), which is part of learning for Prep and Year 1 students. Inquiry Studies, which are undertaken throughout the Junior years of schooling, and tinkering, construction and robotics, which form part of the curriculum in the Junior and Middle years of schooling.
• Fostering independence begins with the program of camps in the Junior School and continues with camps at Years 7 and 8, which have an outdoor challenge focus. The Active-8 program provides opportunities for students to explore new outdoor activities and develop skills, while the CityCiti program in Year 8 gives attention to working as part of a team and becoming more independent.

Lauriston girls are encouraged early to try new things. The ability to enjoy new experiences forms a fundamental part of the education journey at our school. This is particularly evident in the Howqua program. At the Howqua campus, our students participate in experiential learning, which involves learning in the classroom, through the outdoor program and within the social setting of a residential community.

Learning experiences within the Howqua program promote the values of communication, critical thinking, respect for self and others, and learning to take responsibility. Living in a residential community and participating in the outdoor program provide environments for the development of care and compassion. Students learn to look after the physical wellbeing of themselves and others, including their teachers.
Lauriston Life
EDITION 04 | DEC 2013

Lauriston’s high achievers

Lauriston girls have excelled in various arenas in recent months, from the art world to the sporting fields—congratulations to our all our high achievers.

During Term 3, Lauriston students of French participated in the Alliance Française de Melbourne’s ‘Berthe Mouchette Concours’. Sophie Bennett (III) did tremendously well winning third prize in the written competition. Pascale Maher (IIA) won the prestigious overall award as the second-best Year 11 candidate in Victoria.

Congratulations to Beatrice Goad (I0K), who has signed a contract with Melbourne Victory to play professional football (soccer) in the W-League for the coming summer season.

The Clearasil FaceArt competition invited secondary school students to submit artworks in their chosen medium and style. Isabel Nakonieczny (8N) won the Sponsors’ Choice prize with her pencil drawing and Jessica Inci (12A) won the National prize using her skills in photography.

Stephanie (1IA), Tracey (9H) and Julie Chong (7A), Ingrid Vinot (III) and Samantha Beniac-Brooks (11M) have qualified for the Under-18 Ultimate Victorian Frisbee Team—a wonderful achievement for all the girls.

Special congratulations to the Chong family girls who were all also selected for the Under-18 Australian Squad. Cassandra Rozental (6W) was accepted into the Victorian Women’s High Performance Centre Elite Gymnastics Program when she was in Year 3. She is currently training for her IDP 8 skills on bars, beam, vault and floor and will compete in the upcoming National Gymnastics Championships in Geelong in late 2013.

Cassandra is extremely dedicated to gymnastics and wants to continue training to see how far she can progress in the sport.

Finally, congratulations to all the girls who participated in the Victorian Primary and Secondary Girls’ Interschool Chess Finals held at Lauriston on Tuesday, 15 October. More than 170 girls from 17 primary and 16 secondary schools participated. Well done to our senior and junior teams, who placed strongly in their divisions.

(top left): Isabel Nakonieczny with her award-winning drawing; (top right): Jessica Inci holding her FaceArt photograph; (above): Sophie Bennett and Pascale Maher, Year 11 students of French; (above, right): The Chong family girls in their team uniform.

(top above): Beatrice Goad competing in Nan Jing, China; (above) Cassandra Rozental on the beam.
Nothing can replace the value of careful planning and preparation for new roles, responsibilities and challenges.

Throughout our lives we are faced with important transition points and the skills we learn during our major educational transitions often enable us to deal with those points encountered later in life. What if we viewed ‘transition’ through a medical lens?

**Symptoms:** butterflies in the stomach, self-doubt, excitement, eagerness for challenge, sleepless nights, impatience …

**Diagnosis:** transition — from primary school to secondary school, from Year 8 to Howqua … and back again into Year 10, from school to university, from one job to another

**Treatment:** introductions to new people, orientation into new programs, administrative dealings, a boost of confidence, and a dose of courage and calmness.

Do you remember your own first day of kindergarten or school? Chances are you do, and what made it all OK was the knowledge that whilst it was scary, there was someone who cared about you in control of what was happening.

Increasingly throughout Senior School, we encourage girls to take control of their own important transitions, and whilst there is a trusted and caring person in the background, we equip the girls with the confidence and skills to empower them for the leaps they will take when they leave Lauriston.

Teachers, tutors and heads of house are the key staff that lead students through transition programs such as Year 7 Orientation, where the Year 6 girls come to classes for a day or two in the year prior to beginning secondary school, and the Headstart program.

Headstart is the academic program that provides Year 10 and 11 girls with a serious taste of Year 11 and 12 studies in the year before they begin their VCE or IB courses.

When the trusted person is a peer there is a double benefit, and we see this clearly in the Year 11 girls who work with the new Year 7s as part of our peer-support program in the new students’ first semester in secondary school. The skills and experiences of the Year 11s also give them confidence in facing and dealing with their own challenges, and many of the Year 11 girls successfully apply for official leadership duties in the second half of the year.

Nothing can replace the value of careful planning and preparation for new roles, responsibilities and challenges. Having all of the necessary documentation completed in a timely fashion gives students and their parents the confidence and the knowledge that they are ready for the next step and this applies equally to managing booklists and Howqua gear lists as well as to completing V/TAC preferences for university courses.

At the end of the year especially, the Senior School is focused on preparing students for final examinations and what comes next. We are certain that the girls are ready, even if they are experiencing some of the above ‘symptoms’. We enjoy celebrating their many achievements at our Valedictory Assembly and other forums, knowing that, as Lauriston girls, they really can do anything!

NENE MACWHIRTER
Deputy Principal/
Head of Senior School
Adjusting to life after Howqua

At this time of the year, there are a number of transitions occurring at Lauriston, each of them important in their own right. At Howqua, transition back to Armadale is unique and the girls approach it differently.

There is a natural period of ‘mourning’ for most students when they return from Howqua. The return home to Melbourne and all that it entails can be exciting and also daunting.

Perhaps they will miss living with their friends and the structure of the Howqua program. They may find it difficult to adjust to a different routine with family. It may be that they struggle with family rules and expectations that were developed prior to departure. It could be the overload of information and social expectations that are unleashed on their return, the difficulties in explaining to others what they have experienced and how they have changed, or the difficulty in seeking understanding or acknowledgement.

All of these things make the transition a natural and healthy challenge, one that does not occur overnight and does sometimes involve tears or sadness.

When our Howqua girls return to Melbourne at the end of the year, they are very different students from the ones who left at the beginning. They have been challenged and consequently have grown mentally, physically and socially. They have developed an independence, resilience and self-assuredness, perhaps beyond their age, and they are willing to undertake just about any task or challenge. This can lead to friction with family and friends.

The girls have an expectation of being an active participant in decision-making, are more prepared to challenge and question, and will work hard to ensure that their newly developed independence is respected and given the opportunity to flourish. This new-found attitude can be confronting. Boundaries are still required and the girls are still very much accountable for their actions, but some flexibility and acknowledgement of their new found skills are also necessary. They are still teenagers, and will make mistakes, hopefully learn from them and will still require support and guidance from their parents.

Transitionally, the school has already begun assisting in this process. Deputy Principal and Head of Senior School Nene MacWhirter has visited Howqua and been through subject selections. The girls meet with their Heads of House on their return to Armadale. House tutors at Howqua work with the girls on celebrating their achievements at Howqua and recognising that the time has come to continue their educational journey back at Armadale. The challenge for the students now will be the transference of all the skills that they have learned this year back to their home and school life in Melbourne.

When our Howqua girls return to Melbourne at the end of the year, they are very different students from the ones who left at the beginning.

When our Howqua girls return to Melbourne at the end of the year, they are very different students from the ones who left at the beginning. They have been challenged and consequently have grown mentally, physically and socially. They have developed an independence, resilience and self-assuredness, perhaps beyond their age, and they are willing to undertake just about any task or challenge. This can lead to friction between family and friends.

The girls have an expectation of being an active participant in decision-making, are more prepared to challenge and question, and will work hard to ensure that their newly developed independence is respected and given the opportunity to flourish. This new-found attitude can be confronting. Boundaries are still required and the girls are still very much accountable for their actions, but some flexibility and acknowledgement of their new found skills are also necessary. They are still teenagers, and will make mistakes, hopefully learn from them and will still require support and guidance from their parents.

Transitionally, the school has already begun assisting in this process. Deputy Principal and Head of Senior School Nene MacWhirter has visited Howqua and been through subject selections. The girls meet with their Heads of House on their return to Armadale. House tutors at Howqua work with the girls on celebrating their achievements at Howqua and recognising that the time has come to continue their educational journey back at Armadale. The challenge for the students now will be the transference of all the skills that they have learned this year back to their home and school life in Melbourne.

**SAM RIDLEY**
Assistant Principal, Howqua
Research has identified the transition to school as a time of potential challenge and stress for children and their families. The transition can involve negotiating and adjusting to a number of changes, such as the physical environment, learning expectations, rules and norms, social status and relationships. Most times, it can be a time of great anticipation and excitement; it is not uncommon however, to experience some anxiety and adjustment difficulties. It is incumbent on schools to provide programs and support to ensure children and other family members manage the transition period effectively and with ease.

Working in partnership and developing positive relationships between and among a range of stakeholders including children, parents, early childhood services, school staff and the wider community provides a strong foundation for transition to school, and fosters a sense of belonging and connectedness to the school community. This sense of belonging is not only important during the transition period, but also as a protective factor for children’s wellbeing throughout their school life.

Transition programs
The first transition point is from Kindergarten to Prep; our transition programs for our younger students are very comprehensive, with many opportunities for the little ones and their parents to feel familiar and comfortable with the big move to beginning the formal years of school.

Our Prep teachers visit the kinder on a regular basis during Term 4 to see the girls in their kinder environment. We hold a parent information session to tell parents about the teaching and learning programs in Prep, what they can expect as their child makes this big step and general information in relation to routines and procedures. It is important for our parents to feel well informed and comfortable with the process as their positive attitude to beginning school is very evident to their children. Four transition mornings, as well as Orientation Day and individual transition meetings with parents and girls, ensures each family is prepared and excited about starting at Blairholme.

The next main transition for our girls is the move from Blairholme to Montrose—Year 2 to Year 3. Many experiences and opportunities are provided to the girls to spend time in the playground at Montrose and to develop relationships with the current Year 3 girls, who will be their mentors next year.

As the girls move to the upper years of primary school, where we traditionally have a considerable intake of new girls, we see our girls taking on new roles, with the Leadership Program and other unique opportunities available as they become leaders of the Junior School. In preparation, the girls attend Creativity and Challenge Day, a fun day during which new and current girls enjoy getting to know each other; Year 5 parent and student Information Evening; and the much anticipated Orientation Day.

Our LPA group, especially the Class Representatives, also play an important and valued role in making connections with new families as they transition to Lauriston. Welcome phone calls and messages, together with invitations to social events, extend the warm hand of friendship so important in the process of change.

ANN HOOPER
Deputy Principal/Head of Junior School
Familiarising the unfamiliar

‘Transition’ is the term for the familiarisation process as children move from their early childhood program to school, or from the Year 3 program to the Year 4 program.

At this time of the year, children and families are looking ahead to the next stage of education. Term 4 is a time of discovery as the Kindergarten children learn all about the next phase of their journey. Michael House children have been visiting the older children at Niall House, and Niall House children have been visiting their new schools to start the process of familiarisation with a different space.

Research suggests that the first three years of school set a pattern and a belief system in a child that may remain for the rest of their primary years. Transitions become a vital part of the ‘settling in’ process for a child—a time when they can see their new classroom, meet the teacher that will be with them for the next year and meet some of the children that will share the space.

Moving from a secure and protected environment is about taking a risk. Transitions are a significant part of the development of resilience for young children.

Transitions are a significant part of the development of resilience for young children.

Educators spend time considering the best placement of children within groups. Studies indicate that although it helps to see a familiar face, this is not as significant as we often assume; children very quickly make new friends. Moving into unfamiliar places is part of development and the building of resilience. Parents play a vital role in supporting their child during this process. It is key to model to your child the importance of change. Adverse reactions from parents are very unsettling and can cause the child to feel anxious and uncertain. By looking at change as an adventure, we can instil in our children an ability to take a risk.

In the words of Henry (4 years old) resilience is to have ‘bounce back ability’. At a time of transition, it is vitally important that children receive positive messages about their new environment. Children often make the necessary adaptations to change more quickly than we do as adults. It is our responsibility as adults to think carefully about what and how we respond to children. We need to encourage their efforts, acknowledge their achievements and interests, and support them when they find life challenging. Knowing there is someone who believes in you and will be with you is invaluable in difficult situations.

‘Resilience is the group of skills and qualities that lead people, including children, to be able to cope with difficulties in a positive way; wellbeing and a strong sense of connection, optimism, and engagement enable children to develop a positive attitude to learning.’

— Victorian Early Years Learning and Development Framework 2013.

Moving from a secure and protected environment is about taking a risk. Transitions are a significant part of the development of resilience for young children.

Robyn Ambler and Fiona Ireland
Co-Directors of Kindergarten
A special visitor

Kindergarten had a special visitor during Term 4.
The children waved excitedly at Paul Grey, a firefighter
and Kindergarten parent, as he stepped out of his truck.
The children relished the opportunity to be able to
see the fire truck up close, to hold the water hose and
to dress up as firefighters. It was a fun morning that
also enabled the children to learn about fire safety.

Afterwards, Fiona Ireland, Co-Director of Kindergarten,
was able to discuss fire safety in more detail with
the children.

‘We discussed how you get down low in the smoke
and how you dial triple 0 in an emergency,’ said
Fiona. ‘Children often get frightened when they see
[firefighters] with the smoke mask on, so if children
are exposed to it early, they’ll learn not to be afraid.’

This experience provided the children with an
introduction to the fire safety component of the
Prep curriculum.
Our adventures in Wonderland

Lauriston’s annual ‘Alice Day’ encourages students to engage with Lewis Carroll’s Alice’s Adventures in Wonderland and is an opportunity to bring the characters to life. It is a cross-curricular activity involving the English, Drama and Science departments.

This year, the Science component involved asking students to shrink and grow various objects, mimicking Alice’s experiences eating the enchanted cakes.

‘The highlight of the day is definitely the Tea Party,’ said Fiona Hutton, English teacher and organiser of Alice Day.

Leading up to the Tea Party, the girls are asked to plan and design their table based on their chosen theme. They are all encouraged to make their own costumes and design their own table-setting.

Alice Day provides the opportunity for the girls to plan, design and be creative, and the hard work and engagement from the girls really showed on the day.

Sporting connections

Year 10 students have recently undertaken two unique sporting activities: the Wheeltalk School Awareness Program and Cardio Tennis.

Wheeltalk raises awareness of disability in sports. Guest speakers from the organisation visit schools to engage and educate students about disability. The practical session afterwards involves the girls playing basketball in wheelchairs.

‘It really opened their eyes to not only the challenges disabled people face, but the amount of sport disabled people can do,’ said Meleah Zanos, Head of the Physical Education Faculty. ‘There was one girl who had been injured all year and all of a sudden she was on an equal playing field.’

‘The responses from the girls were great; some liked having that extra challenge and some were really in tune with what others were going through,’ said Meleah.

Cardio Tennis is an initiative run by Tennis Australia to encourage more students to take up tennis through activities that have a greater focus on fitness and fun. Activities are modified to suit a range of skill sets for any level of tennis ability. Each girl is required to wear a pedometer during each session, which encourages them to get their step count up. The physical benefits of Cardio Tennis are enormous, as every single girl is active the whole time.
FAREWELL TO ANN HOOPER

Thank you, Ms Hooper

When the final bell rings for 2013 and the classroom doors shut for the holidays, Ann Hooper, Deputy Principal and Head of Junior School, will be putting down her Lauriston chalk for the last time.

Ann commenced at Lauriston in January 2008 and for the past five years, she has been integral to life at the School. Hired initially as Head of the Junior School, in 2010 Ann also took on the shared role of Deputy Principal, in partnership with Nene Macwhirter of the Senior School. In both capacities, Ann has worked tirelessly to educate Junior School girls and to advance Lauriston.

Primary education—It changes lives. What many may not know is that Ann came to teaching later in life, after a successful nursing career. It was when the eldest of her three sons started school and Ann began volunteering in class that she began to consider a career change and discovered a passion for education.

After graduating from university, Ann began her second career at Shelford Girls’ Grammar, where she worked for five years, combining her love of science with her teaching.

After Shelford, Ann moved to Caulfield Grammar School in the position of Head of Science and Technology. After four years at Caulfield, she was invited to return to Shelford as Head of Junior School, a position she held for five years before joining Lauriston.

Common to all of Ann’s teaching work has been her drive to advance science learning in girls’ education. At Shelford, she began a lunchtime science club, and after Shelford, her position provided scope to shape curriculum and strategy.

‘I felt that raising the profile of science was really important. In particular, engaging girls and getting them interested in science,’ Ann says. ‘I guess—having boys myself—I could see their natural tendencies for enquiring, tinkering and being involved in pulling things apart, and I didn’t see that as much in the girls. Was it because we didn’t provide the same opportunities? I was interested to investigate this.’

A visit to any of the Junior School spaces at Lauriston proves that Ann’s passion for science and girls’ education certainly continued during her tenure. Examples include the bright and airy tinkering spaces at Montrose and Blairholme—a regular hive of activity as girls pull apart DVD players and other gadgets—and the classrooms where our Year 5s and 6s enhance their learning using their netbooks.

Ann also brought the RoboGals program to Lauriston, connecting fourth-year engineering students from the University of Melbourne with our Junior School girls. This initiative arose from a single question that Ann posed during a meeting with the Engineering Department at the University: ‘What can you do for our girls?’ The result is a program that started at Lauriston and is now running around the world.

Ann also applies this tenacity and drive when developing and encouraging her staff.

‘I’ve really enjoyed and felt a great deal of satisfaction about working (with the staff) on the review of the science curriculum … and teaching (Junior School) staff that they can teach science well because often in primary schools, teachers don’t have that confidence because they are more of a generalist rather than a specialist,’ she notes.

Ann holds a Masters in School Leadership and it’s obvious that her drive to connect research with day-to-day work is strong.

‘Those formative years where you know—really know—that you have a chance to make a difference. If you can really engage kids in learning at that age, you know it will be sustainable.’

Although day-to-day school life will not feature in Ann’s diary next year, it’s clear that she’ll be far from idle.

‘I’ll have a bit of a rest,’ she laughs. ‘My son is getting married in Oxford next April so that will be lovely. I’m also going to spend time on the family farm getting the paddocks ready for the cows.’

Ann hasn’t ruled out a return to education, perhaps at tertiary level in an advisory role. For the time being, however, her family and three grandkids are where she will devote the majority of her time.

Here at Lauriston, Ann’s legacy will be her initiatives, her collaborative nature and her passion for and approach to primary education.

‘Primary education—it changes lives,’ she muses. ‘Those formative years where you know—really know—that you have a chance to make a difference. If you can really engage kids in learning at that age, you know it will be sustainable.’

Ann has certainly made a difference here at Lauriston and the whole community wishes her well as she embarks on her next journey.

Thanks Ms Hooper, you will be missed.

JENNY MCHENDRIE
Editor
Conquering Kong

What does Manila’s production of The Phantom of the Opera, the 2010 Winter Olympics opening ceremony in Vancouver, Cats in Shanghai and KING KONG in Melbourne all have in common? The answer is Lauriston Old Girl Melinda ‘Min’ McCallum (2000).

In August 2009, Min McCallum joined the Vancouver 2010 Organizing Committee (VANOC) as the Deputy Company Manager for the world’s largest ever multi-sports event. Min was responsible for overseeing the additional 3000 athletes and the running of the Olympic Village. Min explains the extent of her role, ‘When adapting to new surroundings in job roles and environments—and fast. Min definitely has the ability to adapt to new environments—and fast.

Company Managers are the go-between for company members (cast and crew) and the producers. Every day is different, but responsibilities include ticketing, payroll, injury management, publicity and backstage tours, and liaising with box office and front of house. They occasionally jump into stage management at the top of the show to give the ladies and gentlemen of the ensemble their call to stand-by.

More or less anything that happens in the building comes across Min’s desk. She provides solutions, opinions, guidance and advice. She has to be ready for anything and everything. ‘I’ve been fortunate to have worked across a diverse range of roles and experiences within the industry throughout the last seven years, and now I’m here!’ laughs Min whilst sitting on a set of New York City.

After graduating from Lauriston, Min studied a Bachelor of Arts at Monash University, majoring in Drama, Theatre Studies and Visual Culture, followed by three years in Perth studying an Advanced Diploma of Stage Management for Performance at the Western Australian Academy of Performing Arts (WAAPA).

‘At Lauriston, my drama and theatre studies classes, plays, and musicals all fuelled a passion for the industry in which I’ve since built a career,’ says Min. ‘My time at Howqua also helped in building independence and life skills.’

Working in company management, stage management and events roles often calls for someone with a strong sense of independence due to the travel requirements. Min has lived in many parts of the world including China, Canada, and the Philippines. ‘When adapting to new surroundings in job roles and new countries, forward planning, communication, time management, open mindedness, thinking on your feet and flexibility are key skills,’ she notes.

On 1 January 2010, Min departed Australia and landed in Canada. She hit the ground running, working on the Vancouver 2010 Olympic Winter Games, opening, closing and victory ceremonies just as the stadium had gone into 24-hour operations and rehearsals were about to begin.

Min’s role in operations included facilitating the logistics for 2000 cast, 3000 athletes, and headline talent and VIPs, as well as a plethora of props, including some very big inflatables. Transforming a basic stadium changing rooms into a five-star dressing room suitable for headline talent is now another one of Min’s specialties.

For Min, practical experience is instrumental when preparing to start a career. As a part of her industry secondment, Min moved from Perth to Melbourne for the start of her final year at WAAPA to work on the Melbourne 2006 Commonwealth Games opening and closing ceremonies. Bouncing off the year with SBS television’s series Kick, this secondment turned into a paid position.

Applause thunders throughout the Regent Theatre as the cast take their bows and the house curtain comes in. The audience files out, but we remain in our seats.

We’ve just seen Melbourne’s latest musical spectacular, KING KONG, and are waiting to go backstage as guests of Min McCallum, KING KONG’s Deputy Company Manager.

A few moments later and Lauriston Life is on stage at one of Melbourne’s oldest theatres. We’re waiting patiently on the sidelines as Min explains aspects of the stage show to two interstate journalists as they walk around, admire and photograph the impressive Kong, one of the world’s most sophisticated puppets.

The journalists leave and Min greets us with an inviting smile; it’s clear that her day isn’t over when the curtain falls. As one of two Company Managers, Min oversees the organising and wellbeing of 50 cast and 76 crew.

On 1 January 2010, Min departed Australia and landed in Canada. She hit the ground running, working on the Vancouver 2010 Olympic Winter Games, opening, closing and victory ceremonies just as the stadium had gone into 24-hour operations and rehearsals were about to begin.

Min’s role in operations included facilitating the logistics for 2000 cast, 3000 athletes, and headline talent and VIPs, as well as a plethora of props, including some very big inflatables. Transforming a basic stadium changing rooms into a five-star dressing room suitable for headline talent is now another one of Min’s specialties.

For Min, practical experience is instrumental when preparing to start a career. As a part of her industry secondment, Min moved from Perth to Melbourne for the start of her final year at WAAPA to work on the Melbourne 2006 Commonwealth Games opening and closing ceremonies. Bouncing off the year with SBS television’s series Kick, this secondment turned into a paid position.

As the journalists leave and Min greets us with an inviting smile; it’s clear that her day isn’t over when the curtain falls. The audience files out, but we remain in our seats.

We’ve just seen Melbourne’s latest musical spectacular, KING KONG, and are waiting to go backstage as guests of Min McCallum, KING KONG’s Deputy Company Manager.

A few moments later and Lauriston Life is on stage at one of Melbourne’s oldest theatres. We’re waiting patiently on the sidelines as Min explains aspects of the stage show to two interstate journalists as they walk around, admire and photograph the impressive Kong, one of the world’s most sophisticated puppets.

The journalists leave and Min greets us with an inviting smile; it’s clear that her day isn’t over when the curtain falls. As one of two Company Managers, Min oversees the organising and wellbeing of 50 cast and 76 crew.

Company Managers are the go-between for company members (cast and crew) and the producers. Every day is different, but responsibilities include ticketing, payroll, injury management, publicity and backstage tours, and liaising with box office and front of house. They occasionally jump into stage management at the top of the show to give the ladies and gentlemen of the ensemble their call to stand-by.

More or less anything that happens in the building comes across Min’s desk. She provides solutions, opinions, guidance and advice. She has to be ready for anything and everything. ‘I’ve been fortunate to have worked across a diverse range of roles and experiences within the industry throughout the last seven years, and now I’m here!’ laughs Min whilst sitting on a set of New York City.

After graduating from Lauriston, Min studied a Bachelor of Arts at Monash University, majoring in Drama, Theatre Studies and Visual Culture, followed by three years in Perth studying an Advanced Diploma of Stage Management for Performance at the Western Australian Academy of Performing Arts (WAAPA).

‘At Lauriston, my drama and theatre studies classes, plays, and musicals all fuelled a passion for the industry in which I’ve since built a career,’ says Min. ‘My time at Howqua also helped in building independence and life skills.’

Working in company management, stage management and events roles often calls for someone with a strong sense of independence due to the travel requirements. Min has lived in many parts of the world including China, Canada, and the Philippines. ‘When adapting to new surroundings in job roles and new countries, forward planning, communication, time management, open mindedness, thinking on your feet and flexibility are key skills,’ she notes.

Min definitely has the ability to adapt to new environments—and fast.

As for the future, Min is in the process of exploring work options beyond KING KONG, with the final curtain of the world-premiere season scheduled for 16 February 2014. One of Min’s loves is fashion and there will certainly be fashion runway shows on her horizon. Let’s just hope she can sneak in a holiday…
Music for the (Lauriston) masses
On 13 September 2013, House Music shook Irving Hall. This traditional battle of musical prowess occurs each year and is eagerly anticipated. The Houses face off against each other and the result is a concert worthy of anything you’d see at Rod Laver Arena.

Kirkhope kicked off with a smashing rendition of ‘Some Nights’ from their House choir. Andrews romanced the audience with their instrumental ‘Moondance’ and Irving Seniors certainly had the audience entertained with their version of ‘Riff Raff’ from the movie Pitch Perfect.

But in the end, Mitchell took first place. Our adjudicator Annette McMaster remarked on their cohesive and impressive performance. Thank you to the parents who attended this event for all your support, to Annette for adjudicating and to all the girls who performed.

Friends of Lauriston Arts Chamber Music Lunch
The Friends of Lauriston Arts (FLA) much-loved annual chamber music lunch was attended this year by more than 50 guests.

For the first time ever, the musical program included Junior School performers, all of whom performed extremely professionally.

Thank you to all the staff and students who performed at this event; the musical program was well-chosen.

A sincere thank you to our parents and friends for supporting this endeavour and being a wonderful audience, and thank you to Director of Music Kallie Ryan, Min Payne and Katherine Wilson from the FLA for organising the lunch.

VCE/IB Visual Arts and Media exhibition
Visitors experienced our Senior Students’ creativity in a number of media as they moved through the Mountain Room and Irving Hall during the VCE/IB Visual Arts and Media exhibition in October.

‘As I viewed the pieces in the exhibition, I was struck by the high calibre of their work and the broad range of materials used and approaches taken,’ said Susan Just, Principal.

The exhibition featured the work of our Units 3 and 4 VCE Studio Arts, Visual Arts, Media, and Visual Communication Design students, and the Year 12 IB Visual Arts students.

Past student Claire Selby (1996) officially opened the exhibition, and her journey through the world of the creative arts post-Lauriston was an inspiration to the students, guests and staff.

Thank you to the Art Faculty staff, led by David Morrison, for their dedication and passion.
Lunching with Gai Waterhouse

This year’s Huntingtower Lunch was held at the lovely Quat Quatta, at Ripponlea. Organised by the Lauriston Parents’ Association (LPA), the lunch is a flagship event on the LPA calendar and an opportunity for members of the Lauriston and wider communities to come together and hear from engaging guest speakers.

This year, more than 150 guests had the pleasure of listening to Gai Waterhouse. Gai took time out from her very hectic lead-up to the Melbourne Cup to regale her audience with stories drawn from her busy life. It’s worth noting that just twelve short days after devoting her time to the lunch, Gai and her team won the Melbourne Cup.

The Lauriston community is extremely appreciative of Gai for taking this time out during her busiest season; we also extend our sincerest congratulations! Thank you also to the parents and staff who assisted in organising this event. Your hard work and dedication certainly paid off.

For those of you eager to be part of the fun next year, make sure to lock in Thursday, 14 August 2014 now—the date for the next Huntingtower Lunch. Details will follow in the new year.

It’s elemental

This year’s Middle School House Drama drew inspiration from an intriguing prompt: the four elements. Each House selected an element—at random—which then became the focus for the imaginative process. The Year 10 girls were the directors and worked with the girls in Years 7 and 8 to create interesting takes on each element.

‘The evening was a display of exceptional talent and collaboration,’ said Hayley Sandpearl, Director of Drama.

The girls were judged in various areas including directing, acting and stagecraft. Andrews was named as the overall winning House, but the dedication and passion that shone from each girl made all performances outstanding.

‘Regardless of the results, all students should be proud of the creative and skilful work they presented that showcased the talents of Years 7, 8 and 10,’ Hayley concluded.
Hitting the right note

Lauriston music teachers Kellie Ryan and Emma McKillop believe there is something special about witnessing the joy and pleasure that comes from making music.

Kellie’s mother was a professional musician so it was never a question of whether Kellie would play piano—it was when she would start to play. Kellie followed her university music studies with a career as a professional musician and then, nine years ago, she began her first full-time role as a music teacher at Lauriston. She is currently Lauriston’s Director of Music.

Emma, Acting Head of Junior School Music, has also had a lifelong love of music and hopes to instil this same love in the young children she teaches.

‘Funnily enough, it was my primary school music teacher who inspired me to do what I do,’ Emma comments.

Her particular passion is for German Lied (a style of music beginning in the 19th century that puts German romance poems to song). This interest led Emma to study voice and piano in Munich.

For Kellie and Emma, teaching music offers the opportunity to witness students flourish in a creative light and also enables them to accompany students on a journey of self-development.

‘In a time where so many things are fast-tracked, like heating up a meal in the microwave, music requires dedication and patience and those are character traits that are so important in the development of our girls into adults,’ says Kellie.

[The Music Faculty’s] relationship with the girls is somewhat unique. We see them outside the boundaries of the classroom and get to know them as they express themselves through music,’ Kellie continues.

Kellie has noticed that the Music office is a place where the girls can come and be themselves. She believes that encouraging the creative and expressive side of students is just as important as the theoretical component.

This is also part of the reason why Emma adores teaching young children.

‘I find it incredibly rewarding to see our students’ musical development over the years. I am currently teaching Year 6s, some of whom I taught in Year 1,’ Emma says with a laugh.

To further curriculum engagement, Kellie always looks for ways to integrate the girls’ contemporary music experiences with more traditional ones. The Senior Choir, for example, performed a medley of songs from Les Misérables, which then transitioned into songs from The Sound of Music, a childhood movie favourite for many current music students.

‘The kids appreciate it,’ Kellie remarks. ‘Music is a form of social outlet and students value making a contribution to the School.’

A love of music continues for both Emma and Kellie outside of work. Kellie enjoys going to concerts and shows, and Emma often sings with her seven-year-old daughter, Matilda, who plays the cello.

Cooking is another one of Emma’s passions. She grows her own vegetable and enjoys her weekly trip to the local Vietnamese market.

Aside from music, history is a subject area that also fascinates Kellie and she makes the most of her holiday time by travelling and reading historical biographies. One of her favourite places to visit is Berlin.

‘The fabric of its history is just extraordinary,’ explains Kellie.

FRANCES NOLAN
Communications Officer
We need to understand Generation Z

Recently, Mark McCrindle Research in Sydney published some interesting facts about Generation Z. This group of young people (which includes my own children) are those born between 1995 and 2009. Most commonly they are William, Jack, Jacob, Lily, Chloe, Isabella, Mia, Olivia and Lachlan and on any ordinary day they spend 10 hours and 19 minutes on average using technology; have access to 1 million apps; send or receive 500 million tweets and access 4 billion YouTube clips.

It is predicted that by the time they have finished work they will have had 17 jobs and 15 homes and one in two of them will be university educated. By the way, the average cost of a house in 2063 when they retire will be $2.5 million and their annual average earnings will be $220,000.

So, you ask, what has this got to do with me?

The Lauriston Institute is thinking about how it can best assist parents to deal with the emerging issues faced by Gen Z kids and their families. We’ve decided that communication is key and we’re developing a series of parent seminars focusing on issues we think will interest you and help you understand this generation.

Possible seminar topics for 2014 include:

- How the Learning Brain Works—What You Can Do to Help Your Child
- This is Serious—Dealing with Adolescence and Adolescents
- What Happens at the End of Schooling—Taking Advantage of Your Education
- Helping Your Daughter Understand Spending and Saving
- Drugs, Booze and Party, Party, Party
- Sexuality, Pornography and Adolescence

These presentations will be spread across the 2014 academic year and will be held at the Armadale campus, although we are hoping some of the speakers may also present to students at Howqua.

Your feedback is important in the formulation of this program so please take the opportunity to comment by emailing me your thoughts and comments at thorntoni@lauriston.vic.edu.au or call on 9864 7611.

Reference: Future Forecast, McCrindle Research 2014

NICK THORNTON
Director, Lauriston Institute

Connecting the Community

From the OLA President

The OLA has had a fantastic 2013 and 2014 is shaping up to be even better! Bec Marshall has joined the Lauriston team as Alumni Relations (Bequest) Manager. The OLA is thrilled to be working with Bec at Lauriston to ensure our alumni are well looked after and connected to each other and the School.

Bec has launched a website dedicated to the OLA: www.ola.org.au. Please have a look and register your details through the website so that we can keep abreast of information relating to you and the School. Read the article ‘Keeping up with the OLA’ in this edition of Lauriston Life for a full run-down of all the benefits of the OLA website. Bec will also be sending out a monthly eNews just for the OLA, so keep an eye out for that landing in your inbox.

The monthly eNews will be particularly good for those alumni with reunions on the horizon. Our reunion program is back at full strength next year, with five-yearly reunions.

Please refer to the 2014 Reunion dates on page 42 for those alumni who graduated in 2009, 2004, 1999, 1994, 1989, 1984, 1979, 1974, 1969 and 1964. If you are a member of these graduating years, we would appreciate your assistance in updating class lists and your input in the reunion, so please contact Bec at the School.

Finally, the OLA Committee is always looking for alumni to join! If you are interested, please contact either Bec or myself. I look forward to meeting many of you at the reunions and OLA events next year, and supporting OLA businesses that register on the website.

Merry Christmas and a safe and happy start to 2014 for all the Lauriston community.

PRUDY BARKER (2000)
President, OLA

Congratulations

Victoria Jones and Sally McKenzie

Victoria Jones—mother of Harriet (10); Alice (2007); Sophie (2009); and Isabel (2012)—and Sally McKenzie (Hasiman, 1973)—mother of Anna (2005) and India (2012)—recently rowed at the 8th World Masters Games held in Torino (Turin), Italy. Victoria and Sally competed in five events (double, quads and eights) with fellow crew members and came away with a bronze medal in the Mixed E Eight event.

Both Sally and Victoria have been rowing together competitively for three years but have known each other for more than twenty-five years. Sally has been rowing since university and Victoria began ten years ago at the Lauriston-Loreto Foot of the River regatta.
Getting to know
Bec Marshall

In August this year, Rebecca (Bec) Marshall commenced as Alumni Relations (Bequest) Manager.

Bec loves all things ‘alumni’ and is looking forward to discovering Lauriston’s past, hearing Lauriston stories and helping develop our alumni community. On the eve of Class of 2003 ten-year reunion, Lauriston Life sat down for a quick chat with Bec to learn what makes her tick.

Where were you working prior to Lauriston?
After spending ten years with Hyatt International, both in Adelaide and at Grand Hyatt Melbourne, and working my way from wedding coordinator to the Director of Event Planning, I decided I needed a change in pace and ventured into the world of alumni relations. The Hyatt provided me with a wealth of knowledge and experience that I was able to take with me and apply to my new career path. As well as the experience, I was also fortunate to work with and organise events for many high-profile people from all over the world. The highlight of my Hyatt life was managing the visit from US Secretary of State Hilary Clinton and having the opportunity to meet her.

My time at Hyatt was very rewarding in so many ways and the experiences I was faced with assisted me in obtaining a position at Carey Baptist Grammar as their Alumni Relations Manager. I was fortunate to gain the experience and knowledge to enable the move to Lauriston and my position of Alumni Relations (Bequest) Manager.

What aspects of your previous work experience did you find most rewarding?
At Carey, the fulfilling experiences were what made the job worthwhile. For example, making sure that reunions took place and there was maximum attendance, ensuring that we were engaging with our alumni and bringing that connection back to the school, listening to alumni stories from their time at school, reuniting peers who hadn’t seen each other in years and finding missing people.

What have you found surprising and/or special about the Lauriston community?
There is a real sense of community at Lauriston; from the minute I walked through the front gates for my first interview and then every day after. When you walk into the School, through the beautiful gardens and surroundings, there is a sense of warmth and a welcoming atmosphere. From the students to the parents and teachers, many of whom I had never met before, there’s always a smile and a ‘hi’. This, in itself, shows their genuine care for others.

What are your favourite aspects of your job?
The best part about my job is the number of people I get to meet and talk with. The women that have left this school have led amazing lives and hearing their stories and journeys is enjoyable, fascinating and interesting.

What is your vision for the OLA?
My vision for the OLA is to increase the engagement with all our alumni and continue the connection back to their school. Although the buildings may have changed and the uniform is different, Lauriston is a school for life and we love that our Old Girls can come back to the School and remember the days and experiences they had when they were here. It is important that our Old Girls are connected with our current School community. They are our history and the current girls will become our history.

What are your hobbies and/or interests?
I have recently decided that life is too short and I am therefore trying to achieve things on my ‘bucket list’. One of these items is rowing. I come from a rowing family, but never had the opportunity to do it at school. This year I have become a member of a club and am now rowing three times a week and hope to be in my first regatta in a single scull by the end of the year!

I also enjoy cooking, gardening, entertaining and at every chance I can get, travelling to Brisbane to see my sister and new little niece, Lily.

What is your favourite movie and favourite book?
My favourite movie is The Sound of Music and my favourite book is Never Tell Me Never by Janine Shepherd AM.
COMMUNITY NEWS

Reunions and Events

Senior Old Girls Assembly and Lunch, Friday, 11 October
(right): Back row: Shan Miller (Francis, 1944), Susan Just (Principal), Sue Graham (Faull, 1957), Mary-Lou Philip (Doggett, 1949), Vivienne Harkness (Mayer, 1957), Liz Charlton (Marwick, 1940), Margery Snowball (Hilford, 1943); Front row: Delphine Alston (Dean, 1949), Wendy Coghill (Foote, 1949), Brenda Upjohn (Doggett, 1952), Mary Owen (Evans, 1936), Beth Anselmi (Miller, 1952), Dinah Whitaker (Langley, 1952)
(below): Shan Miller (Francis, 1944), Elizabeth Charlton (Marwick, 1940), Margery Snowball (Hilford, 1943)

Class of 2012, One-year Reunion, Friday, 11 October
(left): Class of 2012, (above): Kate Blair-West, Annabel Robinson, Georgie Davie

Combined Reunion, Saturday, 19 October

Class of 2006, Ten-year Howqua Reunion, Sunday, 20 October
(top, left): Susan Just (Principal), Charlotte Callander, Angela Wong, Tracey Ong, Dian Xu, Cecilia Gregory, Zoe Hallwright, Clara Jordan-Baird, Trisha Bui, Kate Hurley, Bec Marshall (Alumni Relations Manager); (left): Clara Jordan-Baird, Trisha Bui

Class of 2008, Five-year Reunion, Friday, 18 October
(left): Class of 2008; (below): Camilla Counsel, Tessa Carapic
Old Lauristonians

Rebecca Ellul (2008)

Rebecca Ellul (2008) links her passion for community back to her time at Lauriston. Since leaving us in 2008, she has utilised her skills to give back to communities.

After completing Year 12, Rebecca was accepted into Durham University, one of the United Kingdom’s top three universities, where she studied philosophy, politics and economics.

Her double dissertation was on social mobility and examined its effects on education in the UK.

In her first year of university, Rebecca’s engagement with the community began to grow when she attended a social enterprise conference in New York. She then became involved in the mentoring program ‘Monashink’, teaching financial literacy and entrepreneurship to state school students between the ages of 14 and 16.

This year—while working full-time—Rebecca commenced a graduate placement with the New Entrepreneurs Foundation, where she had the opportunity to develop knowledge in business start-ups.

Gillian Nikakis (Spensley, 1956)

Earlier this year, Gillian Nikakis was awarded an OAM for service to nursing though mental health support programs.

Gillian’s practice involves working with people who have experienced sexual abuse and trauma. In 2010, she convened an art exhibition called ‘Healing Childhood Trauma’ through The Cunningham Dax Collection; the exhibition featured works by people who have experienced trauma.

After graduating from Lauriston, Gillian completed her nursing and midwifery training, followed by an advanced nursing degree and psychiatric nurse registration at La Trobe University. She has worked tirelessly to advocate for issues of mental health and is also an author, publishing He’s Not Coming Home with Lothian Books in 2005.

When interviewed about the receipt of the OAM in the Melbourne Peninsula Weekly, Gillian said, “There are a lot of people more deserving of an Australia Day award than me, but I am most honoured to receive it.”

Gillian’s favourite Lauriston memory is being the youngest boarder in the boarding house at age seven and making fairy gardens in the roots of the Moreton Bay Fig Tree. As a senior student, she loved drama classes with Dorothy Braund.

We congratulate Gillian on her OAM.

Holly Hockley (2001)

Holly Hockley’s fascinating career began with POPART Australia as an account manager and designer for L’Oreal Cosmetics. Holly oversaw the installing of merchandising displays throughout a number of different retailers. She found her way into the industry after completing a course in industrial design at Monash University, a course which focused on utilising aspects of design to enhance and sell products.

After 18 months working full-time in Melbourne, Holly headed to London to work as a 3-D designer for a branding company. She had the opportunity to work on global accounts designing pop-up events, branding spaces and retail displays through experiential design. London was her home for five years and she thoroughly enjoyed living there, especially to witness the 2012 Olympics, the Royal Wedding and the Queen’s Jubilee—all celebrated in style.

Holly returned to Melbourne a year ago, and is currently employed as a Senior Retail Designer with Greater Group. Her most recent project involves sales-orientated store planning, fit-outs and merchandising elements to ensure customers’ in-store experience delivers retail sales. Holly is involved in every step of the process, from the conceptualisation of the design through to managing the build.

Holly’s fondest Lauriston memory is of the Howqua year and she is grateful for the friendships she made there, still strong to this day. In her spare time, she enjoys exploring Melbourne’s cafes and bars, and recently participated in the City2Sea fun run.

Courtney Van Geelan (2008)

Courtney Van Geelan wants to remind Lauriston girls that “It’s not the end of the world if you don’t get your number one choice; you can change your course if you find yourself unhappy with it.”

Due to an illness in Year 11, Courtney was unable to complete a prerequisite subject for entry into a science degree. She felt as though it was a huge risk planning to transfer from a Bachelor of Arts into a Bachelor of Science, but was able to do so after one year. She enjoyed the transition into tertiary life as she was able to explore a breadth of subjects and work independently.

Not long into her science degree, Courtney realised this is what she wanted to do. She undertook an honours year with her Bachelor of Science at the University of Melbourne.

Courtney’s honours thesis focused on trying to understand the underlying genetic causes of breast cancer in families that have not been linked to any of the known breast cancer predisposition genes such as BRCA1 and BRCA2. She completed her project at the Pater MacCallum Cancer Centre in the Cancer Genetics Laboratory and identified several genes that have been deemed worthy of further investigation.

Courtney plans to start her PhD in 2015.
COMMUNITY NEWS

From the Archives

Communication: a journey through time

Schools of the 21st century have a vast array of communication tools and channels at their disposal. All are designed to enhance parent and community engagement in the life of the school and to turn parents and teachers into partners in the growth and development of the child.

It is difficult to believe that a hundred years ago, there was virtually no communication between school and home. Parents were not expected to become involved in decision-making about their children’s education. Communication between school and home was limited to essentials, such as notification of fee increases or the appointment of a new Principal.

Once a term, parents received a basic report on their child’s academic progress and, at the end of the year, attended a formal speech night or prize-giving ceremony at which the Principal delivered a report outlining developments at the school over the past year. Parental involvement was restricted largely to fundraising and occasional social events.

The expansion of communication really began in the 1970s, when improvements in copying technologies meant that it became cost effective to send home regular newsletters with information about school and classroom activities. From the 1980s, multipage publications such as the Lauriston Letter and Lauriston Life began to make their appearance.

The growth of online media in the 2000s revolutionised communication, opening up hitherto unimagined opportunities for participation in the educational journey.

JENNY BARS
Archivist

(above): The first Lauristsonian magazine was published in 1914. This copy dates from July 1915.

COMMUNITY NEWS

Keeping up with the Old Lauristonians’ Association (OLA)

The OLA is fantastic way to stay connected with the School that you have grown to know so well and the friends you have made along the way, and also to mix and share stories with girls from other years. At the end of the day, you all have one thing in common: you attended Lauriston.

We are excited to announce the launch of the exclusive OLA website.

As a past student of Lauriston Girls’ School, you can register on this site to:

• Connect with friends from Lauriston
• Read about and register for upcoming reunions and events
• Keep up to date with important information via our newsletters, news alerts, etc.
• Post and share your photos and announcements with our community
• Participate in various online competitions with great prizes up for grabs
• Add your business details, and post or look for a job within our directory
• Become a mentor to fellow Old Lauristonians and current students at Lauriston
• Join the babysitters directory to offer services or find a babysitter

Plus many more useful and interesting opportunities for our OLA!

We really look forward to hearing from you and to you sharing your latest news with us. Should you have any problems logging in or have any queries at all about the site, please feel free to contact Bec Marshall, Alumni Relations (Bequest) Manager on (+61 3) 9864 7571.

We hope you enjoy the OLA Online Community Website!

To register, all you need to do is head to www.ola.org.au and click on the “Never registered before? Register” link in the login box on the right and enter your details.
COMMUNITY NEWS

Vale

Lauriston Girls’ School would like to extend condolences to the families of the following people within our community who have passed away recently:

OLAs
Penelope Coates (Cooke, 1962)
Noemi Cranenburgh (2005)
Barbara Ettelson (1945)
Joanna Evans (Gower, 1966)
Jill Fulloon (Newmarch, 1947)
Barbara Hewitt (1948)
Peggy Orr (King, 1945)

Friends of Lauriston
Mark Bernard, husband of Sarah Bernard (Aberdeen, 1973) and father of Katherine (2005) and Coco (2005)
Ben Jago, son of Michelle and William Jago (past parents) and brother of Gillian Jago (2011) and Ryan Jago
Susan Lovell (past parent and past staff), wife of Graeme Lovell and mother of Jane Lovell (2005)
Mother and father-in-law of Noel Broadway (staff)
Mother of Nanette Crawford (staff)

2014 OLA Dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>Tuesday 4</td>
<td>Founders’ Day Assembly</td>
</tr>
<tr>
<td></td>
<td>Friday 21</td>
<td>Welcome to the OLA BBQ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class of 2013</td>
</tr>
<tr>
<td>March</td>
<td>Wednesday 19</td>
<td>OLA Playgroup Morning Tea</td>
</tr>
<tr>
<td></td>
<td>Friday 14</td>
<td>2009 5-year Reunion</td>
</tr>
<tr>
<td>May</td>
<td>Friday 9</td>
<td>2004 10-year Reunion</td>
</tr>
<tr>
<td></td>
<td>Friday 30</td>
<td>1999 15-year Reunion</td>
</tr>
<tr>
<td>June</td>
<td>Friday 20</td>
<td>1994 20-year Reunion</td>
</tr>
<tr>
<td>July</td>
<td>Friday 25</td>
<td>1989 25-year Reunion</td>
</tr>
<tr>
<td>August</td>
<td>Friday 15</td>
<td>1984 30-year Reunion</td>
</tr>
<tr>
<td></td>
<td>Friday 29</td>
<td>1979 35-year Reunion</td>
</tr>
<tr>
<td>October</td>
<td>Friday 10</td>
<td>SOGS Lunch (50+)</td>
</tr>
<tr>
<td></td>
<td>Friday 17</td>
<td>1974 40-year Reunion</td>
</tr>
<tr>
<td></td>
<td>Sunday 19</td>
<td>10 Year Howqua Reunion</td>
</tr>
<tr>
<td>November</td>
<td>Wednesday 12</td>
<td>OLA Playgroup Morning Tea</td>
</tr>
<tr>
<td></td>
<td>Friday 14</td>
<td>1969 45-year Reunion</td>
</tr>
<tr>
<td></td>
<td>Friday 21</td>
<td>1964 50-year Reunion</td>
</tr>
</tbody>
</table>

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.

We’re on Facebook
You can now keep in touch with Lauriston via Facebook. To receive the latest news from Lauriston, simply ‘Like’ our Facebook page.

Future Lauristonioun? You can now keep in touch with Lauriston via Facebook. To receive the latest news from Lauriston, simply ‘Like’ our Facebook page.
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 6000 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.

Lauriston Life is going digital

Lauriston Life is distributed to more than 6000 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’.

Lauriston Life

38 Huntingtower Road
Armadale VIC 3143 Australia
CRICOS number 00152F
ABN 15 004 264 402

facebook.com/LauristonArmadale
twitter.com/LauristonGirls
www.lauriston.vic.edu.au

Lauriston Girls’ School

t: +61 3 9864 7555
f: +61 3 9822 7950
e: admissions@lauriston.vic.edu.au