28 Making a Difference, One Speech at a Time
Old Girl Clara Jordan-Baird

11 Building a Better World
Kindergarten and Blairholme’s collaborative research project

20 Charlotte’s Web
Middle School spins a web of wonder

30 Futures Planning
Meet Kate Gilchrist, Head of House and Sue Douglass, Careers Counsellor
CONTENTS.

FEATURED STORIES

07 Writer in Residence
Show, don’t tell

11 Building a Better World
Kindergarten and Blairholme’s collaborative research project

20 Charlotte’s Web
Middle School spins a web of wonder

THIS ISSUE

04 From the Principal
Uncovering the global language of education

08 Lauriston’s High Achievers
The girls aim high

23 Classroom in Focus
Creating narratives, mad hats and engineering designs

30 Futures Planning
Meet Kate Gilchrist, Head of House and Sue Douglass, Careers Counsellor

32 From the Archives
Miss Paling and Miss Davis: Humanitarian Workers in Post-WWII Europe

COVER STORY

28 Making a Difference, One Speech at a Time
From the Principal

During my recent study leave, I found myself having conversations with educators from Europe, China and Singapore. What struck me was the common language we all used when speaking about our goals for students and the outcomes we were all working to achieve. Two words in particular were common in our conversations: ‘collaboration’ and ‘self-regulation’.

As educators we all believe in the value of collaboration, which at its essence is working together to share our knowledge and understanding, along with the questions to which we want to find answers. There is enormous power in communicating together in order to understand where we share a common understanding and where we have a different viewpoint because of our cultural or background differences.

Self-regulation is perhaps more difficult to define, but essentially we aim to foster attentiveness in students, along with a better understanding of themselves and how they learn and communicate with others. Listening attentively is an important part of self-regulation and this skill is very important for learning and for cross-cultural understanding.

I have been reflecting on why ‘collaboration’ and ‘self-regulation’ have become common in the language of educators, and I see a close link between our educational aims and global citizenship.

Our young women at Lauriston have opportunities to explore the world, through school-based activities and with their families. We know that the students we are currently educating and the young women who are our alumni travel broadly and work in many countries around the world. It comes as no surprise that, as educators, we want our students to develop the skills needed to become global citizens who will make a contribution to our world.

A Ted Talk given by Jenny Buccos, an American filmmaker who established Project Explore and makes educational documentaries, proposes that asking questions, sharing stories and listening are important skills in becoming a global citizen.

We can all accept the notion that things that happen far away have a direct impact on our own country and ourselves. Our role as global citizens is to better understand what is happening in our world.

Buccos suggests that we should retain the inquisitive dialogue in which young children participate. As we grow older we become more reluctant to participate in these discussions where big questions are asked, because we fear that we may not have the correct answer.

When making a film in South Africa, Buccos asked a broad range of people: ‘What are the biggest challenges you face?’ and ‘What do you want the rest of the world to know about you and your country?’ These questions would certainly prompt storytelling and lead to a better understanding of what it is like to be part of another culture.

Buccos also spoke about filming in Haiti where international medical organisations were providing doctors and medical supplies to help a significant...
portion of the population who had lost a limb. In Haiti, those people who had lost limbs were viewed by their communities as no longer being whole people. While the medical organisations wanted to help, they provided prosthetics that were white in skin colour, and hence amputees continued to be viewed by their communities as not whole people.

Her work in South Africa and Haiti certainly demonstrate the importance of working collaboratively to find solutions to problems. There is a real need to not impose a solution, but rather to listen to the people in that country and understand their culture before determining any likely solutions together.

Sometimes in our efforts to become global citizens, we find ourselves determining solutions to problems without first considering whether we understand the problem and the context in which it is situated. Cross-cultural understanding is complex because we need to understand the complexities of cultures that are not our own and which we often experience only at a surface level. There is great value in asking questions, sharing stories and listening, which are all embedded in learning how to collaborate with others and developing the skill of self-regulation.

At Lauriston, our teaching practices and approaches to learning give attention to collaboration and self-regulation. Collaborative activities form part of the teaching practice in all subjects, and we are fortunate to extend from the classroom when our Year 9 students participate in experiential activities at the Howqua campus, through the outdoor program and classroom activities. Another example of collaborative work outside the classroom is when our Year 10 students participate in the EnlightEN project and undertake a group-determined project resulting from their own ‘Big Question’. Our Prep and Year 1 students are establishing the skill of collaboration through their Australian Developmental Curriculum activities. It was terrific to see our Prep students collaborate on a project to reflect their first 100 Days of School and celebrate how much they had progressed in their learning.

Collaborative activities such as these, and teaching practices in the classroom, also foster self-regulation. In Singapore, the Education Department is actively encouraging schools to develop practices where students are working in groups and exploring topics through asking questions and working together to extend their knowledge and understanding. There is a clear shift away from traditional methods of teaching with students learning content provided by the teacher towards more interactive modes of learning. Such activities require attentiveness on the part of the student, the skill of listening to others and the skills of risk taking and learning from mistakes.

The classroom practice that I observed in Singapore has similarities to classroom practices used at Lauriston. Students are encouraged to investigate ‘Big Questions’ and, through collaboration, gather information, develop understanding and test out possible theories. There are opportunities to take risks in learning and to learn from mistakes.

Through the opportunities we offer our students to participate in cultural and community activities overseas, I believe that we are providing a foundation for the development of cross-cultural understanding and this will continue to be enhanced in the years to come. When you have an opportunity to live and work in a community, you have the opportunity to ask questions, share stories and listen. We need to provide more opportunities for our students to stand in the shoes of other young people whose cultural backgrounds are different. Similarly, we need to raise awareness of issues that have impacted people in different parts of the world and seek to listen to the voices of those people affected in order to contribute to finding the solutions.

Like my fellow educators around the globe, I believe that our school and the education we offer to our students will be integral to the development of the skills needed to be a global citizen.

Watch Jenny Buccos’ Ted Talk Global Citizenship in the Classroom on YouTube: https://www.youtube.com/watch?v=6jjLHmyBs7o

PRINCIPAL
Susan Just
The inaugural Scholar in Residence program, supported by the Friends of Lauriston Arts (FLA), has seen the acclaimed author Kate Constable share her ideas and expertise with students from Years 7 and 8.

This innovative and exciting program has enabled our students to learn from an internationally published author and to explore language and storytelling in a vivid and engaging manner.

This was a collaborative project between the English Department, the Library and the FLA and was designed to promote, encourage and improve imaginative writing, develop the art of storytelling and foster a love of reading.

All students from Year 7 had two sessions with Kate and the remaining sessions were small, extension workshops held for a number of interested Year 7 and Year 8 students. Selected students were asked to write a creative response to an image. These first pieces of writing showed wonderful potential and an enthusiasm for writing that impressed Kate from the start.

The extension workshops were held across Term 2, which, coupled with the creative writing undertaken in class, maintained the students’ enthusiasm and motivation. Participants in the workshops were given a series of short writing exercises.

These were sophisticated exercises requiring the students to deliver a piece of writing in a short space of time. Kate was again impressed with the girls’ writing and their ability to understand abstract concepts such as ‘show, don’t tell’ and the variety of techniques that writers use to convey meaning and feeling in writing.

Students were also asked to write a story and were given the opportunity to draft and redraft their stories, with each draft edited by Kate and Jane Payne, Head of English. This resulted in a final, polished piece of writing that was then published in a booklet and presented to the students and their parents.

The completion of the program was celebrated by a showcase evening of readings and displays of student work.

ANGELA MARE
Head of Library and Information Services
STUDENT ACHIEVEMENTS

Lauriston’s high achievers

From the field to the classroom, Lauriston girls aim high.

Here’s a group of girls not afraid to stand up in front of a crowd. Georgina Frazer (12) was a semi-finalist in the VCAA Plain English Speaking Award earlier this year – a wonderful achievement. Nina Kayman (8) and Lara Bennett (7) competed at the Debaters Association of Victoria (DAV) semi-final on 20 August. The competition was of a very high standard and the girls performed extremely well. Well done to Bridie Noonan (7) who represented the School in the semi-final of the Legacy Junior Public Speaking Award.

Congratulations to Stephanie Chong (12), Julia Schwarcz (10) and Monique Tarrant (11) who represented all 24 Girls Sport Victoria (GSV) schools in hockey and netball. The girls faced fierce competition in New South Wales against other state teams during the Term 3 school holidays and played exceptionally.

(above): Lara and Nina competing at the DAV semi-final.

(above, left): Julia and Stephanie representing GSV in hockey; (above, right): Monique representing GSV in netball.
During Term 2, 30 Lauriston students from Years 5 to 10 competed in the Mathematics Challenge for Young Australians. This competition challenged students to solve four to six highly complex mathematical problems. The girls had to provide detailed written explanations as to how they obtained their answers. This competition attracts the top mathematics students in each school across the country. Congratulations to the following girls: High Distinction – Lucy Bei (10); Distinction – Zoe Cantwell (10), Tara Dubljevic (10), Angelina Lau (8), Xanthe Murrell (8), Mengxin Zhang (8), Charlotte Wang (7), Claire Qian (6), Avantika Sharma (6), Amelia Zhu (6); Credit – Clara Chen (10), Tian Xiao Shi (10), Dana Boden (9), Isabel Nakonieczny (9), Charlotte Attwood (8), Petra Kasayapanand (8), Angela Liu (8), Rebecca Liu (8), Reesa Navani (7), Hannah Redwood-Segovia (7), Harriet Gray (6), Romy Walker (6), Licia Yao (5); Certificate of Proficiency – Isla Randall (6), Kathleen Saunders (6).

Lauriston had a record team attendance at the GSV 5-A-Side Soccer Tournament. The 5-A-Side competition format was new for a lot of Lauriston girls and trying to grasp an understanding of the rules was a challenge, but one that the girls took on with enthusiasm and excitement. The tournament comprised a round robin format with teams playing up to five games with play-offs and finals concluding the rounds. The Lauriston Senior A team took out Premiership honours with a score of 8 to MLC’s 2. This was a great way to kickstart the soccer season.
Outstanding results were achieved both individually and in the team events at the Victorian Interschools Snowsports Championships held from 25 August to 31 August. The Senior team did extremely well with a third overall placing. This was achieved by the accumulation of all competitors’ points including our top achievers. Well done to the Junior girls who were all incredibly enthusiastic about training and competing. There were many outstanding performers across the various disciplines – congratulations to all.

For full results, visit the new Lauriston Sports Blog: www.sport.lauriston.vic.edu.au
During Term 3, children from Kindergarten and Blairholme (Prep-Year 2) have worked on a collaborative research project titled ‘Building a Better World’. This investigation topic was chosen with the hope of instilling in children the understanding that their ideas would be listened to and acted upon.

These projects included exploring the importance of trees, the joys of acts of kindness, the plight of ocean creatures and orang-utans, the marvels of compositing, nurturing a love for nature and reducing our environmental footprint.

Each project focused on collaboration: the ability to share ideas and insights and make and maintain positive relationships while working towards their goals. To enhance learning, each child was shown that their opinions were being listened to and respected and that they were directly contributing to their group project.

The collaborative research project culminated in a five-day exhibition held from 19 to 23 August, with the children’s works on display for parents, family and friends to enjoy and learn more about the children’s discoveries and their ideas.

All children involved performed a specially learned song titled Building a Better World. This was performed in groups on the first three days of the exhibition.

The exhibition demonstrated to the wider school community that small children are capable of understanding and researching complex ideas and that these ideas can then influence the wider community.

Read more about how the children set out to help save the orang-utans on page 18.
Global citizenship in action

There has always been a chasm between studying about the lives of others and actually making a difference to them ... that is, until a student joins a world-renowned club, like Amnesty International, in Lauriston’s Senior School.

It is difficult to think of any subject taught in our Senior College classes these days that does not have a global aspect. From the study of English texts written by authors from all around the world, to quite specific subjects like French, Spanish and Mandarin Chinese, as well as Global Politics and Economics, students are exposed to a huge variety of perspectives other than their own Australian context. There is, however, a giant leap between studying a subject in school and making an impact on the world stage.

In a more direct sense, students who travel in Years 10 and 11 as part of a School Study Tour to France, China, Turkey, Italy or the United Kingdom have practical exposure to different cultures and alternative world views that have a great and lasting impact on their own global understandings and perspectives. But even such direct immersive and empathic experiences as these will largely enhance our own girls’ lives more than the lives of others around the world with whom they interact.

What ultimately does have a more immediate and direct global impact for the hundreds of girls involved, as well as for countless individuals and communities around the world, are our service clubs and activities. We see 60–70 regular attendees at our weekly Amnesty International meetings, while the newly formed ‘Girl Up’ Club (operating under the auspices of the United Nations) attracts around 40 attendees every week. Both clubs are student-led and combine information sessions with guest speakers and fundraising activities, like the Annual Amnesty Concert and the Lauriston Girl Rising cinema night. Both of these activities raise awareness as well as funds for worthy initiatives that have a direct impact on the lives of others in the far reaches of the globe.

In addition, every term each girl in Years 7 to 12 is exposed to the current campaigns run by UNICEF and the United Nations Children’s Education Fund in Senior School assemblies that promote and support our much-loved casual clothes days. Challenges that many children around the world face in attaining even the most basic education are highlighted to our students, and money is raised and then donated. Later, presentations are made to and by UNICEF young ambassadors who visit the School each year and never fail to be amazed at the enthusiasm of Lauriston girls for their important causes, as well as the significant sums of money raised and donated towards them.

In these and many other ways, Lauriston students are truly citizens of the world, determined to use their intellects as well as their own resources to make a difference to the lives of others - and ultimately, to make a better world!

NENE MACWHIRTER
Deputy Principal/Head of Senior School
In a world that is increasingly interconnected, there is a good deal more awareness of issues and challenges that are facing not just individuals, communities, cities or states, but entire countries. The slogan ‘think globally, act locally’ is now much more than a catchphrase.

Many aspects of what we have perhaps accepted as the norm are now being challenged. The idea that bigger is better, the constant drive for materialistic possessions and consumerism, the push to make our lives easier, to always want more and never be satisfied – all these issues and more come into sharp reality and examination in the students’ Sustainability Unit and the manner in which they carry on their lives at Howqua.

One of the many facets of the Howqua program that attracts positive attention is the quest for a more sustainable lifestyle here. Currently Howqua is rated as a 4-out-of-5-star Sustainable campus and we continue to move towards our fifth star. The girls are consistently reminded to listen to the ‘little person in their heads’, the one that is telling them to take positive action when it comes to the environment and behaving in a more sustainable manner. This may take the form of turning off lights before they leave their House or classroom, sorting rubbish from recycling and processing it, composting food scraps in the dining hall and their Houses, tree-planting projects around the school, turning off computers when they have finished, using their fires efficiently, being mindful of the length of their showers and even small actions such as turning off the tap when they are brushing their teeth. Every little bit helps!

This past term in Environmental Science, the girls have been examining and comparing their carbon footprint, both in Melbourne and at Howqua, and gaining an understanding of what this means. They have worked through the Australian Greenhouse Calculator program and improved their knowledge of why it is so important to behave in a more sustainable manner and what actions they undertake as individuals that cause pollution, greenhouse gas production and the release of carbon dioxide into the atmosphere. In addition, they have gained a much better understanding of the various issues associated with climate change and the ongoing discussions and debates connected with this topic, including viewing Al Gore’s documentary *An Inconvenient Truth*, viewing a YouTube clip called *The Story of Stuff* and listening to Jack Johnson’s song *Reduce, Re-use, Recycle*.

The students’ study culminated in the completion of their Carbon Footprint project, including an action plan on how to reduce their own, a study on renewable energy alternatives and a poster to educate others – many of which are now on display at Howqua.

Each of us living a more sustainable lifestyle will ensure that our children and grandchildren will be able to experience a life like the one that we are privileged enough to be experiencing now.

**SAM RIDLEY**
Assistant Principal, Howqua
Entrenching civic responsibility into the curriculum

The notion that we are part of a whole and that we have a civic responsibility to contribute and act on a global level entered into public consciousness in the early 20th century.

Today, this notion of civic responsibility, global stewardship and cultural awareness are curriculum frameworks in many educational settings worldwide. The Australian Curriculum encourages educators to build these notions into their learning experiences so that students become informed and active about local, national and global issues.

In our curriculum at Lauriston, the girls are provided with learning experiences that develop skills and competencies in critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding. In developing these skills we hope that students become more aware politically, socially, environmentally and culturally, and understand Australia's role within the wider world. There are many instances where the girls can be seen engaged in activities that create this awareness.

These include the:
- Year 3 Celebration Unit, which looks at how various religions around the world celebrate
- Year 4 Australian Indigenous Unit, which unpacks the historical and cultural stories of Australian Indigenous peoples
- Year 5 Antarctica Unit, which looks at the continent and its inhabitants within a climate change framework
- Year 6 Leadership Group, the Greenies, where a group of students lead action on environmental sustainability within the School and locally.

Students, staff and the wider Lauriston community participate in community service in some form or another, which helps to affirm our roles as global citizens. For example, the Lauriston Parents’ Association’s Father’s Day Breakfast raised funds towards the local health and welfare organisation Men of Malvern and the casual clothes day each term raises funds and awareness for UNICEF.

Social and emotional learning (SEL) underpins our student wellbeing program. SEL complements the curriculum to ensure the development of each girl’s character strengths and values. This includes learning to recognise and manage emotions, to promote caring and concern for others and to encourage responsible decision making.

In an information-rich, complex globalised world, it is important that we encourage our children and young adults to be lifelong learners and active and informed responsible citizens. We endeavour to provide an education that allows young people to acquire the knowledge, values and attitudes needed to understand what it means to be a ‘glocal’ citizen.

JOSEPHINE QUINLAN
Head of Junior School

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world.

— AusVELs (Australian Curriculum and Victorian Essential Learnings Framework)
Conservation and compassion: The Orang-utan Project

‘Building a Better World’ was the provocation given to the Kindergarten and Blairholme teachers and students at the beginning of 2014. It has been the starting point for a collaborative investigation that developed the children’s understanding of conservation and the environment, and the ability to act upon this with compassion and kindness.

The educators Amanda and Victoria observed that the children in the Kookaburra Group were interested in animals and this theme repeated itself in their imaginative play and in class discussions. After much deliberation Amanda decided to show the children a video clip about ‘Strawberry’, an orang-utan who uses sign language to communicate with a hearing-impaired child. The orang-utan tells the child that her favourite food (peanut butter) is destroying his home. The children were concerned and interested about why this would happen.

Each child was invited to express their ideas in many forms – through drawings, expressive language, paintings, photographs, clay and wire. The children’s passion for saving the orang-utans dramatically increased once we decided to adopt an orang-utan. Choosing which orang-utan became an issue and it was decided that we take a vote. We graphed the results of the vote and ‘Chocolate’ was the winner!

The more research we undertook, the more excited the children and staff became. Students were able to inform their parents and the wider community about the need to only buy products using sustainable palm oil. World Orang-utan Day is held each year on 19 August and this coincided with the exhibition of the investigations.

This presented as an opportunity to involve the whole school community in the project. The children busily made posters and placed the posters in prominent positions around the school. Orange handprints were made for all the Kindergarten children to wear and display. Students were asked to sign our petition and bring along a gold coin donation to support the cause. Our petition was aimed at changing legislation so food and product manufacturers have to clearly state if they have used palm oil in their products.

The children were interested in sharing what they had learned with the rest of the students at Lauriston and presented their findings at a Senior School Assembly. As educators, we wanted the children to know that their actions were important and that they can make a difference to the world in which they live.

The development of the Orang-utan Project unfolded gradually and was unexpected. The positive reaction from the rest of the School about the exhibition, the petition and raising money to help save the orang-utans was overwhelming.

The children have developed the capacity to act with compassion and kindness and are aware of the impact of human activity on our environment. They have also become strong advocates for the orang-utans. So much so that the Kookaburra children want to fly to Borneo to see ‘Chocolate’ and the other orang-utans at the rescue centres!

On reflection of our project we can see that the children learned about conservation and environmental issues, which should help them to become empathetic, environmentally conscious and empowered adults.

ROBYN AMBLER AND FIONA IRELAND
Directors of Kindergarten
PERFORMING ARTS

Middle School spins a web of wonder

This year Middle School tackled the beloved tale of Charlotte’s Web for their annual play. Students from Years 5 to 8 brought the story of the friendship between an innocent young pig and a spider to life.

Irving Hall was converted into a farmyard for two nights on 4–5 September. Students transformed into sunflowers, fairgoers, farmers and farmyard animals. Herding the production to success was the Lauriston Drama Department who had been working with the cast and crew for months prior to opening night.

Backstage a large collection of stage-crew, make-up artists, lighting and sound experts helped the show spin its magical web.

Guided by Directors Bronwyn Greig and Lisa Khan, support from class teachers and parents and the able construction skills of Lauriston’s maintenance staff, the play was a huge success. Congratulations to all involved. Charlotte would be proud.
Contemporary wisdom suggests that we should think global but act local. Lessons from the manufacturing sector in Australia indicate just how difficult that can be with the advent of free trade agreements and the pressure to be more and more competitive.

Interestingly, the experience in international education in the school and tertiary sectors, while still highly competitive, offers the opportunity to act both globally and locally. Lauriston is a case in point.

Given the size of the school Lauriston has a relatively small number of overseas students but the contribution they make to the international nature of Lauriston is significant. Our teaching staff see firsthand the challenges for overseas students and we have found that there is a need for additional services to support them in their study. For both parties we hope this is an enriching experience.

It isn’t immediately obvious but educators are internationalised in so many ways. This adds a real richness to teaching, particularly through the delivery of the International Baccalaureate Diploma Programme, but also through our connections with schools in China, France and the USA.

Lauriston staff (both past and present) are in demand to deliver professional learning activities all over the world, especially in Mathematics, Biology, Economics and the Arts. These activities bring with them rich connections with schools and teachers overseas and the sharing of expertise in pedagogy and in course content. Student exchange programs offer similar opportunities.

In a broader context, there are some Lauriston staff who have been trained as assessors for the accreditation of International Schools. From time to time they are called on to be part of an assessment panel where a school has applied for accreditation.

It is a lengthy and taxing process culminating in an intensive week-long assessment by a team of about fifteen trained teachers and administrators. Success in the accreditation brings with it an international dimension to any school and entry to a network of schools locally and globally.

Another international opportunity with a local focus for Lauriston is our new FabLab@School. This initiative offers myriad possibilities including the linking with other FabLab@Schools in Thailand, the USA and Russia. We anticipate that Lauriston will play a significant role in the Asia-Pacific region by sharing expertise and by providing opportunities for our staff to engage in meaningful professional dialogue with teachers overseas.

Some of our plans include doctoral students from the Stanford University Graduate School of Education spending time with us working with our teachers and students and in turn our staff being trained in the USA. We hope this will broaden to the School being able to host activities in Melbourne that would be attended by staff from FabLab@Schools overseas. The possibilities are endless.

Many readers will be aware of the developments in STEM (Science, Technology, Engineering and Mathematics) or more recently STEAM (add the Creative Arts) and the opportunities that are generated by global forums where teachers can exchange ideas and share resources. For our girls these opportunities are boundless and are all facilitated by the new technologies.

What a great time it is to be a learner – both in a local and international context.

NICK THORNTON
Director, Lauriston Institute
Exploring and creating narratives
Year 3 have been studying the features of narratives, with the aim of writing and illustrating their own stories, based on the fairytale Cinderella.

To begin this project, the girls began looking at different grammar structures that feature in a narrative, such as tenses of verbs, pronouns and descriptive language. They have also examined the structure of a fairytale, identifying the orientation, characters, problem and resolution.

The Year 3s enthusiastically exchanged ideas for characters, problems and resolutions that may occur in their story as they began writing their own narrative.

Once the stories were written and edited, the Year 3s took on the role of illustrator and created visual narratives to supplement their written story.

Innovative designs at Engineering Week
Year 10 Engineering students were invited by Senior Lecturer Dr Juan Shi from Victoria University to attend a special engineering program as a part of Engineering Week (4-8 August).

This program gave the girls an opportunity to meet and interact with female engineers and participate in engineering activities that directly related to the work they were doing in the classroom. The girls were able to design and construct a building that could withstand the destructive force of a tsunami and also build and race solar-powered cars.

The tsunami challenge brought out some truly innovative designs. The girls were challenged to design the tallest but lightest building that could withstand the largest wave without falling over.

The solar power challenge tested the girls’ understanding of how solar power works by requiring them to build a solar-powered car. They demonstrated great confidence and skill building their cars, much to the surprise of the university Engineering students assisting them in their projects.

The Year 10 Engineering students will be able to apply what they have learned from the program to their major school project - designing and building a house using the principles of sustainability. >>
**Mad Hatters Parade**

Year 5 girls have designed and created a number of imaginative hats for the inaugural Montrose Mad Hatters Morning. The girls researched all kinds of historical and pop-culture references, from King Tutankhamen to Lady Gaga, for inspiration.

Each girl started the project with an identical bowler hat made of papier-mâché and they were encouraged to be as imaginative and outrageous in their designs as possible. Each girl created a wonderfully wacky hat that they paraded in front of an audience of family, friends and other year levels at the inaugural Montrose Mad Hatters Morning.

Montrose families baked delicious goods for the bake sale that followed; funds raised will support the purchase of a friendship bench. Thank you to the Junior School LPA and Terry Abraham for organising such a fun activity.

(right and below): The girls parading their mad hats.
IN THE SPOTLIGHT

Lauriston events

Annual Concert pitch perfect
Girls from Years 5 to 12 amazed their audience on Thursday 7 August at the Annual Concert, held at Scotch College. The girls presented a diverse program of traditional and modern pieces. Highlights included soloists from Lauriston Voices, the Lauriston Orchestra’s exciting and lively rendition of *Strike up the Band* and Music Captain Audrey Payne and Year 12 student Georgina Frazer’s solo of the third movement of Krommer’s *Concerto for Two Clarinets Opus 35*.

The Annual Concert impresses each year and 2014 was no exception. Parents, friends, staff and guests of the School were lucky to witness the results of weeks of hard work and dedication. Behind the scenes, staff worked tirelessly to ensure everything progressed as planned. Next year the concert returns to the whole-school format and will be held at the Melbourne Recital Centre – watch this space for additional details!

Huntingtower Lunch another success
The Second Annual Huntingtower Lunch was held on Thursday 14 August at Quat Quatta in Ripponlea.

Led by Tatty Happell, a hardy group of dedicated parent volunteers worked together to plan what has quickly become a focal point of the School’s events calendar.

The guest speaker on the day was Lyn Swinburne, AM, a prominent women’s advocate and founder of Breast Cancer Network Australia (BCNA). Lyn spoke on a topic that is close to every Australian family and her inspirational delivery resonated strongly with the large crowd.

It was lovely to see parents from across the Lauriston and wider communities gathered together to learn more about an amazing organisation. >>
**FLA Chamber Music Luncheon**

Every August the Music Department and Friends of Lauriston Arts work together to host a much-anticipated lunch.

The annual FLA Chamber Music Luncheon provides student musicians the opportunity to perform in a chamber setting for parents, family and friends.

The format provides valuable performance experience for the students but also a chance for family and friends to see student skills develop. For the FLA, it’s an important event on their calendar that both showcases music and connects the Lauriston music program with the larger community.

‘This is our last year as organisers,’ says FLA co-event organiser Katherine Wilson. ‘My daughter and my co-organiser Min’s daughter are both in Year 12. We’ll both be handing the reins to someone else for next year. It’s been great, though. I’ve loved organising this event.’

Min agrees, saying ‘It’s been important for me to be involved in school activities and parent committees. My daughter adores music so the FLA was a perfect fit for me. I’m hoping to come back next year as an attendee and to see this wonderful event continue.’

---

**The Year 12 Dinner: the beginning of farewell**

The Class of 2014 assembled with their teachers and special guests on Wednesday 10 September to formally begin a bittersweet process – saying goodbye.

In Term 4 our Year 12 students switch to ‘tertiary mode’ and are fully focused on revision, exams and what’s next for 2015. Held before that incredibly busy period, the annual Farewell Dinner is a time to pause and to reflect on what has been an amazing journey. It’s also time to say thank you - to family, to staff and to each other.

Guests gathered for the formal dinner at Caulfield Racecourse and enjoyed a night of laughter and memories. The next time the Class gathers in such a formal setting will be on their Valedictory night. Until then, we wish them well as they study and turn their attention to the next phase of their journey.
Lauriston Girls’ School’s 2014 Annual Appeal raised a total of $49,700, which will be allocated to the School’s scholarship, library and building funds.

Donors to the Appeal included current members of the Lauriston Community, past parents, alumni and friends of the School. All donors were able to assign their gift to the fund of their choice and each fund received support. It is a pleasing result and one that we’re very keen to build on moving forward. Gifts such as these help us deliver on the Foundation’s objectives. These include providing access to a Lauriston education for those who otherwise would be unable to attend, supporting the development of our libraries and planning building works to ensure that Lauriston continues to be a leading school into the future.

Since its establishment in 1985, the Lauriston Foundation has raised funds to construct new buildings and refurbish others, expand the resources of Lauriston’s libraries and provide scholarships.

Community support has been crucial to the Lauriston Foundation’s success and the role it has played in developing Lauriston as one of Australia’s leading independent, non-selective girls’ schools.

In the past the Building Fund has helped support a variety of building programs at the School, including new learning spaces at both the Armadale and Howqua campuses and more recently the new FabLab@School facility. Donations to the Annual Appeal will enable the School to undertake more of these important building works.

The Library Fund enables the School to purchase additional educational resources for its three libraries and helps ensure Lauriston continues to provide the best possible learning environment for all students.

In 2015, through the support of the Foundation and the generous gifts of donors, the School is offering a new Lauriston Foundation Scholarship.

The Scholarship will be awarded in 2014 to a prospective new student commencing study at Lauriston in either Year 10 or 11 in 2015.

The Foundation now turns its attention to the next phase of its 2014/2015 planning and its vision for Lauriston’s future.

On behalf of the Foundation, the School and the students who gain so much from what you make possible, I would like to thank you for your support.

JOHN MORRISON
Foundation President
Since graduating from Lauriston, Clara Jordan-Baird (2006) has established herself in the world of politics. As a speechwriter and legal policy advisor for Tim Watts MP and Senior Vice-President of Victorian Young Labor, she is truly an example of what it means to ‘think global, act local’. She is making her mark by contributing to the public arena one speech at a time.

It’s a Friday morning when Lauriston Life meets Clara on the steps of Victoria’s Parliament House. It’s her day off but she is anything but idle. In her spare time, Clara concentrates on her role as Senior Vice-President of Victorian Young Labor, a position for which she was recently elected.

It’s a long way from her days as member of the Political Interest Group, a student-run group at Lauriston, where she first developed her interest in politics. ‘Ms Logan inspired in me a love of history, current affairs and critical thinking, which drew me to both law and politics,’ Clara recalls of her Lauriston teacher.

Clara’s interest in these areas developed further once she entered the University of Melbourne to study a Bachelor of Laws (Hons), Bachelor of Arts and Diploma of Modern Languages in French. It was during these early university years that she became involved in student politics.

To help broaden her experience, gain a stronger worldview and further develop her knowledge of global politics and law, Clara decided to venture overseas while still at university. Her work abroad included time spent as an intern for the US Congress, a period as an intern in the UK House of Commons and study at the London School of Economics. She also had the opportunity to study international law subjects taught in both Geneva and New York.

Interning for US Congress was an unbelievable experience for Clara. She lists her work during this time in the field of commercial space transportation as one of her most interesting experiences. Clara attended a conference with top officials from NASA, creative types from Virgin Galactic and small businesses developing space equipment. ‘It was exciting to see where the future might be in the next 20-30 years,’ Clara remembers.

For her House of Commons internship, Clara was placed with the Scottish National Party, just one week after they announced they would hold a referendum for Scottish independence. Clara soon found herself embedded in Scottish politics, learning the mechanics of the independence campaign and researching the foreign affairs and defence implications of an independent Scotland.

After returning from her time overseas and some work in the world of corporate law, Clara decided to see what life was like in the Australian Parliament. Her previous role as a Field Organiser with the Australian Labor Party for the 2013 federal election coupled with her legal experience and qualifications ensured that she was well-placed to take up a new role as legal policy advisor and speechwriter for Tim Watts MP, the Federal Member for Gellibrand.

It’s clear from even a short conversation that Clara loves her work. She notes with a smile that her job is never the same day-to-day.

‘One day I can be preparing notes on an intellectual property speech about the Korean-Australian Free Trade Agreement and the next day I can be preparing comments for the celebrations of Uruguayan Independence Day,’ she muses.

For Clara, the challenge of taking complex political concepts and breaking them down in ways that make sense to the general public is a highlight of her work. She believes it’s important for people to understand what’s really at stake with issues like renewable energy and changes to the higher education system.
Another highlight – and one that she says is ‘definitely the most fun’ – is heading to Canberra for Parliamentary sitting weeks.

‘There’s something wonderful and bizarre about bumping into Joe Hockey while walking around the courtyards of Parliament House and spotting Clive Palmer at the staff cafeteria,’ Clara says with a laugh.

Her role as a speechwriter allows Clara to contribute to communicating information about important pieces of legislation being debated in government. She also has the opportunity to raise awareness of issues that are often ignored by the media.

‘Tim is quite passionate about addressing violence against women and it’s been wonderful to write speeches and organise forums to bring that into the spotlight,’ explains Clara.

Clara’s path post-Lauriston has been varied and diverse but a common theme has been for her to follow her passions and interests and to find roles that allow her to make a difference in her community. She works locally but has travelled widely and sought experiences on a global scale. While chatting with Clara, it’s clear that the sum of all her experiences has helped her obtain a career that she is passionate about.

When prompted about what she does in her spare time (on the rare occasions when she gets a break from speechwriting, Parliamentary sittings and volunteering) Clara admits that she’s a massive film buff.

‘I steal time to catch the latest film festival,’ she says. ‘My favourite film is Good Bye Lenin! which I remember watching for the first time in my Year 11 Economics class at Lauriston.’

FRANCES NOLAN
Communications Officer
Kate Gilchrist, Head of Mitchell House and Coordinator of SHINE, and Sue Douglass, Careers Counsellor adopt a team approach when helping Lauriston girls prepare for their future.

The saying is that ‘it takes a village to raise a child’. At Lauriston a similar sentiment might be applied to the work that is invested in helping girls find their path after secondary school. The entire staff work together to guide, counsel and assist girls in making the milestone life-choices that pepper the later years of Senior School.

In this issue we look at how two staff members work together across their disciplines to ensure that each Lauriston girl is well prepared for her future.

Kate Gilchrist is Head of Mitchell House as well as the Coordinator of the student wellbeing program, SHINE – a role that she took on at the end of 2013. Kate began teaching at Lauriston in 1995 as a Physical Education teacher and also as a softball and hockey coach and she’s grateful for finding a job that she is so passionate about.

‘I care a lot about young people and providing them with opportunities to help them understand themselves a bit better,’ Kate says. ‘I feel like I was born to teach and feel incredibly comfortable in the work that I do.’

Sue Douglass has been Lauriston’s Careers Counsellor since 2008. She arrived with a background in Mathematics and Humanities teaching and believes that a role in careers perfectly suits her.

‘It’s a mix between applying logic, lateral thinking and communication skills,’ she says of her work.

Lauriston’s SHINE program adopts a holistic approach to student wellbeing. The acronym stands for Strength, Health, Inspire, Nurture and Engagement. Kate is dedicated to delivering a program that relates to and connects to the students and helps them with skills they need for school and life after graduation.

‘The big thing for me is that it’s student-centred. They drive it. It’s about handing it over to them,’ says Kate.

The overall theme of SHINE is ‘Looking Outward’. This theme was selected to encourage the girls to consider issues going on around them, whether that is at the local or global level.

Sue also takes this approach when counselling in careers, noting that the girls ‘are encouraged to think globally and their course selections reflect this. Year 12 students apply for courses in many overseas locations including the UK, the US, Hong Kong and Europe.’

As Coordinator of SHINE and as a Head of House, Kate develops close relationships with the girls and strives to get to know them as unique individuals. Sue works closely with Kate and the other Heads of House to help understand the girls so she can best assist them with their career and post-Lauriston choices. It truly is a team effort.

However, Sue’s role as Careers Counsellor extends beyond helping the girls decide what they will do after they graduate from school.

‘Your career is your whole life, not just your job. We talk about careers as the whole package and your job is just a part of that,’ Sue notes.

To help the girls with their career planning, Sue must be able to understand who the girls are, what they’re interested in and what they’re good at. This is where the Heads of House step in to play a crucial role in the process.

‘Kate has got an incredible contact with all the girls,’ says Sue, ‘through Mitchell House, through PE and in her mentoring and leadership.’
Sue believes that planning for the future is not about serving up information to the girls but rather empowering them to seek their own information and to make informed choices.

‘They are going to leave school and they need to have these tools,’ says Sue.

Both Sue and Kate cherish the one-on-one time they get to spend with the students but note that the work is not without its challenges.

‘The constant challenge for me is to be in tune with how the girls think about things,’ says Kate.

‘I talk to the girls all the time. That’s how I keep up.’

For both Kate and Sue a key daily task is to maintain those connections and to develop open and supportive relationships with the girls. They also uphold and practise the mantra ‘healthy body, healthy mind’ and incorporate this into their lives outside work.

Beyond Lauriston’s gates, Kate likes to stay fit by running and going to the gym and Sue loves to swim and do mindfulness activities such as yoga. There’s always a trip on the horizon, too. Kate and Sue are both off to explore Hawaii separately later this year – it would seem they really are in sync.

FRANCES NOLAN
Communications Officer
Miss Valerie Paling was an accomplished linguist and an inspirational teacher, who, from 1939 to 1945, enlivened the teaching of languages at Lauriston.

The French Days and pageants organised by her were a highlight of the year. As a report in the Lauristonian (1944) noted ‘... never a year goes past without Lauriston marvelling at the ingenuity of Miss Paling ... her originality and capable organisation, all illumined with an unforgettable spice of humour.’

These qualities were to serve her well when, in mid-1945, she and fellow staff member Miss Edna Davis left Lauriston to take up positions as Welfare Officers with the United Nations Relief and Rehabilitation Administration (UNRRA) in Germany, assisting with post-war repatriation and re-settlement of refugees displaced by the war. The Lauriston community followed the plans of the former teachers with great interest, rallying behind them when, just days before departure, they were refused passports by the Federal Government because of concerns that too many qualified women were leaving the country at a time of acute labour shortages. It was, Miss Paling protested, a blatant example of ‘sex prejudice’ as well as of injustice and bungling. In the face of public pressure, the government was forced to back down, and on 3 August, the Prime Minister, Ben Chifley, announced that Miss Paling, Miss Davis and five other UNRRA personnel would be permitted to leave Australia.

Once in Germany, Miss Paling assisted Australian migrant selection teams examine and select suitable Displaced Persons (DPs) and refugees to migrate to Australia. She was later transferred to the International Relief Organisation (IRO), and rapidly promoted to the position of camp supervisor. By 1949 she was responsible for 7000 people across seven different Displaced Persons Camps around Germany. It was in the role of IRO camp director that Miss Paling featured in an Australian documentary, Mike and Stefani, filmed in 1949 in Leipheim, Germany. The film traces the journey of a Ukrainian refugee family as they reunite in the Displaced Persons Camp and apply to migrate to Australia. Meanwhile, Miss Davis was placed in charge of the Wartenberg Children’s Centre in Bavaria. Here ‘unaccompanied children’ were cared for while waiting to be reunited with their families. Miss Davis made several journeys across Europe returning groups of children to their homes.

Miss Paling later returned to Australia, where she worked in the social welfare field. Nothing is known about the subsequent career of Miss Davis.

JENNY BARS
Archivist
COMMUNITY NEWS

Births

Athina Kanarev
born 27 May 2014
• She has two older brothers, Alexander (5 years old) and Nikolai (2 and a half)
• Parents Faye (Cons, 1984) and Nicholas Kanarev

Elizabeth Rose Day
born 19 August 2011
• Parents Nina (Stocker, 1999) and John Day
• Ellie is pictured with Matilda Lake, daughter of Jess Lake (1999)

Odette May Marguerite Lynch born 9 July 2014
• Parents Diana Barker (1997) and Theo Lynch

Vale

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

OLAs
• Marjorie Moore (Reynolds, 1939)
• Alicia Blayney (Davey, 1984)
• Jenny Potter (Noye, 1963)
• Amanda Williams (1987)

Friends of Lauriston
• Megan Vincent, wife of Richard and mother of Grace (2012), Holly (2013) and Amelia (10)
• Lorraine Topol, mother of Sheryl Rosen (Topol, 1991)

Congratulations

Congratulations to Lauriston parents Tiffany Comb, Sally Hinton, Lee-Anne McLaughlan, Katherine Strover, Anne Bongiorno, Carrie Cuneo (Friend of Lauriston) and Lauriston’s Strength and Conditioning Coach, Tim Strapp, who climbed Mt Kilimanjaro in Tanzania – the world’s highest freestanding mountain at 5895 m.

Departing Melbourne on Friday 29 August, they faced an adventure of a lifetime. They hiked uphill through cultivated foothills, alpine meadows and glaciers, over grassy tracks and through snowfall. On the seventh day, the whole group victoriously reached the summit (thanks to prior training with Strappy). By the end of the eighth day, they were back at the bottom taking a much-appreciated hot shower!
COMMUNITY NEWS

How did I get here?

**Name:** Sue Jamieson  
**Peer Year:** 1984  
**Country:** Qatar  
**Occupation:** Assistant Executive Director at Hamad Medical Corporation

Lauriston taught me independence, courage and resilience. My school experience gave me confidence that as a young woman, I could achieve anything I set my mind to and that gender was no barrier to success.

**Name:** Robeena Evensen  
**Peer Year:** 1975  
**Country:** Monaco  
**Occupation:** Compliance Officer and Personal Assistant

Through the various areas of school life we were moulded into caring, understanding competent women. We learned how to be team players (inter-house and inter-school sport, drama and music competitions) and that there were people that needed our help (social services activities and class prefects of the lower classes).

**Name:** Renata Bieske  
**Peer Year:** 1989  
**Country:** France  
**Occupation:** International House DJ/Music Consultant

Lauriston really encouraged both my artistic and academic sides, providing me with a great basis for my life of travelling and working in many countries since I graduated. We were taught above all to believe in our own abilities.

**Name:** Dr Sally Burgess  
**Peer Year:** 1971  
**Country:** Spain  
**Occupation:** Lecturer in English Studies at the University of La Laguna

I am, first and foremost, a teacher and am often aware of the fact that much of what is good about my teaching stems directly from my experience of excellent teaching at Lauriston.

**Name:** Dr Yi-Ling Hall (Lee)  
**Peer Year:** 1994  
**Country:** USA (Texas)  
**Occupation:** Oncology Account Specialist, Pfizer

The academic preparation and leadership experience has enabled me to successfully and confidently navigate through university.

**Name:** Wendy Adams  
**Peer Year:** 1999  
**Country:** Canada  
**Occupation:** Post-Doctoral Fellow, Laboratory of Molecular and Behavioural Neuroscience at the University of British Columbia

It was in Year 10 at Lauriston when I realised that I wanted to be a scientist! After doing mostly maths and science subjects for VCE, I was happy to get into Biomedical Science at the University of Melbourne.
Nicola Hutton  Peer Year 1993 Country Philippines  Occupation Human Resources Executive, ANZ Bank

I was at Lauriston for 13 years and was always encouraged to believe in my own ability. The strong sense of social and cultural awareness Lauriston instilled in me has enabled me to integrate into ANZ’s global workforce operating across 32 countries.

Adele Vosper  Peer Year 1999 Country Germany  Occupation German-English Translator

I was fortunate enough to be able study German as part of the IB despite my being the only person in my SL German class in Year 12. I find that many of my travels, other languages I have learned, my strong interest in the German culture and the fact that I now call Berlin my home, are in some way connected to the fact that I decided to learn German.

Iona Harbinson  Peer Year 1969 Country Scotland  Occupation Retired

Lauriston gave me a great background in education and life to cope with everything through the years.

Stefania Bini  Peer Year 1987 Country Luxembourg  Occupation Staffing Correspondent at European Investment Bank

I use English and French every day and Lauriston was my starting point for both of those. All those Alliance Française competitions ... all those tests with Mrs Rogers ... were essential parts of what makes me what I am today in a largely French-speaking community.
COMMUNITY NEWS

Reunions and events

1999, 15-year Reunion, Friday 30 May

(right): Class of 1999

1994, 20-year Reunion, Friday 20 June

(left): Class of 1994

1989, 25-year Reunion, Friday 25 July

(right): Class of 1989
1984, 30-year Reunion, Friday 15 August

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.

Old Lauristonians’ Playgroup and Morning Tea

9.30–10.30 am Wednesday 12 November 2014 – Blairholme, Lauriston Girls’ School, corner Murray Street and Malvern Road, Armadale.

We welcome Old Lauristonians and their babies/toddlers to a Playgroup Morning Tea at Lauriston Girls’ School, Blairholme campus.

This is the perfect opportunity to come back to Lauriston, experience the surroundings and facilities of Blairholme (Prep–Year 2), join in various activities, meet the staff, catch up with old friends and meet other Old Lauristonians as well as see what’s new at the School.

Bring along a friend and make it a playdate to remember!

RSVP: www.ola.org.au by Monday 10 November
ENQUIRIES: Bec Marshall (03) 9864 7571 or ola@lauriston.vic.edu.au
Lucy Tissot (2010)

Since graduating Lauriston in 2010, Lucy has been studying a Bachelor of Psychology at Deakin University and expects to complete this at the end of this year. During her time at university, Lucy became very involved in human and animal health and wellbeing.

As a result of her commitment to her studies and the broader community, Lucy has volunteered, as one of a group of ten, to travel to Malawi, Africa in November this year. In collaboration with ABC Dreams and Rotary International, the volunteer group will work at the All Angel’s Primary School in Senga Bay, Malawi.

The projects on which she will work include helping to refurbish the school, assisting with the development of local netball and football teams, teaching English Language skills, and establishing a sewing centre, in collaboration with Days for Girls, an organisation that aims to keep girls in school.

Lucy hopes to forge a career in the not-for-profit sector, with organisations that are involved in population and environmental health on a global level.

Harriet Goers (2013)

Harriet first heard of the Asia-Pacific Model United Nations Conference (AMUNC) when she joined the Sydney University United Nations Society (SUUNS) while studying a Bachelor of Economics at the University of Sydney.

SUUNS was full of very passionate people who then encouraged Harriet to apply for the university delegation for AMUNC 2014, held in Brisbane in July. At the AMUNC, Harriet represented Croatia in the World Health Organization. Harriet considered real global, political, social and health issues and proposed a feasible resolution after negotiation and consideration of various factors.

The most challenging feature of the debate, Harriet reflects, was ‘navigating the conflicting interests of the different blocs within the committee’.

The experience helped Harriet develop her negotiation and diplomacy skills and also extend her knowledge of global politics.

Harriet credits her time at Lauriston with developing her ability to think critically and structure arguments.

In October, Harriet will be participating in the National Capital Model United Nations Conference, an Australian Model United Nations conference held in Canberra. Harriet hopes to one day be able to participate overseas in a global conference and plans to focus her studies on Development Economics and Foreign Policy.
Fatima Kola (2000)

After leaving Lauriston and undertaking a Bachelor of Civil Engineering from Monash University, Sophie began work as a geotechnical engineer for an engineering consultant in Melbourne. She has worked on mining projects all over Australia, and more recently in West Africa.

During 2012, Sophie worked in Guinea, West Africa for Rio Tinto and describes her time working in Guinea as one of the biggest professional challenges she has faced. Sophie provided Rio Tinto with advice for the design and construction of port infrastructure required to support their proposed iron ore mining operations.

She was confronted with many challenges working in Guinea. The job site was located three hours’ drive from the capital Conakry in a remote village where Sophie lived and worked alongside the local community. The project was constrained by lack of resources, a significant language barrier and there was definitely a degree of ‘culture shock’.

Sophie learned to appreciate aspects of life that are usually taken for granted such as basic health care, a pair of shoes and clean drinking water. Aside from the professional development she gained, Sophie was humbled by the local people who were seemingly poor in terms of material possession but incredibly rich in terms of happiness.

She currently works as a geotechnical engineer for a piling contractor in Melbourne.

Fatima Kola (2000)

Fatima was born in South Africa and moved to Australia in 1985 in time to start Prep at Lauriston. Her parents highly valued education, as growing up during apartheid they had limited rights.

‘My parents were obsessed with the idea of playing an instrument at Lauriston because they were never allowed that kind of opportunity,’ Fatima says.

After graduating, Fatima studied law at UCL in London. She completed a research paper on terrorism and torture within the context of international human rights law. Her professors encouraged her to continue this research and so she parlayed it into a Masters dissertation, and then later, a PhD.

She later undertook a pupillage and became a full barrister after two years. However, what Fatima really wanted to do was write. To fulfil her ambition, she went to Columbia University in New York for a short course to build her writing skills. Using the skills she developed in the course, Fatima applied for a range of fellowships and was offered entry into the Michener Center for Writers based at the University of Texas, Austin.

Fatima will be working with Ian McEwan, author of acclaimed novel Atonement, and is excited to begin this new chapter of her life in the coming months.
**Advertising in Lauriston Life**

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

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

---

**Term 4 Events**

**Monday 6 October–Tuesday 9 December**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday 19 October</td>
<td>Howqua Open Day</td>
</tr>
<tr>
<td>Monday 20 October</td>
<td>LPA Tennis Day</td>
</tr>
<tr>
<td>Wednesday 22–Friday 24 October</td>
<td>VCE/IB Visual Arts and Media Exhibition</td>
</tr>
<tr>
<td>Thursday 20 November</td>
<td>Lauriston Twilight Tour</td>
</tr>
<tr>
<td>Thursday 27 November</td>
<td>Montrose Presentation Evening</td>
</tr>
<tr>
<td>Saturday 29 November</td>
<td>LPA Secondhand Book Sale</td>
</tr>
<tr>
<td>Tuesday 2 December</td>
<td>Valedictory</td>
</tr>
<tr>
<td>Tuesday 18 November</td>
<td>Lauriston Parent Speaker Series – Speaker: Dr Craig Hassad</td>
</tr>
</tbody>
</table>

**OLC Key dates**

**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday 19</td>
<td>10-year Howqua Reunion (attended Howqua in 2004)</td>
</tr>
<tr>
<td>Tuesday 21</td>
<td>OLA Golf Day</td>
</tr>
<tr>
<td>Friday 24</td>
<td>1974, 40-year Reunion</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 10</td>
<td>OLA Committee Meeting</td>
</tr>
<tr>
<td>Wednesday 12</td>
<td>OLA Playgroup and Morning Tea</td>
</tr>
<tr>
<td>Friday 14</td>
<td>1969 45-year Reunion</td>
</tr>
<tr>
<td>Friday 21</td>
<td>1964 50-year Reunion</td>
</tr>
</tbody>
</table>

---

**Lauriston Life is going digital**

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

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

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

---

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