30  
**Future Building**  
Melanie Owen constructs her future in Engineering

11  
**Engaging Speakers**  
Learning from the wisdom of experts

22  
**Healthy Steps**  
Health and Wellbeing Program for Lauriston staff

26  
**Charming Charlie**  
An amazing Middle School production
CON TEN TS.

FEATURED STORIES

11 Engaging Speakers  
Senior School students at Lauriston benefit from the wisdom of a range of expert speakers.

22 Healthy Steps  
WorkHealth provide a Health and Wellbeing program for Lauriston staff.

26 Charming Charlie  
Our Middle School girls wowed audiences across two magical show nights in August.

THIS ISSUE

04 From the Principal  
The principles of Positive Education and the relaunch of our mentor program.

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

23 Classroom in Focus  
A peek inside Lauriston classroom activities.

28 Encouraging Curiosity  
Peter Campitelli and Katrina Fox.

32 Lauriston Initiatives  
Enhancing teaching and learning: Adopting the wisdom of others.

34 Connecting the Community  
Community News.

COVER STORY

30 Future Building  
Working in a male-dominated industry doesn't daunt Melanie Owen (2004). As a Site Engineer with Lend Lease, Melanie is in the business of constructing tomorrow’s buildings.

ON THE COVER: Melanie Owen
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From the Principal

The central question in our thinking at Lauriston is how we can develop our school so that we sustain our strengths and ensure that we and our students are ready for the future.

We know that in an ever-changing world, no institution or person can stand still. We need to be energetic and nimble in our thinking. We need to dream about our preferred future and look outside of our school environment for inspiration, ideas and information.

We involve ourselves as a school in a good deal of professional learning and research. We invite experts to work with us and we have Learning Groups of teachers within our school that develop projects and activities that have a strong evidence base. When we visit other schools or join other schools for professional learning, we share our ideas and gather new thoughts and ideas.

The professional learning that we gain from each of these activities, however, is used within the Lauriston context and focuses on the outcomes for our students. This means that the education we provide at Lauriston is distinctive because of our own internal expertise and attention to our strategic direction for the future.

In this article, I would like to outline two initiatives currently underway at Lauriston in which we are utilising external expertise to inform us as we add value to the education provided at our school.

Positive Education

This year, Associate Professor Lea Waters and Dr Adam Barksy from The University of Melbourne commenced a long-term partnership with Lauriston, embedding Positive Education into all aspects of our school. We believe that the culture of our school and the curriculum we offer should include the principles of Positive Education. We aim to cultivate positive feelings, positive behaviours and positive thinking in our staff members and our students.

As individuals, we should be aiming to accumulate positive feelings, behaviours and thinking into an internal ‘repository’ so that when there are times of adversity, we have accumulated resilience and useful strategies to help us move forward and flourish, rather than languish.

We chose to begin our work with Lea and Adam by training our teachers and staff members in Positive Education. We have approximately 30 members of staff who have joined in the project this year and we will include additional members of staff in 2014.

We have asked the teachers involved in the training to embed some of the things they are learning into the curriculum they cover and the personal development activities they are involved in.

One example of this is the work around ‘Gratitude’ initiated by Kate Murray, Senior School Art teacher and Year 7 tutor. Kate began by developing a ‘Gratitude Wall’ with quotes and images found by herself and the girls in her Tutor Group. The girls became engaged in this activity and eagerly sent emails to Kate with their quotes and images. The Gratitude Wall provided a visual reminder to the students about positive feelings and behaviours.

When well-being comes from engaging our strengths and virtues, our lives are imbued with authenticity.
—Martin Seligman
Kate next used an activity in SOPHIA (personal development lessons with the Tutor Group) to extend the learning. Kate suggested to the girls that they could develop a product that helped them and others to feel good and have positive thoughts. The Tutor Group developed a T-shirt called ‘Positivit-tee’. The label was designed by one of the students and the T-shirts, designed by all the girls, feature positive quotes written in bright colours reflective of a positive aspect of each individual in the Tutor Group’s character and personality.

Kate chose to use a strengths-based approach with this activity and she focused on engaging the students in considering the strengths of their peers and how these strengths should be acknowledged and celebrated.

The students took ownership of this project and were responsible for choosing to utilise the humble white T-shirt in this activity. They took responsibility for the name of their product and chose the design concept. Through this level of engagement, the students were able to move beyond the action of designing and consider the benefits of acknowledging the strengths of their peers as well as themselves.

Kate used the curriculum of the SOPHIA program to embed this strengths-based activity, and this is one aspect of the Positive Education project that we are keen to develop. The current curriculum provides many opportunities to embed the principles of Positive Education.

The way that Positive Education will evolve at Lauriston will be different to its evolution at other schools that have embraced the concept because our work will be specific to the needs of our staff and students, and form part of the culture we would prefer to establish in our own school.

Mentor program
Over the coming months, we will be inviting current parents, past parents and alumnae to complete an online questionnaire for us about themselves and their careers. We are relaunching our mentor program for our current Year 11 and 12 students and young alumnae and will be using Potentiality, a database tool.

Potentiality will allow our current and past students to gather some introductory information about mentors in our database and their particular career interests. Potential mentees will then communicate with our database administrator and a match will be made with an appropriate mentor.

We will be asking how you would like to take on the role of mentor. For example, you may like to have email contact with a student mentee, or a number of face-to-face meetings during the course of a year. This endeavour provides us with a valuable opportunity for our current students and young alumnae to network with and be mentored by members of the Lauriston community, past and present.

Mentor program

During the July school holidays, five Year 11 girls, accompanied by teacher Pauline Holland, set off on the Noonkanbah Community Service Exchange.

Mia Pecival (11K), Ellodie Penprase (11A), Kiara Serpanchy (11I), Maggie McDonough (11K) and Stephanie Chong (11A) packed their bags and travelled to Western Australia for the nine-day trip.

Five of those days were spent at Noonkanbah Station located 454 km inland of Broome.

The main purpose of the trip was to spend time at the Kulkarriya Community School learning from and engaging with the local Indigenous school children, as well as assisting teaching staff.

A highlight of the trip was ‘having the opportunity to experience a culture so very different from one’s own but still be in Australia,’ Pauline said.

The last few days of the trip were spent in sunny Broome with the girls enjoying a Sunset Camel Ride and browsing the local market.

ALEX SPANGARO
Correspondent

The past few months have seen a number of Lauriston Girls achieve success in a variety of fields, both within the school and externally.

At the end of August, with winter well and truly set in, a team of Lauriston girls headed to Mount Buller to compete in the Victorian Interschool Snow Sports competition.

Although the weather was not ideal, the girls made the most of the conditions and performed exceptionally well. Lauriston’s individual achievers included first place getters, Millie Bongiorno (10I) in the Division 2 Snowboard Giant Slalom and Isobel Honan (7L) in Division three Moguls. Our team results were also outstanding with Division 1 Skiercross, Division 2 Snowboard Giant Slalom, Division 3 Moguls and Snowboardcross all placing first. All of our competitors performed extremely well with many other Lauriston teams standing on the podium.

The next major competition – the Australian Interschool Ski and Snowboard Championships – saw many of our Lauriston Snowsports Teams return to Mt Buller. We had excellent representation and placed first in the Division 2 Snowboard GS event with Georgia Hinton (10A) and Millie Bongiorno (10I) receiving team gold medals. Other podium places were achieved by the Division 3 Snowboards GS, Snowboardcross and moguls teams all placing second along with Division 2 Snowboardcross placing 3rd.

A full list of placegetters was published in the Lauriston News on 12 September 2013.

Congratulations are in order for our 2013 School Co-Captain Katie Blunt (12I) on her selection for the Australian Born 1995 girls water polo squad. Katie has been selected as a goalkeeper in the extended squad who are training towards the 2015 FINA Junior World Championships. This is an excellent achievement considering Katie is currently completing Year 12 studies.

During the July school holidays Alex Eade (10K) competed in the Australian Gymnastics Championships in Sydney. In the individual competition, Alex was the top scorer on three out of the four apparatus, winning the competition by 4.5 points and named Junior All-Round Champion. In the team competition Alex competed alongside three other girls from Victoria and together they took out first place. Alex’s achievements saw her selected to attend an intensive two-week training camp in America in preparation for tryouts for the World Championships to be held early in 2014. Beattie Goad (10K) has been chosen along with three other Victorians to represent Australia in the U16 Women’s Asian Football (Soccer) Cup to be played in China in the Term 3 holidays.

Emma Ferris (10I) has received an honourable mention for her submission in The John Button School Prize essay-writing competition. Out of nearly 300 entries, Emma’s essay about the political debate surrounding the legalisation of gay marriage was just one of three to receive such an accolade.

Our Junior School girls are also reaching for great heights. Romy Walker (5G) was a star in the pool at the recent ACT Winter Championships, winning nine medals, including four gold in the 50 m and 100 m backstroke and freestyle.

Amelia Zhu’s (5C) outstanding efforts in the Australian Maths Competition have been rewarded with a High Distinction. This award recognises Amelia as ranking in the top two per cent of her year and region.

Well done to all students who have achieved their goals in the past few months.

ALEX SPANGARO
Correspondent
He that gives good advice, builds with one hand; he that gives good counsel and example, builds with both.
— Francis Bacon

Senior School students at Lauriston benefit from the wisdom of a range of speakers who are nationally and internationally recognised experts in their fields, and have also achieved recognition through their research and charity work.

In 2013, special guest presenters in SOPHIA sessions and Senior School assemblies in Term 3 have included:

- **Dr Michael Carr-Gregg**, the renowned child psychologist, who shared with girls in Years 7 and 8 ‘What I wished I knew when I was 13’. He tackled some of the emerging challenges of adolescence from the parents’ perspective including being positive and encouraging girls to embrace the wider world. Michael also advised older students on maintaining their resilience in studying for IB and VCE.

- **Paul Dillon of DARTA** (Drug and Alcohol Research Australia), who spoke with Senior College students about managing harmful substances, dangerous situations and looking out for one another when socialising. Paul has been working in the area of drug education for the past 25 years and has written a best-selling book for parents; he also has a regular spot on a national radio program on Triple J. Students take his practical advice to heart.

- **Susan McLean**, Australia’s foremost expert in the area of cyber safety, who presented to girls in Years 7 and 8 regarding this important issue. Susan was a member of Victoria Police for 27 years and provided the girls with practical strategies for staying safe online. Susan’s message also focused on taking personal responsibility and the importance of good decision making.

- **Professor Suzanne Cory**, President of the Australian Academy of Science, who spoke passionately to the girls about her own journey as a scientist and, importantly, the gender imbalance in scientific professions. Professor Cory was Director of the Walter and Eliza Hall Institute and Professor of Medical Biology at the University of Melbourne before being appointed to the CSIRO Board. Her comments were both wise and inspiring.

- **Elliot Costello**, co-founder of YGAP, an incubator for social change through the provision of youth education and youth leadership. YGAP uses creative fundraising and innovative social enterprising to support poverty-alleviating projects across Australia, Asia and Africa. Elliot congratulated the girls on their participation in the recent ‘5 Cent Challenge’.

Senior College girls also received Human Rights barrister Jessie Taylor’s messages about Australian refugees and asylum seekers. Jessie is also the producer of the documentary film *Between the Devil and the Deep Blue Sea*, and clarified myths regarding current political policies.

Lauriston students always respond thoughtfully to the advice and experience of these and other impressive ‘outside experts’, often commenting years later on the practical use and meaningfulness of their presentations.

Our speaker program is a vital and valued connection between the thought leaders of today and the leaders of tomorrow.

**SENSEI MACWHIRTER**  
Deputy Principal/Head of Senior School
There is only one thing more painful than learning from experience and that is not learning from experience.
— Archibald MacLeish

The Howqua experience is designed to give girls a very different experience from what could perhaps be termed the more ‘traditional’ classroom experience. This is particularly evident in the academic program.

While students undertake some of their learning in a traditional classroom setting, much of the learning occurs outside, on and off the campus, both structured and unstructured.

An example of this is our Environmental Science classes. In these classes, students pull on their wellies and examine the water quality of the Howqua River each year, comparing it with past years. Students work outdoors regularly, conducting a study of erosion feathland in Wild Dog Creek; comparing biodiversity in designated land plots; and gaining an understanding of weather and weather maps. Students also study Astronomy and the theories about the beginnings of the Universe and changes in vegetation as related to altitude and geology.

In Art, the students utilise not just the landscape’s beauty in their watercolour and sketching units, but also make use of natural products in their other creations, including ceramics. Music classes are often held outside, both en masse and in smaller groups. The students are often found outside independently or with a few friends practising their vocals or playing instruments.

Currently, many of our English classes are conducted outside as the students learn and perform parts from Romeo and Juliet, with balconies, stairs and the outdoor classroom becoming the stage for love scenes and sword fights.

Fit4Life classes occur both in the classroom and down on the campus ‘flat’ where students have developed their own games for different user groups. These are then undertaken and trialled by the class. In Outdoor Studies, students not only study the theoretical aspects and soft skills required for their outdoor experiences, they also examine their own relationship with specific areas in the outdoors that they have chosen, visiting these areas a number of times and identifying plants and animals while building a Nature Diary over time.

Our Regional Tour introduces students to real History and Geology. Students venture off-campus, visiting Stringybark Creek and meeting with a local historian who tells them the story of the Kelly Gang at the site of the famous shootout. Students see firsthand other aspects such as gravestones and memorials. They study geographic uplift at Powers Lookout while looking down on the King Valley and gain a realisation of the tremendous forces operating beneath the Earth.

Being able to utilise the unique outdoors environment of our Howqua Campus and surrounds in our learning both inside and outside the classroom ensures that our girls enjoy a truly unique educational experience.

SAM RIDLEY
Assistant Principal, Howqua
Taking learning outside the confines of the classroom through excursions, incursions and ‘field trips’ has always been part of children’s educational experiences. Such experiences have been recognised as an authentic way to add to the repertoire of effective learning practices.

The value of experiential learning is well documented. It is much more meaningful for a child to view a mother tiger and her cub at the zoo, than to read about them in the classroom. Similarly, it can be much more engaging for older students to see firsthand the debate of contentious issues on the floor of parliament.

‘Wall-less’ classrooms are also enriching learning – the use of technology has provided extraordinary opportunities to open up our classrooms for children to explore in real time virtually anything that captures their imagination. YouTube, Skype, access to the latest research and connections with experts are all available at the touch of a button.

A few months ago I showed the girls a YouTube clip of a female astronaut living in the International Space Station giving a virtual tour of her ‘home’ in space. The Prep girls were enthralled and demanded that their teachers show them more footage of this amazing situation – immediately! From this the girls set about asking questions and seeking answers related to life in space and designed and constructed their own Space Station.

This is real authentic learning at the point of need in response to an amazing real-life experience ‘beamed’ into the classroom via technology.

Technology in the hands of our students means that the classroom walls become almost theoretical; no longer does each room need to contain them and their learning – they have access to everything and everyone that could possibly help them along in their learning journey. The internet can make every student and every school international like never before.

Another form of technology that can be utilised to bring the ‘outside in’ is Skype. Skype can connect classrooms to literally anywhere in the world. It can connect students to individuals, experts or colleagues who can offer experiences to students without requiring them to leave their classroom.

Following Susan Just’s recent trip to the USA, we have begun to explore making connections via technology to the Hewitt School in New York. Our younger students will begin to develop relationships with girls in the USA via email as penpals. Girls in Year 4 can share with their peers in America their studies on Australian Indigenous people, while students in America can share with our girls insights into their own Indigenous peoples. Our Year 5 girls will be sharing their unit of investigations on ‘Courage’ and interacting with girls at Hewitt on their similar project, ‘Grit’. Our Year 6s will work with the Year 6 girls in America comparing and contrasting the different political structures in our two countries.

Classrooms are no longer the ‘sole place’ of learning. The world is getting smaller and the opportunities to expose our students to the richness and diversity of our wonderful world are there for the taking.
At the beginning of each year teachers in the kindergarten decide on an overarching theme that will be presented to the children as a provocation.

In 2013, several staff are involved in the school's wider Positive Psychology training, so to link in with this and promote wellbeing for all children, we decided to embark on the ‘Gratitude Project’.

Actively practising gratitude is one way of developing good mental health habits. It is believed that some of the happiest people in the world are those who are grateful, but it is also something that must be learned and consciously practised. It is about instilling a lifelong attitude to looking on the brighter side and being thankful for all the wonderful things in life.

So, this year we have discussed the idea of gratitude with the children. This is quite a complex concept for children; we began by discussing the meaning of the word, which proved interesting. Some children were aware of the word having heard it before but found it hard to verbalise. They knew it had positive connotations and suggested words like ‘love’ and ‘kindness’ when prompted.

After these initial conversations the children were encouraged to reflect on their thoughts using different materials. Young children need to consolidate what they are thinking by making graphic representations and we were soon in awe of their creations.

Exhibitions make children’s learning visible, capable of infinite possibilities.

We were also inspired by a conference that some of our teachers attended during the Term 2 holidays. The conference, entitled ‘Landscapes of Wonder’, was an opportunity for educators from around Australia and overseas to meet to explore and discuss the pedagogy of schools adopting the Reggio Emilia philosophy. As part of the conference, we had the opportunity to view a travelling exhibition entitled ‘The Hundred Languages of Children’.

The exhibition displayed children’s thinking, wondering and learning. In the schools of Reggio Emilia, exhibitions are common practice. Exhibitions make children’s learning visible and identify the child as a rich, complex, competent and capable being of infinite possibilities.

On our return to the Kindergarten we saw the ‘Gratitude’ work progress as each group found its own direction. The two major themes to arise from the project were that the children in our kindergarten were grateful for the environment and for the love of their family that creates ‘home’.

It became apparent that we would need to draw on our ‘Landscapes of Wonder’ inspiration and display the children’s learning. The result was our wonderful Gratitude Exhibition, which ran from 20–22 August. The feedback that we received from the community has been fantastic and we enjoyed bringing both the art and the thought behind the wondering and learning to a large audience. It certainly reinforced to us all that often it’s the smallest things that we should be most grateful for.

ROBYN AMBLER AND FIONA IRELAND
Directors of Kindergarten
Making a splash
On Friday 16 August, Senior School came together to mark a special occasion with very special (and warranted) pomp and ceremony.

Students, staff and parents gathered to mark the naming of four new rowing sculls.

Naming rights for the new sculls, ‘Hannah L. Kastrinakis’, ‘McKenzie Ball Girls’, ‘Anna Sim’ and ‘Copeland’, were secured by several members of the Lauriston community at the Annual Rowing Dinner held in April this year.

On a particularly sunny winter’s afternoon the sculls were christened in the traditional fashion as part of the naming ceremony.

The crowds gathered and screamed in delight as several brave students stepped up to do the honours. It took a few taps with the hammer but eventually the bottle smashed and the sculls were named.

A BBQ was provided by the Lauriston Rowing Association and this added to the celebratory feeling in Irvine Courtyard.

The ceremony capped what has been a very impressive rowing season for Lauriston in 2013.

Celebrating Dad
Father’s Day was marked at Lauriston with a number of fun events across Junior School this year.

The Lauriston Parents’ Association organised a Father/Daughter before-school breakfast in the Montrose Science Rooms on 29 August. An army of LPA helpers arrived bright and early to help prepare toasties, smoothies and other breakfast essentials.

This was a wonderful opportunity for Lauriston Dads to spend time at school with their daughters and to see the work that the girls had put in to make the event extra special. A highlight was the screening of video messages that the girls had prepared for their Dads.

Later that day the girls were able to purchase that ‘something special’ from the LPA-organised Father’s Day stall. This is a Junior School rite of passage and the girls had a ball choosing the perfect gift for Dad.

Our Blairholme girls had the opportunity to welcome Dad to Blairholme on Friday 30 August. Dads joined our Prep, Year 1 and Year 2 girls on the Blairholme verandah for morning snacks and time together.
VIP Parenting
On Saturday 3 August, Lauriston hosted the Melbourne session of parenting educator Michael Grose and relationship-specialist Bruce Sullivan’s popular “Very Important Parenting (VIP) Saturday”.

More than 350 guests packed Irving Hall to hear Michael and Bruce speak on topics important to modern-day parenting.

Guests were drawn from the wider Lauriston Community and beyond and it was an honour to welcome visitors new to Lauriston.

The Lauriston Parents’ Association provided an especially warm welcome by way of an extensive morning tea.

Lauriston hopes to welcome Michael and Bruce back to the School in 2014.

Gala Concert
New Venue. Same Lauriston magic.

This year’s Gala Concert was always going to be different. After the success two years ago of the last whole-school musical extravaganza, the need for a new venue was pressing.

The venue needed to cater for the growing audience of this anticipated event. It needed to be central and it also needed to provide a forum where the talents of our performers could best be appreciated.

The almost-new Melbourne Recital Centre fit the bill perfectly and it was with great excitement that the girls and music staff prepared to perform in this world-standard venue.

Preparations began early in the year and escalated in earnest as the gala drew closer. In the week prior to the event, the girls had the opportunity to rehearse at the venue and this provided unique insight to the life of professional performers and the stages on which they perform.

The night was a resounding success. From the opening notes of the Medley from Les Misérables sung by the Prep-Year 12 Massed Choirs to the Massed Finale featuring the Montrose Choir, Lauriston Voices, Anthem Choir, OLA Choir, the Orchestra and Symphonic Band, the crowd was in awe.

A highlight of the evening was being able to see the Lauriston music journey represented throughout each year level at the School. Feedback from the gala has been especially positive and the girls, in particular, have been very enthusiastic about the opportunity to perform at such a respected venue.

The last weekend in July saw a large group of girls from the Senior College, along with a select number of Year 7 and 8 girls, attend Lauriston’s annual music camp.

Held at Arrabri Lodge in East Warburton, the camp is an integral part of the Music calendar for girls in senior ensembles. The girls used this time as an intensive rehearsal period before the August Prep to Year 12 Gala Concert.

‘It’s a great weekend because the girls work really hard and are proud of what they achieve,’ says Director of Music Kellie Ryan.

It wasn’t all hard work though, with Music Captain Ella King (12K) and her committee of music leaders (Elise Ho - 12H, Evangeline Pragastis - 12A, Manasa Saripalli - 12I and Vanessa Spina - 12I) organising a Trivia Night, games during lunch breaks and a PJ movie night where the group watched the fittingly themed Sound of Music.

ALEX SPANGARO
Correspondent

STUDENT EXPERIENCES
Practice makes perfect
Lauriston music camp
At the end of July, Lauriston received a grant from WorkHealth to provide a short-term Health and Wellbeing Program for staff.

School Nurse Alicia McGain has taken on the task of organising the program and has initiated a number of informative, fun and sometimes sweaty activities.

One of the most popular activities has been the free group fitness sessions held twice a week after school and run by ProSport trainer Tim ’Strappy’ Strapp.

Every Tuesday and Thursday staff members are put through their paces doing boxing, crunches, lunges and stair runs. Despite the pain and the occasional grumble of sore legs in the staffroom on Wednesday and Friday mornings, everyone keeps coming back each week.

Another very popular activity has been the Staff Pedometer Challenge. Two teams of 15 (comprising 10 Armadale and 5 Howqua staff in each) have been given free pedometers to record how many steps they take in a four-week period.

There’s nothing like a bit of friendly competition. The winners of the first challenge, ‘Team Jezza’, collectively walked 3663 km (4,578,750 steps) or to put it another way, from Armadale to Port Douglas, via Howqua, Sydney and Brisbane.

The program has also paid attention to mental health and wellbeing issues with a representative from PPC Worldwide coming on-campus to speak to staff about stress management, and another from Nutrition Australia speaking about healthy eating habits.

The program has been a huge success, with Alicia receiving lots of encouraging responses.

‘Feedback from staff has all been very positive. Even staff who aren’t directly participating in the activities still talk about the program and the positive effect it’s having on morale,’ says Alicia.

HEALTHY STEPS

STAFF NEWS

Alex Spangaro
Correspondent

Classroom in focus

Book Week

The Children’s Book Council of Australia’s annual Book Week is the longest running children’s festival in Australia and was celebrated this year from Saturday 17 to Friday 23 August.

This focus on books and writing provides opportunity for students to discover new authors, celebrate literature and reaffirm their love of reading.

At Lauriston, Book Week is always celebrated with vigour. Competitions, classroom activities and library displays are features each year.

This year was no exception, with Junior School students treated to visits from several authors and enjoying a chance to dress up as their favourite book character. Guests to the school included author and illustrator Marc Martin, author Jen Storer, author and illustrator Gabrielle Wang and author Sally Rippin and illustrator Aki Fukuoka known for the popular Billie B Brown book series.

‘Being able to interact with authors and their works helps develop an appreciation of the art of storytelling and reinforces the notion that behind every word on the page lies a person and an idea,’ says Angela Mare, Head of Library and Information Services.

Library staff at Lauriston work very hard to make Book Week an enjoyable event for both Junior and Senior schools. In Senior School this year, the focus was centred on the theme ‘Across the Universe’.

Students were encouraged through competitions, classwork and discussions to investigate the links between science fiction in literature and innovations in science.

A highlight for both Blairholme and Montrose students is the annual ‘Dress-up Day’, which marks the end of Book Week.

‘I love that we promote literature in Junior School,’ says Junior School Teacher Librarian, Denise Dessau. ‘We have lots of internal support to make this time very special for the children.’

Lauriston Life
EDITION 03 | OCT 2013

Lauriston Life
EDITION 03 | OCT 2013

Lauriston Life
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Introducing EnlighTEN

For five days in August Lauriston Year 10 students participated in the School’s inaugural EnlighTEN program.

The experiential program was developed by teachers involved in one of the School’s voluntary Learning Groups. EnlighTEN builds on the solid experiential frameworks fundamental to Lauriston learning in Years 8 and 9 where students in Year 8 participate in the City Cite program and Year 9 students are immersed in the Howqua program.

“We needed a program in Year 10 that capitalised on the experiential programs in Years 8 and 9 and provided a solid platform for the senior years of school and beyond,” says Paul Butler the EnlighTEN program’s Coordinator.

The result was EnlighTEN.

Asking questions and finding answers

The program requires Year 10 students to ask an ‘Essential Question’ and then work in groups to develop answers. Girls identify areas of interest, are matched with others who share their interests and then work as a group to frame a research question.

Once the question is approved the girls move forward with their research. They compile evidence and present their findings back to their teachers, parents and other students at an EnlighTEN presentation session.

Key to EnlighTEN is the role that teachers take in the process. While student learning is self-directed and wholly independent, each group is assigned a teaching mentor to help guide their learning.

A key aim of the program is to introduce girls to the independent study skills that are vital to Years 11 and 12. On the day that Lauriston Life visited the program students were immersed in their projects with their mentors providing advice, much like a university tutor might.

EnlighTEN has been in development for more than a year. After the structure was finalised, the program was launched by Susan Just in Term 1 and in Term 2 the girls commenced thinking about their areas of interest and conducting preliminary research. In Term 3 girls worked on the program for a total of five days.

‘The biggest impact [of the program] has been how readily the students adopted the role,’ says Paul.

“They walked straight in from day one and got on with it; there was solid buy-in from both students and teachers and this has been key to EnlighTEN’s success.”

City Cite

Term 3 saw our Year 8s embark on their City Cite program.

For the duration of this experiential program the students were based in Melbourne’s CBD. City Cite provides a hands-on, integrated and challenging city immersion experience for students.

Working in groups, students use City Cite as a base from which they can explore the city.

Discovering the city’s history and experiencing what it is like to work in an urban setting are key aspects of the program.

Being able to branch out, experience new environments and engage with the city helps build confidence and provides a solid foundation for the Howqua experience in Year 9.

The program is an integral part of the Year 8 experience and both staff and students look forward to it each year. Learn more about City Cite: www.citycite.vic.edu.au

Simple Machine Construction Day

On Monday 2 September our Montrose Year 4 girls spent most of the day in Irvine Courtyard hammering, sawing, drilling and creating as part of their Machine Construction Day.

Working from designs that they had created prior to the construction phase, the girls created simple machines such as billy carts and rapid road runners.

While teachers and class helper Norm were on hand to provide advice and assistance, it was the girls who were responsible for assembling their machines.

This included testing their machines as they went and troubleshooting as needed.

By lunchtime Irvine Courtyard smelt like sawdust and the girls were well on the way to achieving their goals.
PERFORMING ARTS

Charming Charlie

The Middle School production of Charlie and the Chocolate Factory wowed audiences across two magical show nights in August.

The production included more than 120 girls, amazing set design and a story beloved by generations of children and adults alike.

The first show on Wednesday 14 August played to a capacity audience and this feat was duplicated on the second night, which commenced at the ‘family-friendly’ time of 5.30 pm.

Earlier in the week the girls played to a matinee audience comprising local primary schools and students from the Lauriston Kindergarten.

The cast worked amazingly hard to bring the story to life, rehearsing regularly (including during the holidays) and supporting each other through the process.

The results were on display before the lights were dimmed with mysterious characters wandering through the crowd providing hints of what was to come.

Once Irving Hall darkened the audience was transported to the world of Charlie Buckett, his family, the mysterious Mr Wonka and his chocolate factory and – of course – the Oompa Loompas.
Lauriston teachers Peter Campitelli and Katrina Fox both enjoy working towards that ‘light-bulb moment’ with their students.

Working in Junior School and Senior School respectively, they each have a unique perspective on how students engage with science across their education journey.

Peter enjoys the focus on experiential learning in Junior School.

‘A lot of science in Junior School focuses on learning through doing,’ he says. ‘The curriculum at each year level gives the students creative, hands-on opportunities which cover the many science disciplines. The introduction of STEM initiatives has further reinforced this.’

As a general Science, Biology and Chemistry teacher of Senior School students, Katrina enjoys being able to talk to them about who they are and where they want to be.

‘Teaching Senior School students is always exciting,’ says Katrina. ‘They are very independent in their learning and their study often raises interesting questions and problems which we work through together. It’s very rewarding,’ she adds.

Both Peter and Katrina note that a highlight of their role is being able to see the progression of their students year-to-year and the achievement of that ‘light-bulb’ moment.

‘The “light-bulb” and the “now-I-understand” moments are the most satisfying part of my job,’ says Peter. ‘The girls change so much in the space of 12 months. It is a wonderful feeling when I see past students and they tell me about their memories and experiences in Junior School.’

Outside Lauriston both Peter and Katrina are kept busy with their families.

‘I have three terrific sons who keep my wife and I very busy with a wide variety of activities and sports,’ says Peter. ‘I like to play golf, go to the footy, cook, run and listen to music. I like to play the drums whenever I get the opportunity.’

It’s evident that Katrina’s love of science continues at home.

‘At the moment we’re building a frog bog in our backyard and turning it into a “Garden for Wildlife” which is an initiative through the City of Knox,’ she says. ‘My other passion is getting away from the city and into wide open spaces. With my family I go camping most holidays to the beach (Robe in SA has been host to us for nearly 30 long summers), along the Murray River, Grampians or the Goulburn Valley.’

Jennifer McEndrie
Manager Marketing and Communications

To help with this, science teaching at Lauriston is not confined solely to the Senior School labs and the Junior School flexible science space. All girls enjoy excursions and incursions and the opportunity to see science in practice. Visitors to the School in 2013 have included the CSIRO and Professor Suzanne Cory, President of the Australian Academy of Science.

Staff work hard to make these connections and to ensure that students are exposed to different fields and ideas.

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It’s evident that Katrina’s love of science continues at home.
Working in a male-dominated industry doesn’t daunt Melanie Owen (2004). As a Site Engineer with Lend Lease, Melanie regularly dons a hard-hat, safety shoes and a reflective vest and goes about the business of constructing tomorrow’s buildings.

Her current project – her second with Lend Lease – involves site management on the new $330 million Craigieburn Centre. The project, due for completion by Christmas 2013, will feature more than 160 retail outlets, a cinema and community spaces.

Melanie is responsible for managing one of the five buildings onsite and works in collaboration with a site foreman. The job involves procurement of trade packages, financial management of those tender packages and the fielding of myriad questions that arrive on her desk daily and onsite from trades, head office and other stakeholders.

Melanie had intended to study architecture in Year 10 at Lauriston but, after a work experience program, decided that it wasn’t for her. With two relatives working as engineers, Melanie’s mother suggested it as a possible career path.

Initially concentrating on Biomedical Engineering, Melanie soon realised that she preferred buildings over anything ‘sciency’. She graduated from The University of Melbourne with degrees in Engineering (Civil) and Science (Applied Mathematics) and chose to focus on Civil Engineering.

Commencing with Lend Lease in 2011 in a Graduate Site Engineer position, Melanie first worked on the build for a 16-storey apartment building in the docklands called ‘Serrata’ (see photo, left).

Of the 14 graduates who commenced that year, Melanie was one of only three not already working with Lend Lease.

‘It was a bit daunting at first,’ she remembers, ‘…walking out on the reinforcement [the steel bars placed on the ground prior to pouring the concrete] and checking it in front of 20-odd blokes!’

‘It was my first project,’ she says, ‘so I didn’t manage anything as such, but it was a great learning step’. Branching out into unfamiliar territory wasn’t a new experience for Melanie. Prior to commencing at Lend Lease, she undertook a gap year in Whistler/Blackcomb, Canada. After years of continuous study, she wanted both a break and a change of scenery.

Melanie loved working in Whistler/Blackcomb and especially loved ready-access to the snow and being able to improve her snowboarding skills. She acknowledges gap years aren’t for everyone, but maintains that hers was transformational.

‘I think this was the best thing for me as I came back far more focused and interested in my future plans,’ she says.

Melanie lists Howqua and participating in school plays as her favourite Lauriston memories. She loved having the opportunity to live in both city and country environments and credits Howqua with continuing a love of outdoors that remains today.

She names her Lauriston maths teacher, Mrs Matt, as someone who inspired her and ultimately helped develop a skill so crucial for engineering. Melanie says she finds her industry exciting to work in and notes that her favourite thing about her job is the process.

‘I like seeing the project change every day and being able to hand something over to the public afterwards,’ she says. ‘I like producing good-quality work that the client will enjoy and knowing I was a part of making that happen.’

JENNY MCHENDRIE
Manager Marketing and Communications with KATIE GARRETT
Correspondent
Enhancing teaching and learning: Adopting the wisdom of others

Much of the work of the Lauriston Institute is directed toward gathering information, ideas and innovations the School can use to enhance the teaching and learning process. Often it is impossible to predict where the ‘light-bulb’ ideas might come from and how they might contribute to our work.

There are, however, some recent examples that serve to reinforce the point that there are lots of good ideas and the trick is to be able to harness them to advantage.

In relation to the Institute’s work, several recent examples come to mind:

- In July we had a visit from Professor Andy Hargreaves (Boston College - USA) who spent a day with us and our partners, Wesley College and Methodist Ladies’ College, examining the power of professional capital and its role in fashioning teacher-leaders. Professor Hargreaves contends (inter alia) that when teachers work together in a professional learning community they have the collective capacity to significantly influence learning outcomes for their students. Professor Hargreaves facilitated discussion that provided an opportunity for the three schools to share their collective expertise.

- During Term 3, Associate Professor John Munro has been working with our teachers to enhance students’ literacy comprehension and learning and to focus on what effective teaching looks like. John talks about the fundamental aspects of teaching in minute detail, and through the development and analysis of three videotaped lessons he demonstrates successful techniques used to scaffold learning. Over three presentations and discussions John has added to the repertoire of effective teaching techniques at Lauriston and provided an opportunity for Lauriston teachers to share their collective expertise.

- During 2013 a number of our experienced teachers have delivered presentations at a range of International Baccalaureate training programs and at teacher association conferences. Lauriston Girls’ School teaching staff are held in high regard in the educational community and are often sought out for their expertise. It is, of course, a two-way street because those teachers who go out to present also come back with new ideas they can use in their own classroom and share with their colleagues.

These four examples serve to reinforce the old adage ‘keep an open mind and adopt the wisdom of others’.

NICK THORNTON
Director, Lauriston Institute

Voluntary Contributions — Why are they important?

This year there have also been significant improvements to the swimming pool building with new cladding on the exterior walls, new floor and wall tiles and new change cubicles.

Your continued support by donating through Voluntary Contributions to the Building Fund is essential to maintaining the fabric of our school and the ongoing education and development of our students.

I would like to take this opportunity to thank you for your generosity, both in the past and the future.

ALUN EVANS
Development Manager

Why are they important?

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**Lauriston Life**

**EDITION 03 | OCT 2013**

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**CONNECTING THE COMMUNITY**

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**From the LPA President**

I find it interesting that Term 3 at Lauriston is our shortest school term. As I sit writing this piece I am amazed at the breadth and volume of activities that our parents have banded together to organise and support during this short period of time.

As president of the LPA, I attend parent committee meetings throughout the term and am fortunate to see ideas and events take shape over time. Our Term 3 calendar included much-anticipated events such as the annual Friends of Lauriston Arts Chamber Music Lunch and the Lauriston Rowing Association Scull Naming Ceremony.

We also banded together to fundraise at school events such as the very successful Middle School production of Charlie and the Chocolate Factory and the VIP Parenting seminar hosted on 3 August. Parent volunteers could be found at these and other events helping out behind the scenes. Parents prepared food, both at school and home, and helped promote these events both inside and outside Lauriston. I feel our community has truly embraced Helen Keller’s words: ‘Alone we do so little, together we can do so much’.

Parents also helped the school enhance key celebratory occasions such as the Mother’s Day and Father’s Day events. It is truly inspiring to see mums and dads come out in force to enhance the specialness of this day for parents and daughters and to celebrate as a group.

**Alone we do so little, together we can do so much — Helen Keller**

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A large group of parents from across the school are now heavily involved in the planning and organisation of our fantastic Family Day, Lauriston Out Loud 2014, or Loll 2014. This will be held at Lauriston on 2 March 2014 and will feature some of Melbourne’s finest musicians, food and wine. New opportunities to get involved are opening up, so please get in touch if you would like to join in the preparation. This is truly a community event and needs all of us to get behind it.

I am pleased to report that during Term 3 the LPA Executive completed working with Susan Just to formalise our LPA Innovation Fund document, which outlines our fundraising strategy and goals for 2014. I extend my thanks to all parents who provided input as part of this process and look forward to discussing this in more detail in the next edition of Lauriston Life.

As thoughts turn now to spring and summer I urge all parents to keep up-to-date with LPA news via the Lauriston News each week. Also check the Loll 2014 updates via Twitter, Instagram and Facebook.

**ANNE BONGIORNO**

Lauriston Parents’ Association President

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**NEWS OF OLD LAURISTONIANS**

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**Sally Tuckfield (1978)**

Sally Tuckfield (1978) recalls former Lauriston Principal Susan St. Leon saying that ‘girls can do anything if they remain focussed’. She believes that Ms St. Leon instilled this view in the teachers who taught her and credits her Lauriston experiences for helping prepare her for a busy career in law.

Today, Sally lives in Sydney and is a partner for Gadens Lawyers. She began her post-Lauriston career studying Law and Economics at Monash University.

Sally’s practice area is property and she is included in Australia’s Best Lawyers List for Real Property in 2013. She counts the ‘people and working for a successful organisation’ as the best parts of her job and her career motivations include making a difference for her clients, achieving goals and gaining personal satisfaction.

Today, Sally balances her busy career with raising two sons and volunteering her time. As well as her daily practice, Sally works with The Smith Family, helping them achieve fundraising strategies in 2013. She has also managed to squeeze in travel to Asia and Central America (Costa Rica is her favourite place).

A love of travel appears to be a constant in Sally’s life; a fond Lauriston memory for Sally involves her Northern Territory trip in Year 9.

‘We went to the drive-in in Oodnadatta (in the middle of the desert) and watched a movie from the top of our bus, which was parked sideways to the screen,’ she recalls.

Sally’s advice to today’s Lauriston students is to ‘never blame other people for what goes wrong in your life. You are in charge of your own destiny and secondly, never take yourself too seriously’.

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**Cynthia Shannon (1966)**

Cynthia Shannon (1966) moved back to Melbourne earlier this year. Cynthia has lived in a variety of locales since graduating from Lauriston.

‘I am loving my new life living in Northcote and also adore meeting up with old school friends after 40 years living in other places, including Central Australia,’ says Cynthia.

‘The most inspiring thing that I do in my week is visit asylum seekers at the MITA Detention Centre in Broadmeadows to share friendship, connection and love. I have started a group called PeopleForPeople. I am proud to say that I know we are making a difference.’

Cynthia regularly visits asylum seekers from countries including Sri Lanka, Afghanistan, Iran and Myanmar (Burma).

‘Some have been locked away for 4 years, with no conviction and no access to our criminal justice system,’ says Cynthia.

‘My view is that 97% of us in Australia are “boat people” of various kinds who choose to live in Australia for a better life.’
Judith Mary Walker (Phillips, 1937)

Judith was born in Melbourne on 27 January 1920 and from an early age decided that she wanted to study at Lauriston when she was older. World events made this dream hard for Judith as the onset of the Great Depression forced her family to move to a farm outside Leongatha.

When she was ready for high school Judith remained firm in her wish to attend Lauriston. She secured several scholarships after sitting exams for a number of Melbourne schools but managed to persuade her parents to let her attend Lauriston.

Many of Judith’s life-long friendships were formed at Lauriston and these connections are today woven throughout Judith’s extended family. Her friend Jo West’s (Greenfield, 1936) daughter, Julie, is Godmother to Judith’s grandson.

Judith flourished at Lauriston playing both baseball and hockey. She also met her future husband, Victor Gordon Walker (known as Gordon), at dancing classes.

After Lauriston, Judith studied to be a physiotherapist at Melbourne University.

When war arrived Judith’s relationship with Gordon was interrupted when Gordon, a newly graduated doctor, was posted to the UK after he signed to the Royal Australian Air Forces. Gordon took part in the 1944 Normandy invasion. Judith remained in Melbourne working as a physiotherapist. Four years passed before Judith, persuaded by her beloved grandmother, boarded a freighter – one of the first to take passengers after the end of the war – for the six-week voyage to the UK to ‘have another look at Gordon’.

They were married on 1 September 1948 and eventually settled in Binstead, Isle of Wight. By 1956 Judith and Gordon had four children.

Her family remembers her as a devoted wife and mother. Judith was very involved in village life and is also remembered as an extraordinarily talented gardener.

Judith’s last trip to Australia was in 2006 at the age of 86. She visited Melbourne as part of an unaccompanied round-the-world tour and was thrilled to be taken on a tour of Lauriston.

Judith is survived by her children Nick, Pippa, Jeremy and Belinda and a large extended family.
Jill Fulloon (Newmarch, 1947)

Jill’s early years were spent in the Northern Territory on Manbulloo Station, a Vesty property managed by her father. She played with the local children, had a fluent grasp of the local Aboriginal dialect and spoke Pidgin English. In 1939 her father returned to the army and the family moved to East Malvern.

In 1942 Jill commenced at Lauriston as a Year 7 student. Particularly good at sport, in her final year Jill was elected House Captain, Captain of Tennis and Captain of Basketball (now Netball). These were very happy years for Jill and she made lasting friendships which were very important to her.

After working for four years at the Royal Melbourne Hospital, Jill married a young lawyer, Hugh Stevens, who was killed in a car accident 15 months later. Jill was badly injured and recuperated on a family property out of Inverell.

She later married Ron Fulloon and after Ron’s death she retired to Toowoomba where her interests included her family, tennis, bridge and her Lauriston friends, eight of whom she holidayed with annually if possible.

Jill is survived by her daughter Tarnie and son Ross.
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, Frances Nolan, on nolanfr@lauriston.vic.edu.au.

Alternatively, please visit our website (www.lauriston.vic.edu.au).

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