33
From Here to Anywhere
Uniquely Howqua. Uniquely Lauriston.

35
From Lauriston to the Forbes Top 30
Cleantech entrepreneur Priyanka makes her mark

24
Positive Psychology
An investment in future wellbeing

26
Focus on Howqua
Special 8-page feature on the past, present and future of Howqua

36
Burning Brightly
Victoria Brown talks to us on the anniversary of her 2012 Olympic win
CONTRIBUTORS


ON THE COVER: Victoria Brown, Olympic Bronze Medallist (Photo: Mark Dadswell).
DESIGN: Red Crayon PRINTING: Impress Print Management
FEATURED STORIES

19 Making a difference
20 Senior College Lauriston students head to Borneo on the School’s first international Community Service Tour.

20 Smashing Seussical
Highlights from our hugely successful Senior College musical Seussical.

35 From Lauriston to the Forbes Top 30
Cleantech entrepreneur Priyanka makes her mark.

THIS ISSUE

04 From the Principal
Thinking ahead into the future of Lauriston - its students, teachers and learning environment.

16 Classroom in Focus
A peek inside Lauriston classroom activities.

24 Lauriston Institute
Positive Psychology - An investment in future wellbeing.

22 Meet the faces behind Charlie and the Chocolate Factory
Bronwyn Greig and Lisa Khan.

26 Focus on Howqua
Special 8-page feature on the past, present and future of Howqua.

40 Connecting the Community
Births, marriages, vale and community news.

36 COVER STORY
Burning Brightly
July marks the one-year anniversary of the 2012 London Summer Olympics and Lauriston Life catches up with former student and water polo Bronze Medallist Victoria Brown.

Photo: Arnaud Domange Photography
From the Principal

When I observe our students in their learning environments at the Armadale campus and the Howqua campus, I often find myself thinking ahead into the future.

When I walk about our campuses, I imagine the optimal learning environments that will best meet the teaching and learning needs of our teachers and students.

I read extensively about current educational research on everything from approaches to teaching, brain research and curriculum development, to international education policy changes. I am always thinking ahead about how educational research is linked to innovative programs for students.

My thinking has a bias towards the education of girls and how we can prepare them for their future lives. My interest is not only on academic outcomes for students; I believe that young women also need to be provided with opportunities to develop resilience, perseverance, cultural awareness and a confidence that will help them to transcend the obstacles life often throws at us.

My study leave in Term 1 was an opportunity to look, learn and think; my ‘big question’ - What more can we do to provide our students with experiences and tools to succeed in this fast-paced and changing world?

Palo Alto, in the centre of Silicon Valley, is situated about an hour from San Francisco by train. Here, I visited Castilleja School and the nearby Stanford University. Castilleja is a girls’ school with approximately 650 students from Year 7 to 12 and has become a focus of interest and research for me because it has established a fabrication laboratory for its students. Castilleja is one of five schools around the world that have joined in a research project with Associate Professor Paulo Blikstein of the Graduate School of Education, Stanford University.

What is a fabrication lab?
A ‘Fablab’ is a low-cost digital workshop equipped with laser cutters, routers, 3-D scanners, 3-D milling machines and programming tools. The Fablab@School concept was created by Professor Paulo Blikstein, and there is a growing network of educational digital fabrication laboratories that put cutting-edge technologies for design and construction into the hands of middle and high school students. The Transformative Learning Technologies Lab researchers at Stanford University have developed low-cost tools, a curriculum and a teacher preparation program. The Fablab was the first program designed from the ground up to serve Grades 6 to 12.

It was a delight to visit Castilleja School and meet with the Principal, Nanci Kauffman, the Fablab Director, Dr Angie Chau, and teachers from a broad range of faculties who are undertaking interdisciplinary projects that use the resources of the lab. During my visit, the Castilleja lab staff members were preparing for a 7th Grade History project that will involve students building replicas of the most famous of Leonardo da Vinci’s machines, by studying his sketches.
and learning about the science behind his ideas. I felt very much at home during my visit to Castilleja because I was speaking with educators who were passionate about the education of girls and the provision of innovative learning programs.

I was even more excited when I visited Stanford University and met with Professor Blikstein in the Fablab that has been constructed at the university. Lauriston is currently in discussion with Professor Blikstein and Stanford University about the possibility of establishing the first Fablab@School in Australia at Lauriston.

Why does Lauriston want to establish a Fablab?

Fabrication projects allow students to learn about STEM (Science, Technology, Engineering and Mathematics) and design. In a fun and collaborative environment, students can undertake hands-on problem-solving activities, in which they can design, construct and revise products or artefacts. The fabrication process improves spatial skills by giving students practice in creating two-dimensional plans and then visualising and building three-dimensional objects. It is important for girls to improve in the area of spatial skills for the study of mathematics and science, in particular, but for all subjects in general.

For students in Years 5 and 6, there would be a focus on building and tinkering, and also attention to basic programing skills. As the students move into the high school years, they would learn more technical skills, and gain more experience in programing and in solving more complex problems.

Why does Lauriston want to establish a partnership with Stanford University?

Our Lauriston alumnae live and study in all parts of the world. Lauriston wants to be wherever exciting and innovative learning is occurring and the Transformative Learning Technologies Lab at Stanford University is developing cutting-edge curriculum and training teachers to think about our students as inventors and creative problem-solvers.

Lauriston will be part of a global research project based on curriculum development in the FabLab and we will have access to Professor Blikstein and his graduate students as we set up the lab, train our teachers, use curriculum resources and develop our own curriculum.

In the next edition of *Lauriston Life*, I will provide an update about our current negotiations with Stanford University and highlight a partnership with The Hewitt School in New York, which we are finalising.

**Lauriston is currently in discussion with Professor Blikstein and Stanford University about the possibility of establishing the first FabLab@School in Australia.**

**PRINCIPAL**

Susan Just

Read more about Susan’s study leave via her blog:

Lauriston’s high achievers

Carrying on the momentum of last year’s VCE and IB success, the first six months of 2013 have seen a number of Lauriston girls excel in a variety of fields.

The senior rowing team achieved the pinnacle of success with Lauriston’s 1st Four Rowing crew wining the trifecta of major rowing events and finishing the season undefeated.

The crew comprised Jessica Adams, Emily Hinton, Alexandra Jeuniewic and Sophie Coltman (all in Year 12), with Lauren Briggs (Year 11) as cox. The girls took out the Victorian State Championships, the prestigious Head of School Girls and the National Championships in Sydney.

Crew member Alexandra Jeuniewic paid tribute to their strong crew culture and the trust they developed with each other for the team’s success. ‘We always had each other’s support and, most importantly, could have a laugh with one another when times got difficult,’ she said.

Sophie Coltman’s individual talents have also been recognised and she has been selected for the Australian Junior Women’s Coxed Eight and will compete in the World Rowing Junior Championships in Lithuania in August.

The 2013 successes continue with two of our senior girls, Sarah Barrie (Year 12) and India Walter (Year 12), progressing to the second stage of the prestigious Australian National University Tuckwell Scholarship process.

Six senior girls from Years 11 and 12 competed in the Monash University Economics Debate. Each team put in a fantastic effort and won two out of three debates. Debating Captain Tracey Chau was rewarded with a prestigious individual honour: one of the ‘Best Speaker’ awards.

In the sporting field we have had a number of girls selected to represent Victoria and Australia.

Julienne Soo (Year 11) was part of a historic team win by the Victorian Women’s Golf Team at the National Championships in Tasmania. The team was the first Victorian side to win the championship outright since 1996. Beatrice Goad (Year 10) has also been recognised for her sporting talents, this time in soccer: she was selected for the Australian Under-17s soccer team that flew to Korea at the start of May.

Two Howqua students have also managed to find time to represent Victoria while completing the Howqua program. Sally Davies’ (Cramond House) team finished fifth overall at the Australian National Synchronised Swimming Championships in April, while Clara Chen (Thompson House) represented Victoria in the Under 17 Junior Badminton Team. Clara made it to the quarter finals in the singles draw.

Finally, congratulations to Chloe Gration (Year 9, Gillespie House) who, after making her way into the state final of the Legacy Junior Public Speaking Competition last year, was invited to speak at Parliament House in March on the topic of social change at an International Women’s Day event.

ALEX SPANGARO
Correspondent
National and International tours and exchanges in Senior College.

Once our Year 9 students have completed their year of challenge and opportunity at Howqua, they are in a great position to apply their newly acquired skills of independent and experiential learning by spreading their wings on a national or international trip.

Why do we encourage these trips and exchanges? What is of lasting value that students learn and bring back from their travels?

In many ways it depends on the trip undertaken – each has a significant purpose and objective beyond the typical ‘tourist’ experience. Below is a snapshot of the experiences and the learning that can be gained by our adventurous Senior College students.

Curriculum and culture based learning trips and tours

• Art and Culture tour to Italy – galleries and museum visits, including the famous Venice Biennale; students’ own reflections and artworks in their visual diaries

• History and Culture tour to Turkey – relating history to landscape, including an affecting visit to the Gallipoli Peninsula

• French and Chinese exchanges – living in a foreign culture with a family quite different from your own; practising language skills in real-life situations

Service based trips

• Noonkanbah – working and living in an Indigenous community school in far northern Western Australia; experiencing the multicultural melting pot of Broome

• Borneo – working and living in a remote village in Borneo; visiting the world famous Orangutan reserve

Performance and competition based tours

• Music tours – ensemble performances in some of the best known music centres and venues in the world; soaking up the musical culture and history of Europe

• Sport tours – playing netball against elite schoolgirl teams in the United Kingdom; living on campus in prestigious ‘like’ schools

Of course, no matter what the stated objectives of each of these tours and exchanges, the unplanned experiences go far beyond them – interacting with people from other cultures and seeing the world through their eyes is probably the most important by-product of spending some time in another culture. These are the learnings that Lauriston girls take with them on their lifelong journeys.

It is the learning that comes as a result of thinking and deep reflection that is of lasting value. In the case of the Italy trip, this is provided by sitting quietly and recording private as well as shared impressions – written and drawn – in visual diaries. The researching of an individual soldier followed by a moving visit to his final resting place in a perfectly groomed memorial site at Gallipoli cannot be replaced by any reading or film-viewing experience. Ultimately, it will be these ‘creative reflections’ that will be returned to time and again as the most lasting and valuable part of any of these wonderful trips.

NENE MACWHIRTER
Deputy Principal/Head of Senior School
Preparing for a journey with endless possibilities

We frequently refer to our children’s years at Lauriston as a journey.

We refer to the value of the many and varied pathways travelled by our students. Increasingly, we are appreciating that there is, in fact, no one final destination at which to arrive, but that learning is an organic, lifelong endeavour. Lifelong learning requires the development of significant skill sets that go beyond the acquisition of traditional academic knowledge. There is now much literature in educational circles about how best to prepare our current generation of children for a world that none of us can imagine or predict; a world of endless possibilities.

Learning is an organic, lifelong endeavour.

At Lauriston, we have developed a conceptual model of the skills, knowledge and personal dispositions that we believe will transcend the passage of time and effectively equip our students to flourish in a changing, unpredictable world.

They include:

• independence
• critical and creative thinking
• reflectiveness
• open mindedness
• effective communication
• principled/ethical values
• active involvement in students’ own personal growth
• intercultural understanding
• active membership of a global community.

Of course, we value the traditional aspects of a primary education, ensuring students develop the fundamental academic capacity to access all future learning, careers and life choices and become well-informed members of society. We also believe that our charge is to prepare students for what we can’t possibly ‘teach’ them in the ‘filling empty vessels’ only model of the past.

What will allow our students to go from ‘here to anywhere’ is ensuring they develop the discipline and dispositions to learn anywhere, anytime, and the knowledge of how to learn, unlearn and relearn – that is, how to be lifelong learners.

If we accept that we need to prepare students for a vastly different future than we have known, then our understanding of the focus of education also needs to shift. This change will require a curriculum that provides individuals with the dispositions necessary to engage in lifelong learning.

An approach to education that is organic, responsive to the learning needs of individuals and interests of all students, which promotes independent and creative problem-solving as part of core curriculum, which develops students’ capacity to reflect, make mistakes and persevere within a moral framework where the rights of all are respected and valued, is fundamental to preparing our children for the future.

Opportunities for our girls to develop such dispositions abound, particularly in areas such as investigations in the early years, units of inquiry and STEM (Science, Technology, Engineering and Maths), where we make use of relevant and engaging content to teach core competencies that can be developed from an early age and that can be well practised and internalised to ensure our students can take their learning anywhere.

ANN HOOPER
Deputy Principal/
Head of Junior School
First steps

“The wider the range of possibilities we offer children, the more intense will be their motivations, and the richer their experience.”

— Loris Malaguzzi

One of the features of the Reggio Emilia approach that we at the Kindergarten have embraced is the idea of project work. Projects are designed for children to investigate a topic so that the child has a deeper understanding and a fuller sense of events or occurrences that they may have encountered. Our aim is to ignite the curiosity of the child. We believe that an investigation undertaken by children in this way increases their confidence in their own intellectual ability and strengthens their dispositions to want to continue to learn.

Projects are rigorously planned by the educators. Plans are laid out in advance and the aim of the project and the knowledge the child will gain is clearly outlined. Young children participate through discussion, creating, imagining, visual representations and visits to the local community. The unpredictability of young children’s ideas and thoughts often takes the learning to a new level. Projects often move in unanticipated directions as a result of numerous ideas and opinions. Teachers place a high value on their ability to improvise and respond to children’s predisposition to enjoy the unexpected.

In the Dolphin room, the children have been investigating the season of autumn. They have learned many facts, they have increased their vocabulary, they have questioned and they have made sense of their ideas by drawing, painting and imagining. The learning was enhanced by an autumn walk to further the observations the children had already made. The next time the children went walking they were busy pointing out which were the deciduous trees and which were the evergreen trees. They noticed that some of the trees’ colours had deepened even further into gold and red but their attention was diverted when they observed the way their bodies made shadows on the road.

‘My shadow disappeared under the car,’ shouted Chase. ‘Hey look, it’s back again!’ There was great excitement and much speculation as to how this could have happened, and what would have caused it. While exploring autumn, the children had inadvertently stumbled upon the beginning of another project, with endless possibilities...

Young children are dependent on adults for many aspects of their life and learning experiences. Projects are the part of the curriculum that allows their own interests and ideas to flourish and grow. Choices can be made by the child. Children are given opportunities to make connections between prior knowledge and new knowledge while engaging in authentic tasks. These early experiences of mastery can also cultivate the disposition to seek out and question further, a disposition that can serve children well throughout their education.

ROBYN AMBLER AND FIONA IRELAND
Directors of Kindergarten
Lauriston events

Supporting our preschoolers
On Tuesday 7 May more than 50 parents attended the Junior School’s popular Early Literacy Seminar, which was facilitated by Deputy Principal and Head of Junior School, Ann Hooper.

The seminar examined how parents could support their preschoolers’ early literacy development ahead of their entry to Prep and also discussed the vital role that parents and educators play in the development of literacy skills in preschool children.

Of particular interest to many was how to engage children in today’s increasingly tech-rich environment.

Ann guided participants first through the foundations of literacy, detailing the importance of the preschool and then discussing what ‘school-ready’ actually means for individual children.

A large portion of the session was devoted to discussing how parents can help develop early literacy skills in their children. Tips included speaking to your child and engaging him/her in sustained conversations with much modelling, elaboration and feedback.

Ann also noted the importance of referring to written communication in the environment and working with children so that they learn early that text conveys meaning.

Of particular interest to many of the parents in attendance was how to engage children in today’s increasingly tech-rich environment where iPad and iPhone skills are refined very early in life.

Ann acknowledged that these skills – and familiarity with technology – are important but pointed out that they should be developed in a balanced environment alongside much exposure to both printed text and the spoken word.

Senior College Careers Night
The theme for Senior College Careers Night this year was ‘Transition to University’ with a focus on our past students’ experiences in the first few years after leaving Lauriston.

All Year 10, 11 and 12 girls and parents were invited to come along and listen to faculty representatives from Deakin, Monash, RMIT and the University of Melbourne. The girls also had the opportunity to hear from past students who are currently studying courses in Arts, Biomedicine, Business and Commerce, Creative and Performing Arts, Engineering, Film and Television, Health, Languages, Law, Medicine, Music, Psychology, Science and Sport. >>
Our keynote speaker for the evening was Natalie Roberts (1997) who completed a Bachelor of Aerospace Engineering from RMIT and is currently Managing Director and Principal Engineer at ABMARC.

**Biggest Morning Tea**

On Thursday 23 May the annual Biggest Morning Tea took over Irvine courtyard with a delicious array of homemade cakes, biscuits and slices on display.

The Biggest Morning Tea was organised by our students in collaboration with the Lauriston Parents’ Association.

A highlight this year was the biscuit decorating activity for junior students and the cupcake decorating competition, which was open to all students. This amazing display drew crowds eager to see the ‘Elmo cakes’, the ‘Sushi cakes’, the ‘Garden bed cakes’ and even a ‘Doctor Who Tardis cake’.

Lauriston has been one of the Biggest Morning Tea’s significant donors for several years. In recognition of this the Cancer Council Victoria has made us a ‘VIP’ host. It is a fun, easy way for Lauriston to raise money for vital cancer research, prevention and support services for cancer patients and their families.

Thank you all who contributed and helped on the day and well done to all the girls for their creative efforts and impressive cooking skills!

**KATIE GARRETT**

Communications Officer
Prep create a paper rainforest
The ‘paper rainforest’ project took over Prep classrooms last term after the girls showed a strong interest in Blairholme’s resident garden stick insects and began building a place for them to live.

The girls were provided with a range of different natural papers and recycled paper materials with which to create their rainforest. This involved making models of the stick insects based on their observations and investigating other creatures that lived in rainforests. The girls used iPads, net books and non-fiction texts to find out more.

Next, the girls began sketching their ideas in the ‘Design Area’ of the classroom. This led to the girls completing more detailed design briefs. Their language and writing skills have been fostered throughout.

Our Preps have discovered the names of many unusual animals that live in rainforests and learned about where rainforests are found on our earth. They have explored the layers that exist within a rainforest, and grouped the animals, birds, reptiles and insects into the layer where each lives. They have also developed an appreciation for our precious rainforests.

This project greatly enhanced the girls’ fine motor skills as they tore, fringed, twisted, fan-folded and rolled paper of different types to create their ideas. They used their problem-solving skills throughout as they built more trees and creatures.

Each class in Blairholme was invited to join in for an investigations session and parents were also invited in for a session in the outdoor classroom created on the Prep deck area. On the day that Lauriston Life visited, the classroom rainforest was a frenzy of excitement, idea sharing, researching, decision making and creation. The girls loved walking through their ‘paper rainforest’ and exploring. They were very proud of their achievements and amazed by the sheer size of the forest that was built in their classroom.

Year 4 take on ‘The Block’
The girls in Year 4L and 4H have been working on a cross-curricular mathematical and technological investigation entitled ‘The Block’.

The girls have had the opportunity to re-design their bedrooms and choose new furniture to model in card and balsawood.

In order to do this, they have had to measure the length, width and height of their bedrooms at home then calculate the area, perimeter and volume. They have scoured catalogues for new furniture, estimated the price of their choices, then added the total to find out how much their room would actually cost (some of them are very expensive!).

The final stage, to be completed in June/July, will be designing the layout of the rooms before making the model using wood and other materials. We think that ‘The Block’s’ foreman, Keith, would be very happy with their enthusiasm, planning and design skills. >>
Budding Lauriston engineers at work
Years 3–6 students have been tinkering during lunchtime every second week as part of an initiative called EngQuest.

EngQuest is an initiative of Engineers Australia and provides an exciting, non-competitive way for students to participate in fun and educational activities involving mathematics, science and technology.

During their tinkering sessions, the girls have been exploring machines by pulling them apart and looking at the internal components. The aim is to ignite interest and to understand the complexities of the machines. In Term 3 students will complete curriculum-appropriate engineering projects as provided by EngQuest. These projects include instructions and background information and there is a forum where students can ask engineers for advice.

There are many projects to choose from including constructing a solar cooker from everyday materials such as a shoebox and aluminium foil, and constructing a newspaper dome focusing on how to make it self-supporting.

Year 8 Drama students ‘Shake’ it up
Throughout Term 2, Year 8 Drama students have been exploring a range of Shakespeare texts (Macbeth, Romeo and Juliet and Hamlet) with a focus on language, performance style and context.

They have been exploring, developing and experimenting with characters and situations from the different scripts as well as developing an understanding of modern day re-contextualisations.

The girls were asked to design an aspect of stagecraft, in this case a set for a chosen scene from a Shakespeare play.

As ‘artistic directors’, they created, explored and realised the stagecraft design – with an unrealistically large budget – and have made design choices that reflect a concept or vision for the production.

The students then had to verify their reasons for design choices based on their knowledge and understanding of the context of their chosen play and scene.

CSIRO immunology incursion
Year 12 VCE and IB students had the opportunity to take part in a two-hour hands-on session with CSIRO when they visited during the term.

They got a great insight into the role of CSIRO in research, and Australia’s leading role in the world of immunology, including cutting-edge research into treatments for malaria, tuberculosis, HIV-AIDS and the development of the cervical cancer vaccine.

They were able to use the latest equipment utilised in immunology laboratories and practise techniques used in diagnosis and treatment of disease.

Students found the sessions very interesting and useful, and gained insight into the application of knowledge in immunology to the solution of pressing real-world problems.

KATIE GARRETT
Communications Officer
During the Term 1 holidays, a team of 20 Senior College Lauriston students accompanied by four staff members donned full hike packs and headed off to Malaysian Borneo on the School’s first international Community Service Tour.

For 11 days the girls and their teachers (Jo Amott, Kate Murray, Tim Cavanagh and Lucy Clapham) fully immersed themselves in the rich culture of both the remote and urban settings of Borneo. Upon their arrival in Borneo the girls were divided into two teams, Team A and Team B. Team A girls and teachers set off straight away on the five-hour trip to their main destination, the remote community of Nanga Ukom, which was their home and workplace for the next seven days.

Meanwhile, Team B spent an extra night in Kuching and next explored the Bako National Park, where they ventured up the mountain (Team A would have the opportunity to do this at the end of the trip). While hiking, the girls stopped to see pitcher plants, vipers and proboscis monkeys and then enjoyed a breathtaking view overlooking the beach. After a further hike, swim and lunch on the beach, Team B headed back to the boats for another night in Kuching. The next day they set off early to meet up with Team A in Nanga Ukom.

Upon arrival at Nanga Ukom, the teams were greeted by the sounds of traditional music and drumming before being blessed by an Iban community elder and welcomed by the Chief of the village.

The days that followed were filled with hard work, because, as student Isobel Caldwell explained, ‘the main purpose of this trip was to help contribute to this small community of people in any way possible’. The girls were kept busy working on various projects around the community, including constructing greenhouses for the Ibans to grow their vegetables in and working on the community hall and preschool.

Another main project was to develop a playground for the community’s children. The playground comprised swings, two seesaws and a slide. ‘The playground was very basic,’ Sophia Amerena-Cowie said, ‘but what seemed so simple to us made a large difference to the kids, as we could see their faces light up when they finally got to play on it.’

The girls had fundraised prior to leaving to support these projects. They set a target of $2000 to cover the building materials, but in the end they managed to raise just over $5000. This meant that they were able to make two generous donations of $1000 each to a school for children with disabilities and the Salvation Army in Sarawak, Borneo.

It wasn’t all work though, with the nights in the village spent playing with the local children, singing songs, playing card games, dancing and being taught by the Iban women how to weave. One night even involved the girls teaching the Ibans how to limbo.

The last day in Nanga Ukom was spent enjoying the natural beauty of the surrounding environment with a boat trip up the river, a hike through the forest and a swim underneath a natural waterfall. Lunch of chicken, rice and salads made from ‘nature’s supermarket’ – the jungle – was cooked in traditional Iban style, on the fire on hollowed out bamboo.

The last few days of the trip were spent in Kuching, where the girls shopped for supplies, such as toothbrushes and stationery items, to send back to the village.

For most of the girls and teachers, the highlight of the trip was meeting and bonding with the Iban community, especially the children. ‘They were so open and friendly and completely welcomed us into their home no questions asked,’ said Sophia.

It was an amazing experience for all involved, with memories and relationships made that will last a lifetime.

ALEX SPANGARO
Correspondent
Our Senior College musical *Seussical* was a huge success and was attended by more than 1000 people who flocked to see their favourite Dr Seuss characters!

*Seussical* impressed all highlighting the depth of talent of the cast and was enjoyed by all as the students sang and danced their way through the evening.

*Seussical* ran on Wednesday 1 May, Thursday 2 May, 7.30 pm and Friday 3 May, 5.30 pm in Irving Hall. There was also a matinee performance on Wednesday 1 May, which was attended by Years 3–4 students from Armadale Primary School, Toorak Primary School and also older students from MLC.

Kellie Ryan, Director of Music at Lauriston and Music Director of *Seussical*, says ‘The girls involved showed enormous commitment to the production not only in their many hours of rehearsal (including sessions in the April holidays), but in the positive and proactive approach they brought to all areas of the production. Their care and commitment was evident on stage at all performances and we are thrilled that so many members of the Lauriston community were able to see and experience this beautifully performed show.’

The show opened with a familiar-looking tall, red-and-white striped hat glowing in the centre of the stage. We were then introduced to a young boy, JoJo, and the notorious Cat in the Hat. The duo then embarked on an adventure that took them from the Jungle of Nool to Whoville. The cast and crew were commended by those who attended.

‘Sensational singing from a talented ensemble cast, brilliant costumes. The confidence of the performers and the joy of their singing and acting made this a musical experience to remember!’

‘Wow!’

‘So many great individual performances by the leading artists and supported beautifully by the others to ensure there was never a dull moment. What joy they brought to us as parents, families and friends.’

‘The costumes, the sets, the lighting and the amazing sound score (from the invisible orchestra) transformed our little Irving Hall into something truly magical.’

The production’s Director, Hayley Sandpearl, Director of Drama, says ‘The final product was the result of much hard work and a truly professional attitude. Working with the girls through this process has been a great joy and I am proud with the result (as they should also be). I look forward to working with them on many more Performing Arts projects to come.’

Congratulations to all the staff, cast, crew and teaching staff on all your hard work making this year’s Senior College musical a night to remember.

For those who enjoyed *Seussical* and also for those who missed out, watch out for the Middle School play *Charlie and the Chocolate Factory*, which will be performed in Irving Hall on the 14th and 15th of August.

KATIE GARRETT
Communications Officer
Bronwyn Greig and Lisa Khan joined Lauriston in 2008 and 2009 respectively and have produced numerous school plays, musicals and ensembles.

They are currently collaborating to produce and direct the much-anticipated Middle School play.

Lisa and Bronwyn’s work involves script concept, stage production and curriculum planning. The pair ignited a wave of curiosity around the Middle School play this year using email, posters, flyers and student notices to leak hints about what the play would be.

After much teasing the secret was out; the Middle School play this year would be *Charlie and the Chocolate Factory*.

Bronwyn finds teaching drama an extremely rewarding experience and enjoys seeing girls reach their potential; she loves being part of the excitement students get from learning and experiencing different things in Drama.

Lisa enjoys introducing her students to the benefits of drama, building confidence and seeing students understand the joys of working creatively.

‘I enjoy helping students to harness their creativity and develop a sense of who they are through Drama,’ says Lisa.

‘School plays help build a connection for students with the School as well as a sense of belonging, while also building on their confidence and communication skills,’ adds Bronwyn.

Both teachers loved drama and school plays when they were at school and this has – in part – fuelled their professional careers as teachers.

Bronwyn is a qualified AMEB Speech and Performance Coach and runs Lauriston’s lunchtime Drama classes. Lisa became an English/Drama teacher due to her passion for watching shows develop and her love of literature. As a self-confessed ‘book worm’, her love of literature developed through her family and a grandmother who always gave her a much-loved book of her own for Christmas.

Bronwyn completed a Bachelor of Education from Deakin University and also a Diploma in Acting from the National Theatre. Lisa studied a Bachelor of Education (The University of Tasmania) with a double major in Drama and English. Her extensive teaching experience has seen her teach in Tasmania, England and the Guernsey Channel Islands.

Outside Lauriston, Lisa works at a youth theatre company where she has the opportunity to teach drama to disadvantaged students. Bronwyn works with kindergarten children running drama and movement programs and has been involved in various community drama projects for teenagers.
Both educators believe that taking part in a school play is a ‘rite of passage’ and this is one of the reasons why Charlie will be an all-inclusive play. The production will feature one of the largest casts ever involved in a Lauriston production with more than 120 girls taking part.

The scope of the play is huge, featuring four Willy Wonkas, four different narrators and transformation props that will be used to create the magic of illusion.

See Bronwyn, Lisa and their tireless cast and crew in action when doors open for Charlie and the Chocolate Factory on Wednesday 14 and Thursday 15 August in Irving Hall.

KATIE GARRETT
Communications Officer

To book tickets visit: www.trybooking.com/CYVO

“I enjoy helping students to harness their creativity... through Drama.”
— Lisa Khan
LAURISTON INITIATIVES

Positive Psychology:
An investment in future wellbeing

In the latter half of 2012 Lauriston began exploring the possibility of being involved in Positive Psychology (PP).

This relatively new branch of psychology conducts scientific enquiry into the factors that help individuals, communities and organisations thrive by building on their strengths and virtues.

Positive Psychology can be used as a key driver and energiser for creating cultural change in schools largely because it provides a framework and language for schools to focus on flourishing for staff and students.

Lauriston made the decision to work initially with a group of about 35 staff who, having been introduced to the concepts of Positive Psychology by Associate Professor Lea Waters from the University of Melbourne, made a commitment to a series of half-day training sessions.

The longer term plan is for all staff to be trained in PP so that its benefits flow to Lauriston students in their day-to-day interactions at school.

In addition to being trained in PP techniques, the staff is participating in systematic data gathering by way of surveys in order to support a broader research program being conducted by the program facilitators Associate Professor Lea Waters and Dr Adam Barsky. The facilitators work in a range of schools building a bank of scientific evidence around PP in Australia.

Positive Psychology training is based on Martin Seligman’s PERMA model, which proposes that there are five permanent building blocks for a life of profound fulfilment.

These building blocks (or pillars) are Positive Emotion, Engagement, Relationships, Meaning and Accomplishment.

In short, the PERMA model focuses on maximising an individual’s strengths and using those strengths to build better engagement, relationships and accomplishment.

It’s about improving individual and collective wellbeing and building an organisation that accentuates the positive and builds resilience. Lauriston already has a number of elements of Positive Psychology in place. Some examples include the leadership program in the Junior School and the Howqua program at Year 9.

As of May 2013 the staff team of 35 have had three training programs with a further three to go this year. This team will play a key role in mentoring and coaching a wider group of staff as they, in turn, move through PP training. There are immediate benefits for the girls via the team practicing PP techniques in their classrooms and later the program will provide specific PP training for the girls in order to enhance their wellbeing.

The changes are subtle and turn on the willingness of those involved to see things differently and to act differently. If the enthusiasm for the training program so far is any indication, PP is having that positive effect.

If you have questions about the program please call or email Nick Thornton, Director, Lauriston Institute on 9864 7611 or thorntonni@lauriston.vic.edu.au

NICK THORNTON
Director, Lauriston Institute

Definitive information about the underpinning principles of PP can be found at www.authentichappiness.sas.upenn.edu
Or Peterson C (2006), A Primer in Positive Psychology, Oxford University Press.
Farewell Anouche Boulom

Anouche Boulom arrived at Lauriston in 1988 as the new Head of French and has remained a significant part of our school community for twenty-five years.

As Head of Kirkhope House for eight years, Anouche employed the slogan ‘red is the colour of passion’ to inspire her students, an appropriate message given her energy and her considerable ability to invest those in her care with enthusiasm for all they undertook.

Anouche has always been a compassionate and hardworking member of staff. In 1992, she established the first exchange program between Lauriston and French students, and as the Director of Exchange Programs to China and France, she has given hundreds of students the enriching, and sometimes life-changing, experience of living in another country and absorbing another culture.

Passionate about wider social and ethical issues and with a deeply held commitment to French language and culture, Anouche has guided her students to become truly global citizens. Through her they have developed genuine intercultural understanding. As the current Head of LOTE Anouche has mentored a close-knit group of teachers and has encouraged them to share her passionate commitment to opening the minds of students to the rich world of languages, both within and beyond the classroom.

Anouche has taught French with contagious enthusiasm, academic rigour, care and dedication during her time at the School. Generations of Lauriston girls have been fortunate in having the opportunity to experience her robustly intelligent approach, her determination to make her subject relevant and interesting to all, and her highly individual and memorable Gallic flair. Anouche has earned a reputation as an excellent teacher whose students achieve their best, whether it is in the IB, the VCE or the Alliance Française competition.

Anouche has guided her students to become truly global citizens.

Students and staff will miss the petite figure of the always-elegant Anouche, high heels tapping a lively tattoo along Lauriston corridors as she races between classes – expressing to all her energy and zest for life.

We salute her splendid contribution, and wish her a wonderful time following her successful professional career.
A transformative journey

During their adolescence students undergo physical, social, emotional and intellectual change that research indicates often leaves them dissatisfied, disengaged and at their lowest levels of resilience. For many reasons, this is particularly relevant at Year 9.

So what better way to engage, challenge, empower and interest students than to remove them for scheduled periods of time from their comfort zones? Howqua is an environment that is free from the pressures of social media and advertising, an environment that is less distracting and challenging in so many positive, healthy and unique ways. It works to broaden horizons and to expand knowledge and understanding.

An often life-changing experience for our students, Howqua regularly ranks as the highlight of a Lauriston school career. Girls learn to appreciate and understand their own and others’ strengths and weaknesses and to develop strategies to empower their own development and learning.

It is a year where they experience a unique curriculum that utilises the natural environment and sustainability and one that engages learning and encourages questioning and inquiry. Girls have access to a dedicated Year 9 staff for their cohort alone, one that works with them not just in academic classes, but in every facet of the program, from hiking to pastoral care, from running to community service, from evening homework through to games and activities. It is also a time where girls can learn about risk taking and the assessment of risk in a more controlled, safe environment through the outdoor and leadership programs.

It is a year where they learn and reinforce the benefits of a healthy, balanced lifestyle through the fitness program, Fit4Life and health classes, and further develop life skills, such as good communication skills, time management, perseverance, organisation and compromise – skills that will benefit and assist them throughout their future.

At Howqua the words ‘community’ and ‘service’ take on a very different and more meaningful context, and relationships with both staff and other students are fostered and maintained throughout the highs and lows. Teamwork and cooperation are vital aspects of the program and girls learn to appreciate difference. Regular visits home also reinforce the value and importance of family.

Each aspect of the Lauriston Year 9 program is progressive and structured to challenge the girls, while allowing them to achieve success, from their first house meeting, pastoral care session and early academic classes, to their first fitness run and their first outdoor program. Each component’s level of difficulty gradually increases and – as the girls move through Howqua – the levels of support and scaffolding that are often quite substantial at the beginning are slowly removed, and each experience is more self-directed and often more meaningful as students’ self-awareness increases.

Through the variety and structure of the programs and experiences at Howqua, the girls develop a much greater level of independence and resilience that better prepares them for the challenges that lie ahead.

SAM RIDLEY
Assistant Principal, Howqua
A brief history of Howqua

Lauriston has had a long history of involvement in outdoor education, from the skiing trips and walking trips of the 1920s and 1930s, to the Duke of Edinburgh and Outward Bound programs introduced in the 1970s and 1980s.

The possibility of acquiring a permanent campsite for Lauriston was explored by Principal Susan St Leon in the early 1980s, but it was not until the appointment of Mrs Ruth Tideman AM in 1983 that the idea of establishing an offsite campus, as opposed to a campsite, was raised.

Mrs Tideman’s vision for a unique residential campus where students would meet a variety of new physical challenges, learn the importance of team work, and develop self-confidence and self-reliance was a compelling one, and by early 1990 planning for an outdoor campus had begun. Many possible sites in regional Victoria were explored before the school settled on Tareka, a secluded 570 acre property in the Howqua Valley. The purchase was finalised in December 1991, and by mid 1992 site works had commenced.

Construction of the campus was planned in stages. Stage 1, designed by architects Simon Swaney and Sally Draper, comprised four student houses, four staff houses, the LPA Dining Hall (to be used as classrooms outside meal times), a storeroom and workshop. Stage 1 was completed by mid 1993, allowing the first cohort of 35 girls to come into residence for Term 3. The remainder of the year level attended during Term 4. Full year attendance for all Year 9 girls followed the completion of Stage 2 works in 1997.

Since 1997, the Howqua Campus has continued to develop, with the construction of several additional staff and student houses, an outdoor classroom, a Library and Resource Centre and an Arts Centre. These developments underpin the educational goals of the Howqua Campus, providing flexible spaces in which to implement a range of experiential learning programs. The Howqua experience is now firmly embedded in the life of the school and its students.

JENNY BARS
Archivist
**FOCUS ON HOWQUA**

**Howqua through time**

**1991**
LGS purchases *Tareka*
A 570 acre property in the Howqua Valley.

**1992**
Construction of Stage 1 commences
(four student houses: Fitz-Gibbon, Gillespie, O’Brien, Thompson; LPA Dining Hall; four staff houses; storeroom; workshop).

**1993**
Campus is officially opened
On 27 June by Mr Tim Macartney-Snape.
First group of 35 girls come into residence in Term 3.

**1996**
Construction of Stage 2 commences
(three student houses: Wirringa ’96, Arthur Robinson, Cramond; two staff houses; one classroom block; visitors’ centre; combined office/student services area; conversion of the sick bay to assistants’ accommodation).

**1997**
Official opening of Stage 2
On 2 February 1997.
Staff House 3 (Director’s Residence) named for Mrs Alix Bradfield, Chair of the Lauriston School Council 1989–1995; CRA1 and CRA2 classrooms named in recognition of the generous support of CRA Ltd. Full year attendance for all Year 9 girls commences.

**1999**
Construction of 8th student house (Mirrabooka)
2003
Howqua 10th anniversary celebrations

2004
Construction of 9th student house (Kirkpatrick). Campus can now accommodate 108 girls.

2006
Construction of Outdoor Classroom

2007
Construction of Library and Resource Centre

2008
Construction of 10th student house (Hollyer)

2009
Construction of Brooks Frazer Arts Centre

2013
Howqua 20th anniversary celebrations
FOCUS ON HOWQUA

A lasting legacy

In the 20 years since the opening of the Howqua campus, around 2000 Year 9 girls have lived and studied in this unique educational facility.

According to Mrs Ruth Tideman AM, the origins of the program can be traced back to the Year 9 social education classes she taught at Lauriston during the 1980s.

At this time, there was little to differentiate the six years of secondary schooling, and the girls in her classes were clearly bored with school life. The crucial question for Mrs Tideman became ‘how can we maximise the year for Year 9 girls?’

The Outward Bound program provided a partial answer, but Mrs Tideman was convinced that more could be done to harness the energy and curiosity of this year level. With key supporters such as Mr Tim Biles, Mr John O’Brien and Mr Nigel Creese, she began to look around for options that would take learning and education beyond the confines of the school. When, after looking at many properties in regional Victoria, they came across a piece of land around the Howqua River, they knew at once that they had found the place.

The purchase of the Howqua property prompted a huge amount of developmental thinking about the nature of the campus and its educational program. Its purpose, however, was always clear to Mrs Tideman: to give the girls a ‘useful educational experience … useful for them’.

The program, designed by inaugural campus directors Mike and Helen Hennessey, was a broad one, encompassing academic, physical and social learning. It was designed to take full advantage of the beautiful natural environment of the campus by integrating experiential learning into daily life. Activities such as tree planting, water quality monitoring and firewood gathering were all intended to foster self-reliance and independence, while giving the girls a sense of ownership of their rural home. The program would be challenging, but, as Mrs Tideman says, ‘I have a strong belief that girls, when put on their mettle, will be able to do most things.’

Mrs Tideman’s faith in the ability of girls to rise to the challenges put before them has been thoroughly vindicated. Since 1993, girls have tackled the three-day hike, ridden horses, abseiled down rock faces, kayaked, skied and mountain biked, learned to get along with housemates and overcome academic hurdles. Asked about the lasting impact of the Howqua experience, Mrs Tideman reflected that the real results would be seen not at Year 10, but rather in the girls’ adult lives. At 25, 35, 45, ‘they would be different, they would be the better for this experience … and that, I think, is how it’s worked’. It is a legacy of which Mrs Tideman can be proud.

JENNY BARS
Archivist
From Howqua to Canada and back

Elise Gillespie (1999) is still living true to the excitement and sense of adventure that was ignited more than 15 years ago during her time as a student at Howqua.

Back then, Elise remembers enjoying the hiking – particularly making it to the top of Cross Cut – and being involved in House activities. She also remembers the experience unifying her year level and believes that Howqua was where her sense of adventure and love of travel was awakened.

'I remember chatting to a Gap student from England who was working as a Howqua assistant,’ she says. ‘After that, I had my heart set on doing a Gap year before university. I sent letters off to schools all over the UK and ended up receiving an academic placement at The Dragon School in Oxford. I loved being able to work during the week and being able to travel on the weekends and school holidays.’

It was on this Gap year that Elise met her future husband – another Gap year assistant from South Africa.

Elise returned to Melbourne and studied a Bachelor of Commerce at Melbourne University majoring in Economics and Marketing. After taking her degree she hit the travel road again, working and living in Colorado during ski season.

Then the opportunity to live overseas and work in the family business presented itself. Elise jumped at the chance to live in Vancouver while introducing Canadians to COBS bread (better recognised here as Aussie favourite, Bakers Delight).

For the next nine years Elise’s role with COBS as Regional Operations Manager saw her set up franchises in five different cities in Canada and the USA. ‘It was very challenging work,’ she says, listing the development of the staff and the business as career highlights.

Elise says that the most rewarding part of the role was ‘being able to leave the franchise after the initial set-up knowing that the owners were ready to take over. I loved seeing them succeed.’

In 2012 Elise returned to Australia; she now works as the Regional Manager for Bakers Delight in Victoria’s East, overseeing five area managers who in turn oversee 20–30 bakeries. Elise’s role is to drive and oversee the profitability and sales of these stores and to ensure they hit their financial targets.

Elise believes her time at Howqua definitely helped shape her life, with skills such as patience, cooperation and working as part of a group developed during her time in the program.

She urges girls yet to experience Howqua to make the most of it and take advantage of the opportunity to widen their friendship circles. For the parents, she advises encouragement.

‘If they get homesick,’ she smiles, ‘tell them to stick it out and be supportive. They will look back on it with great memories and fondness even if they don’t realise it at the time.’

KATIE GARRETT
Communications Officer
On 21 April 2013 Howqua celebrated an important milestone – its 20th birthday. Under a clear autumn sky more than 350 people gathered to celebrate the creation of Howqua, the philosophy behind Howqua and the pioneers who made it all happen.

The day was one for reflection and celebration but also a chance to look towards Howqua’s future and our plans for the next 20 years. It was exciting to have development plans for our Howqua Health Centre on display and to discuss Howqua with the many ‘Old Girls’ who returned to the campus to revisit their Houses.

On the day we were able to hint at a behind-the-scenes project the School was undertaking to promote this unique program and its unique student outcomes. As we move to the next phase of the project, we’re able to discuss it with the community in more detail.

From Here to Anywhere

Lauriston has been working in tandem with Melbourne marketing agency Red Crayon to (re)introduce the Howqua program to the market. This exciting project has involved discussions with students (past and current), staff and the School Council.

The process includes a dedicated Howqua-themed advertising campaign that aligns with the offering of five Principal’s Leadership Grants for girls new to Lauriston enrolling in Year 9 2014. These Grants provide an amazing opportunity for girls who demonstrate exceptional leadership, academic and personal potential to join the Howqua cohort and the Lauriston community.

It has been refreshing talking to Howqua Old Girls about their memories of the program and learning how the skills learned at Howqua have helped them tackle interesting and diverse opportunities in life. Opportunity was a recurring theme in these conversations and led to the creation of our new Howqua motto – ‘From Here to Anywhere’. It’s clear when speaking to Howqua girls past and present that they are independent, strong and resilient young women best-placed to approach the ‘anywhere’ in life and to succeed in their chosen life path. The Howqua campaign focuses on several of these inspiring young women and uses their stories to articulate the benefits of the program.

Introducing the Powerful Owl

Our new motto forms part of a unique logo developed for the Howqua program. This brand depicts a beautiful Great Hawk Owl, also known as the Powerful Owl, which is native to the High Country region of Victoria.

The owl is symbolic of knowledge, wisdom and strength, core values of the Howqua program and very representative of our Howqua Girls. It’s been exciting developing the Owl and we’ve enjoyed speaking to segments of the community as part of this process. Presently, the Owl is nameless and we’ll be working with the community to help us remedy this.

We thank all who spoke to us as part of this project.

Visit our Howqua Campaign to learn more about our Principal’s Leadership Grants and to meet our featured past Howqua students:
www.lauriston.vic.edu.au/Howqua

Do you have a name idea for the Howqua Owl?
Email us your idea at news@lauriston.vic.edu.au

JENNY MCHENDRIE
Manager of Marketing and Communications
I have written previously about the importance of fundraising to Lauriston Girls’ School and the role of the Foundation to raise adequate funds to build a corpus sufficient to support the School’s unwavering commitment to improve educational outcomes for girls.

This is not about meeting the day-to-day costs of running the School, which are well catered for. In recent times this has meant appealing to you – the wider Lauriston community – to support the Equity Scholarship Fund.

I am pleased to report that the community has given generously and the Foundation should be in a position to support scholarships in future years for girls who would not otherwise be able to afford to attend the school.

I would encourage you to continue to support the Equity Scholarship Fund so the Foundation is in a position to support a number of scholarships in future years.

Thank you for your support!

It is clear that effective school–community relationships are an important part of addressing the School’s need for funding its development priorities.

Statistics are not readily available for fundraising by Independent Schools in Australia. In the US, for example, the average private school parent makes an annual gift of about $1000 and, overall, more than 60% of parents and up to 15% of alumnae contribute to annual appeals.

This underlines the importance of the School and the broader community staying connected and being clear on the strategic priorities and fundraising objectives of the School.

The School continues to support the academic achievement of our girls and to equip them to pursue exciting futures.

You have heard from Principal Susan Just regarding her vision for – and opinions on – the importance of STEM (Science, Technology, Engineering and Maths) and innovation in the school curriculum. You have also heard about her experiences visiting schools overseas where dedicated spaces exist to enhance learning in these areas. We will share with you shortly more about the School’s plans and the funding objectives to support this vision.

The School supports the academic achievement of our girls and to equip them to pursue exciting futures. In this vein, and acknowledging the number of academic scholarships provided by the School, I would appeal to past recipients of scholarships, their parents and parents of current scholarship holders, especially those with girls finishing this year, to consider making a special contribution to ‘give back’ to the School by supporting the Equity Scholarship Fund and/or the creation of spaces that enhance girls’ learning.

MICHAEL ROWLAND
Foundation President
From Lauriston to the Forbes Top 30

As CEO and founder of PK Clean she develops breakthrough technology that converts landfill-bound plastics into high value fuels at a fraction of the cost of existing systems.

Her work has seen her selected as a World Economic Forum Global Shaper and named in the prestigious Forbes 30 Under 30 list for the Energy sector for 2012/2013.

Priyanka is a cleantech entrepreneur with experience launching innovative products, building teams and growing companies across three continents. PK Clean is currently operating its first commercial-scale facility in Salt Lake City, Utah.

During her years at Lauriston, Priyanka was inspired by girls ahead of her who graduated and then studied overseas at universities such as Oxford, Harvard and Wharton. It was a path that she followed.

‘Since I was interested in technology and entrepreneurship, I chose to study at Stanford and MIT, which have a strong focus on innovation. I had always loved the interdisciplinary approach of the IB, so for my studies I chose to combine science and technology subjects with business and policy subjects. My undergraduate degree was in Science, Technology, Society and Economics,’ she says.

Priyanka completed an MBA while building her experience before launching her own company.

‘I worked on Wall Street straight after college, forecasting global energy prices, and also worked in Venture Capital selecting new technologies to invest in. I worked at another clean energy start-up before deciding to launch my own. Most of my work has been in New York and California,’ she notes.

At PK Clean, Priyanka is involved in everything from hiring, pitching, overseeing lab work and interacting with customers to organising employee trips and outings for her staff. When pushed about the least enjoyable aspect of her work she admits that trying to catch the mice that sometimes lurk around the plastic waste proves challenging!

When asked if she has advice for current Lauriston girls, Priyanka says, ‘It is healthy and normal to not know what you want to do – it is an ongoing journey, but the main thing is to allow yourself to dream big, never doubt what you can achieve, have role models who inspire you, and constantly find ways to challenge yourself and push yourself past your comfort zone. Howqua is a great place for this!’

Priyanka’s work has been recognised in the top echelons of her industry but she isn’t finished yet.

‘To whom much is given, much is expected. I feel so fortunate to have been given so much in life – starting with Lauriston – and whether it be through this venture or through others, I hope to keep finding ways to continue growing and contributing,’ she says.

To find out more about Priyanka’s work visit: www.pkclean.com
July marks the one-year anniversary of the 2012 Summer Olympics where the Olympic flame lit up London. This time last year we were cheering on former student and water polo player, Victoria Brown (2003). Lauriston Life caught up with Victoria recently to see what she’s been up to since claiming her bronze medal.

What were you doing this time last year (June)?
I received a phone call from our head coach, Greg McFadden, telling me that I had been selected for the London Olympics. I remember it very clearly - it was the morning of June 6 and we’d been advised that he’d be calling all squad members between 10 am and 12 pm. It was about 8 am and I was on my way home from training when I received his call. Although I hated him for catching me off guard, I was very thankful that I didn’t have to sit and twiddle my thumbs anxiously for another two hours. After hanging up the phone I kept the news to myself for an hour. I was in shock. I remember celebrating for a couple of minutes and then telling myself that there was still over a month to go and that anything could happen between now and then, and just like that, it was straight back to business!

Looking back, what’s the one thing that you remember most about the Olympic experience?
Two very special moments have stuck with me. The first is when we were walking down the ramp that lead to the main stadium for the opening ceremony - it finally hit me that I was at the Olympics; that I was an Olympian. It was a very special and very vivid moment.

The second is standing around waiting before we entered the pool deck for every game. Both teams were required to line up in cap number order at the entrance to the pool deck and await instructions to walk out. As I was cap number one, I was the first in line. The doors would open about one minute before both teams were announced and for that one minute I could see the whole stadium. I could see the Australian supporters (it’s pretty hard to miss fluoro yellow!) and I could see my family. Those six minutes are some of the proudest in my life.

You’ve won an Olympic medal, something many can only dream of. How does that feel?
Very surreal. I pinch myself when I think about it. To be completely honest, most days I forget that it ever happened. But on the days that I remember, when something jogs my memory, a smile creeps onto my face and I get goose bumps.

Describe the moment you and your fellow Stingers stepped up onto the podium to receive your medals.
I will never forget walking out onto the pool deck with my twelve teammates. I can honestly say that I think we were the proudest bronze medallists on the dais in London. There was something very special about our team and to win a bronze medal with them is something I will cherish forever.

When were you last in the pool? What are your plans for the future?
I was in the pool this morning! The future is a little unknown for me but I am very happy with where I’m currently at. I’ve taken the year off international competition to focus on my career in the construction industry.
Does any of your water polo training help you day-to-day in construction?
Absolutely. It is very easy to get caught up in what is normal – what society generally expects you to be doing. My perception was that you finish school, go to university, and then you get a well-respected full-time job. Having been fortunate to have grown up in a well-educated environment and having been surrounded by successful people, it is very easy to believe this. The fact of the matter is, I feel I have gained more from my training and my commitment to sport over the last twelve years than you can ever learn from working. I am starting to appreciate just how invaluable the skills are that I have obtained over this time. You can always learn, you can always improve, but life skills are hard to come by and once you have them your ability and aptitude in all facets of life improve.
I can’t emphasise enough how important it is to follow your passion, to have interests outside of school, because at the end of the day, the things you learn outside of the classroom are just as important as the things you learn in them.

There will be many Lauriston girls keen to follow in your Olympic and business footsteps. What advice do you have for them?
Make decisions based on what YOU want. Follow your heart and never, ever give up. If you want something bad enough, you can make it happen.

What’s your favourite Lauriston memory?
This may come as little surprise but it would have to be PE Theory classes with Kate Gilchrist – What a legend!
On 21 April 2013 more than 350 people gathered at Howqua to celebrate the 20th Anniversary of the Lauriston Girls’ School Howqua program and campus. Guests included members of the pioneering School Councils of the late 1980s and early 1990s, former students and Howqua families and our guest of honour, Mrs Ruth Tideman AM, Principal of Lauriston Girls’ School from 1983 to 2000.

Mrs Tideman AM was instrumental in the establishment of the Howqua program and worked tirelessly to realise her vision. It was with great pride at the Anniversary that current Principal Susan Just announced that the Howqua Resource Centre would be named in Mrs Tideman’s honour.

Chair of Council Elspeth Arnold spoke, as did Roger and Elise Gillespie, members of the pioneering Gillespie family who donated funds to establish Gillespie House.

Guests enjoyed perfect Howqua weather and a BYO picnic lunch. Current Howqua students entertained guests with a concert in the outdoor classroom and acted as tour guides for guests keen to visit their old House.
From the LPA President

The Lauriston Parents’ Association has had a busy term organising social and fundraising events for parents from Kindergarten through to the Senior School, including a range of coffee mornings, lunches and cocktail parties. A highlight was the Fathers of Lauriston Dinner where more than 110 dads were entertained by guest speaker Australian Agent-General in London, Sally Capp, and kept in fits of laughter by the MC, media personality Sam Kekovich.

Other events included the Lauriston Art Walk organised by our New and International Parents Committee, the ‘Dome to Dungeons Tour of the State Library’ organised by our Friends of Lauriston Arts (FLA) committee, and several highly successful Mother’s Day activities for mums and daughters at the Junior School.

As we move into the second half of the year we will be just as busy. We’re very much looking forward to a special event on 24 October, the inaugural ‘Huntingtower Lunch’ at Quat Quatta. I’m delighted to announce that our guest speaker will be Gai Waterhouse and advise all to keep an eye on the School Newsletter for booking details.

The FLA is also planning a tour of Monet’s Garden at the NGV on 16 August, and a trip to the theatre on 1 August to see the eighth wonder of the world, King Kong.

Throughout the year the LPA committee, along with parents and the School – and led by parent Sally Hinton – will be busy organising a gourmet food, wine and music festival to be held on 2 March 2014 from 11 am. Lauriston Out Loud (LOL) will be a major event in the 2014 school calendar and I urge all families to reserve that date in their diaries now. LOL is coming and will have something for every member of the family.

Don’t forget to keep up-to-date weekly with all our LPA news via the emailed school newsletter – look under Parent News.

Anne Bongiorno
Lauriston Parents’ Association President

From the OLA President

Lauriston provides its students with the foundations for a lifetime of learning and achievement – ‘From Here to Anywhere’ aptly describes this opportunity.

For all our alumnae, achievement occurs in many forms and is measured against their individual values and standards, and their own sense of what is desirable and fulfilling.

In the past year the OLA has conducted reunions in Perth, Sydney and Melbourne, London, Singapore and New York. Our alumnae is a significant resource for the Lauriston community and diverse in locations, careers and lifestyles. Among our alumnae we have entrepreneurs, doctors and lawyers, writers and artists, Olympians and social workers just to mention a few. For our current students, the road to ‘anywhere’ can be assisted by the extensive resources that sit within our alumnae community.

Reunions have become a wonderful meeting place for the Lauriston diaspora to reconnect to the girls and the place where their life journey started. We witnessed this in action recently at the OLA’s 100 Year celebratory lunch, bringing together an intergenerational group of alumnae. It was amazing to see the ‘anywhere’ of alumnae from the 1930s through to the 2000s and to hear their appreciation at starting life with the Lauriston values and education. We hope that all alumnae take the opportunity of their reunions to reconnect to their beginnings. We love to share their experiences and stories as leaders, innovators, characters and adventurers on the pages of Lauriston Life, to inspire the current Lauriston girls, the community and alumnae.

To our current students, please make sure you use the Lauriston community to help you get from here to anywhere.

Prudence Barker
President of the Old Lauristonians’ Association
Save the date
Lauriston Out Loud (LOL) 2014 Harvest ‘n’ Graze, gourmet food, wine and music festival

LOL'14 will be a highlight of the Lauriston Girls’ School events calendar for 2014.

This event will bring together gourmet food, wine and produce grown both locally and within country Victoria and will showcase live bands, live DJs and live jazz.

The event will feature gourmet food and wine stalls, rides and activities for children, creating an atmosphere for visitors of all ages to stay and graze, listen and enjoy!

Many parents and families have already come on board, in a variety of ways, to make this event happen. The organising executive asks all families to reserve this date in your diaries today.

If you or your business would like to be involved in LOL’14 please contact Sally Hinton - E: hinton709@bigpond.com

LOL’14 is coming. Save the date today.

Date: Sunday 2 March 2014
Time: 11 am – 6 pm
Venue: Lauriston Girls’ School

NEWS OF OLD LAURISTONIANS

Sarah Rejman (Wallis, 1993)

Sarah Rejman (Wallis, 1993) currently lives in Arusha in Tanzania as an Occupational Therapist at the Arusha Lutheran Medical Center.

Selian Lutheran Hospital/Arusha District Hospital and Arusha Lutheran Medical Center, in conjunction with many volunteers and support programs, provide corrective surgery for skeletal deformities (fluorosis, club foot), various facial and airway problems (cleft palate, cleft lip), and other abnormalities (burn scars, injuries). Many of the children treated require specialised post-operative care that is not available in their rural villages.

Sarah conceived, built and oversees Plaster House, a short- and intermediate-term rehabilitation facility for children following orthopaedic and plastic surgery.

Plaster House presently only rents a small compound with 18 beds for up to 90 children and Sarah is in the middle of a major upgrade project to rebuild ‘The Plaster House’.

To find out more about this project visit: www.plasterhouse.org
NEWS OF OLD LAURISTONIANS

Margaret Charlton (Charles, 1962)

Margaret (centre) works full-time as a psychologist at the Royal Children’s Hospital, Monash Medical Centre, Taralye and in private practice.

Margaret recently undertook a six-week trip to San Sebastián, Spain, which she enjoyed immensely. She tied this in with conference leave where she attended the International Meeting for Autism Research in San Sebastián to present a research paper. She also presented two papers at the European Symposium for Paediatric Cochlear Implantation meeting.

Margaret’s research presentations are on the development of children who are profoundly deaf, who have cochlear implants, and who are also Autistic. She also researches the long-term development of extremely preterm infants.

In April, Margaret began her trip by fulfilling a longstanding wish to walk at least part of the Camino pilgrim route in Spain. Margaret joined a small group in León in Spain and walked about 120 kilometres along the route, mostly through Galicia. Margaret was awarded her Compostela Certificate by the Cathedral authority, which indicates that she completed the pilgrimage and attended the Pilgrims’ Mass in the Cathedral.

Margaret also enjoyed exploring the gardens in Spain, visiting the Prada gallery in Istanbul and took part in a week of conference-organised trips, seeing Ephesus and Cappadocia in Turkey.

Margaret returns from holiday to Melbourne to a full year ahead with a new grandchild on the way, which will make her a grandmother of five.

Romy Hockley (2001)

After graduating, Romy worked at Harkess-Ord, which is a design, engineering and brand implementation organisation, prior to beginning her travels at the end of 2003.

Romy travelled to Canada where she worked in Whistler for a ski season and then travelled around America and Europe with friends, through San Francisco, New York, England, Spain, Croatia, Turkey and Greece before heading back to London to live and work.

In London, she worked at a design agency called MadAboutDesign, a small company focusing on retail design. She designed concepts for international brands such as Dior, Fendi and Chanel, and her work was installed in Harrods, Selfridges, John Lewis and Heathrow Airport to name just a few.

Romy returned to live in Australia in 2009 and is now a Store Designer at Myer working on new and refurbished Myer stores. She was involved in designing the flagship Bourke Street store, in particular the Cosmetics Hall, where she worked with large international brands such as MAC, Lancôme, Estée Lauder and Giorgio Armani.

As part of a reward and recognition program at Myer, Romy was nominated and selected to participate in a World Retail Tour in which she travelled to Hong Kong, Paris, Madrid, London, New York and LA to visit and meet with international retailers such as Galleries Lafayette in Paris, Zara in Madrid, Google in New York and The Grove in LA.
Gay (right) recently undertook a Mission trip to Andhra Pradesh, India. Her work involved opening 16 wells that friends had donated and working to help those in the sex trade.

Gay and her team also visited a leper colony where they donated many chickens and roosters and saw firsthand the impact that time and contact can have on a community traditionally shunned by others. Gay recalls that one of the members of the colony told her that the contact and the attention gave them a sense of dignity.

‘Our group of eight girls forged a very strong bond, and lasting friendships were made,’ says Gay. ‘I would encourage anyone who has a yearning for adventure and wants to make a difference in a third world country to “give it a go”. Your life will never be the same.’

Fiona MacLeod (1987)

Fiona’s first acting experiences were at Lauriston on stage under the careful direction of Val Heath, who encouraged her to pursue acting as a career.

Today Fiona is one of Australia’s leading voice artists, with several national brand campaigns to her name, and has worked on stage, in television and film over her twenty-year career. She co-founded theatre company The Other Tongue with playwright Jane Bodie, touring nationally and internationally. Recent stage credits include Almost with You by Elizabeth Coleman at La Mama, The City by Martin Crimp at Red Stitch (Best Actress nomination) and Construction of the Human Heart by Ross Mueller (Best Actress nomination). Recent TV credits include Paper Giants 2: The Magazine Wars, Miss Fisher’s Murder Mysteries 2, A Dangerous Method, Rush, Lowdown, Satisfaction and Neighbours. Film work includes This is Mina, Noise, The Heartbreak Tour, Little Deaths, Floating and The Last Supper directed by Angus Sampson.

Gay Hartley (Sleigh, 1974)

Gay (right) recently undertook a Mission trip to Andhra Pradesh, India. Her work involved opening 16 wells that friends had donated and working to help those in the sex trade.

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‘Our group of eight girls forged a very strong bond, and lasting friendships were made,’ says Gay. ‘I would encourage anyone who has a yearning for adventure and wants to make a difference in a third world country to “give it a go”. Your life will never be the same.’

Lisa Happell (Anderson, 1985)

Lisa’s husband also successfully (11hrs 47min) completed the Comrades ultramarathon (87 km) in South Africa. At the end of the school year in June, Lisa and her family are undertaking further travel to Sicily, Slovenia, Croatia and the UK. More stories and photos can be found on Lisa’s blog: happellfamily12.travellerspoint.com

La Nostra Vita in Quattro Valigie.

Last year Lisa and her husband (Dan) and their two children (Gabi, 7 and Nat, 4) packed up their Sydney lives and left Australia with four suitcases to travel and live in Europe.

They have since visited places including Singapore, Italy, England, Sweden, Denmark, Morocco, Switzerland, Germany, France, Spain, Slovakia and Vienna.

Lisa and her family are currently living in Bologna and her daughters attend the International School of Bologna, which follows the IB program, holds classes in English and provides three hours of Italian a week (for non-native speakers).

Lisa and her family have got into the swing of life in Bologna – making friends, studying Italian, going to art classes and also football matches.

Their highlights have been many – especially some of the smaller Italian towns – and Lisa says it has been an amazing experience and encourages others to do the same if they have the opportunity.
**Births**

Sarah Rejman (Wallis, 1993)

Sarah Rejman (Wallis, 1993) and her husband Jacek welcomed their third daughter, Lucy Marie in January this year.

**Marriages**

Denise Freedman (Goodman, 1967)

Denise Freedman (Goodman, 1967) married John Beaurepaire (Scotch College, 1964) in a tropical elopement at Palm Cove, QLD on 11 May after being together for 10 and a half years. The pair were married on the balcony of the Island View apartments followed by dinner with friends at the Reef House.

Denise was given away by her friend, Peter Hammet.
Ann Plueckhahn (Roark, 1949)

Ann is survived by her husband Vern; children Debbie, Sally, David and Rick; and grandchildren Isobel, Zack, Lachlan and Ellah.

Her life was celebrated at a well-attended service on Friday 2 November 2012 at 3 pm. Friends and family gathered to commemorate a woman who accepted people for who they were without judgement.

During the service, Ann’s daughter, Debbie read aloud an email sent by Ann’s oldest friend Mrs Carmel Benjamin AM (Jacobi, 1949). Ann and Carmel were friends for more than 72 years and met at Lauriston in Principal Kirkhope’s study on Carmel’s first day of school. Miss Kirkhope asked Ann to take care of Carmel and they remained friends for life. Carmel wrote:

’...it was on the (Junior School) big slide that we cemented our friendship. To show me the way Ann climbed the steps of the steep slide and I followed not far behind, then in a flash she quickly sat down, eager to go after her, I went down too, but so quickly that when we landed at the bottom my teeth ended up in her head! We spent the next hour in the sick bay, Annie with a sore head and me with sore teeth! We were inseparable for the next 12 years’....

Carmel’s letter was a heartfelt tribute to a friendship that continued after Lauriston and grew as both girls matured and established lives of their own.

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.
1963 Catch up

The Class of 1963 enjoyed a catch up on the weekend of Saturday 25th and 26th of May at two events.

The first was hosted by Lou Learmonth (Cornell, 1963) at her house in Albert Park. Eighteen ladies from the Class of 1963 attended, with some travelling from as far as Sydney and even America to be there.

As the evening progressed the noise level increased dramatically and it became more difficult to source information as everyone chatted over the top of each other, eager to get up to speed about what each has been up to since the last reunion.

The next day another gathering was held with fourteen women heading to Susie Humphries’ (McKeand, 1963) house at Shoreham where they also visited the winery of Jo Pittendrigh (Arthur, 1963), called Winbirra. We are told by the Class of 1963 that an amazing Pinot Noir can be found here.

The group explored the vineyard, purchased wine and enjoyed a picnic in the fresh air. A great weekend was had by all.

Standing, L-R: Class of 1963, Gai Taylor (Andrew), Zara Kimpton OAM, Lou Hasket (Fitzgerald), Libby Rodda, Gez Laycock (Pithie), Sally Wallis (Mason), Barbara Glass, Jacqui McLeod, Sue Curry (Pringle), Jane Vinecombe (Kimpton), Sue Kimpton (Stephens), and Sally McInnes (Bell).

Sitting, L-R: Margaret Penfold-Bougas, Jan Armstrong-Conn, Jenny Potter (Noye), Sue Milligan, Lou Brooks and Libby Ingham (Morrow). Sitting on the floor front centre: Lou Learmonth (Cornell).

Our thanks to Lou Learmonth for providing a summary of the event.

School Tour

Our weekend reunion day lunch on 5 May was rescheduled until later in 2013.

The school tour aspect of this day ran as planned with Principal Susan Just touring members of the classes of 1963, 1973 and 1983.

The ladies enjoyed seeing the building work that was completed after they left and especially visiting Irving Hall once again. School spirit was definitely on show as guests took advantage of Irving Hall’s acoustics and sung some much-loved school songs.
Lauriston Girls' School presents

Charlie and the Chocolate Factory
A play by Roald Dahl
A Middle School Performance

Golden Ticket
Wednesday 14 August 7.30pm
Thursday 15 August 5.30pm

Ticket Pricing
Adult – $15
Child/concession – $10
Group (15 or more) – $10
Family (2 adults 2 children) – $40

Bookings www.trybooking.com/CYVO
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 – alumnae, 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, Katie Garrett, at garrettka@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 Girls’ School

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

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

facebook.com/Lauriston.Armadale
twitter.com/lauristonGirls
www.lauriston.vic.edu.au