

Lauriston Girls' School

Australian Government Reporting 2006



A school for life

All non-government schools are required to report to their communities on a broad range of their activities and performance. Lauriston has already reported much of this information to you in a range of other documents and publications. We are republishing this material, with some other data in a format determined by the Federal Government. If you have any queries about this information, please do not hesitate to contact the school.

Our Staff

Lauriston employs highly qualified and experienced staff in all areas of its operation. Nearly 80% of our staff have at least two qualifications. Nearly 30% of our staff have three qualifications, and 7% have four or more qualifications. The school provides some financial support for staff who seek further qualifications that enhance teaching and learning at Lauriston. Staff were surveyed on their attitudes towards aspects of school management, structure and climate. On a scale of 1-7 with 7 being the highest, 90% of staff rated their satisfaction at 6-7. The school's retention rate for staff was 92% which is about average for the sector. Teacher absentee rate was 2.02%.

Lauriston is strongly committed to professional development as demonstrated by the investment in Lauriston Institute, the sole purpose of which is to develop, source and provide high quality professional development to improve teacher quality and student learning outcomes. On average each Lauriston staffmember undertook 5 days of professional development in 2006. In addition the school provides six staff days per annum, half of which are school initiated professional development. Lauriston's professional development expenditure is nearly 2% of our salary budget.

Our Students

Lauriston students continue to excel in all areas of school life. Lauriston's retention rate for students from Year 9 in 2003 to Year 12 in 2006 was nearly 90%.

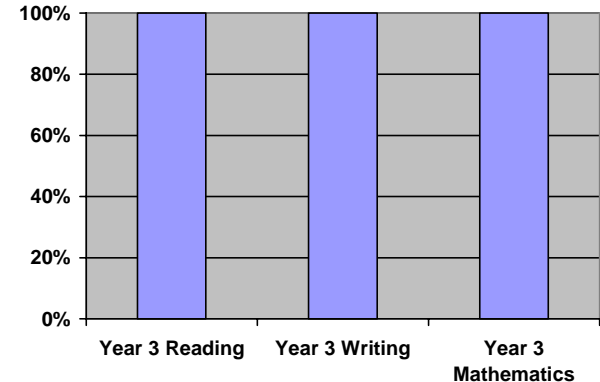
The average attendance rate for students from Transition Prep to Year 6 was about 98%. Average attendance from Year 7 – Year 12 was about 97%. Absences include illness, injury and family commitments.

Year 3 2006 AIM Benchmark Data

The National Benchmarks are levels of achievement agreed upon by the states to be the minimum acceptable standard at each particular year level. In Victoria, this is measured through the Achievement Indicator Monitor (or AIM) testing program.

The Year 3 data for 2006 is as follows:

Year 3 Reading	Year 3 Writing	Year 3 Mathematics
100	100	100



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Parent and Student Satisfaction

Last year the school implemented a continuous feedback system on all aspects of school life and events. This initiative is called “Strengthening Relationships and Communication”. A representative sample of parents were contacted for feedback – What worked well, did they get the information they needed, what could we improve etc. Feedback was summarised and distributed and improvements/suggestions taken forward.

A major survey was undertaken of past students regarding our unique, year-long Year 9 program at Howqua. The responses were overwhelmingly positive with 95% recommending the experience. The School has a continuous feedback and improvement program in place rather than formal 3-4 yearly surveys.

Value Added

Since its establishment in 1901, Lauriston has been dedicated to providing leadership opportunities for girls in an environment focused on confidence building and excellence at all levels of the School.

This commitment to girls’ learning is underpinned by a dynamic building program that has seen, as its current centrepiece, the recent opening of our magnificent new facility for students in Years 7 & 8. Purpose built to cater for the needs of young adolescent learners, the new 7/8 Centre reflects Lauriston’s awareness of how girls learn best at this important stage of their education. With its light-filled classrooms, welcoming open spaces and offices for teachers, the Centre generates a vibrancy that is reflected in an interior characterised by student-friendly modern furniture in bright, warm colours. To complement and enhance these very positive interiors, the landscaping features soft pathways, planter boxes and paving – all of which combine to create a whole new vista into the extended Irvine Courtyard.

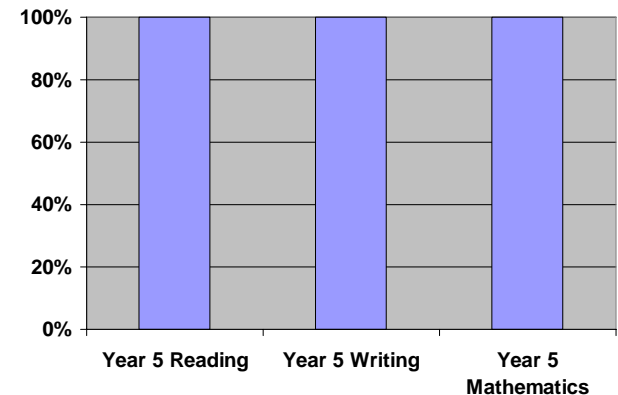
Already this exciting new educational facility is making a significant contribution to the program of teaching and learning at Years 7 and 8. In this context, it is important to bear in mind the very strong support given by the School community in terms of financial contributions to the Building Fund. As evidenced by the success of the current building program, Lauriston is tremendously well supported and we are all enormously grateful for each and every gift – irrespective of the size.

Year 5 2006 AIM Benchmark Data

The National Benchmarks are levels of achievement agreed upon by the states to be the minimum acceptable standard at each particular year level. In Victoria, this is measured through the Achievement Indicator Monitor (or AIM) testing program.

The Year 5 data for 2006 is as follows:

Year 5 Reading	Year 5 Writing	Year 5 Mathematics
100	100	100



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At Lauriston, we understand that it is our task as a leading girls' school to create an environment that optimises each student's ability to learn. Lauriston is a school for life that fosters a life-long love of learning. Our aim is to empower our girls with this passion for learning and to build a solid foundation for them during their time at Lauriston to continue their educational growth in the future.

Life at school plays an essential role in encouraging academic ability and achievement, ethical and spiritual awareness, and social potential – through such avenues as community service and competitive events. Relationships, courage, creative reflection, intellectual enquiry and engagement in life are the core values that underpin all aspects of our everyday school life.

The education we provide at Lauriston is an academic, international, creative and adventurous platform for our girls to grow and develop into individuals. Our school community is something I am immensely proud of, and one that extends beyond the curriculum.

Lauriston students have access to innumerable opportunities to extend and enrich their academic, co-curricular, physical and social well-being. Student participation and success in international and national competitions in the sciences, mathematics and languages. Details of individual success were published in our results flier earlier this year.

Girls are able to engage in a broad range of sporting and other co-curricular opportunities. Lauriston consistently wins the Participation Cup in Girls' Sport Victoria competitions.

The School has embarked on a building program including opening our new 7/8 Centre and soon-to-be-opened Howqua Resource Centre. Careful financial and strategic planning to improve and maintain all facilities is in place.

Community Service is a key component of the School's daily life. The school has appointed a K-12 Community Service Co-ordinator. Girls undertake hundreds of hours of voluntary work and fundraising for International, national, local and school projects. The commitment to service is embraced by the wider school community with staff and parents involved in these events. The School also donated 15% of its School Fair profits to the Breast Cancer Network of Australia.

Over 1,000 parents and members of the wider community have attended special Lauriston Institute hosted parent seminars on topics such as school readiness, adolescence, respect and responsibility and cyberbullying. These are an integral part of our commitment to Lauriston as a School for Life.

Lauriston has also been waived from reporting until 2010 by the EOWA (Equal Opportunity for Women in the Workplace Agency) because we exceed and excel in our policies and practices for women in the workplace.

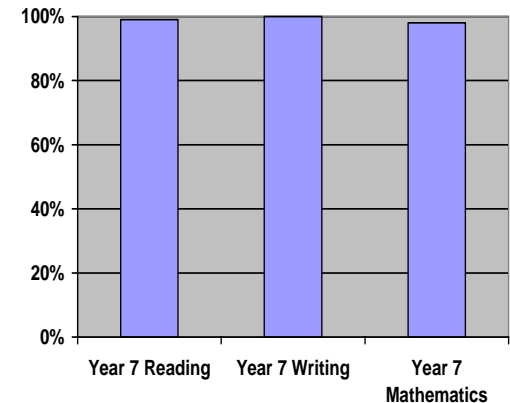
The vibrancy and involvement of the whole school community in all of our programs is testament to the value-add of our school programs and initiatives.

Year 7 2006 AIM Benchmark Data

The National Benchmarks are levels of achievement agreed upon by the states to be the minimum acceptable standard at each particular year level. In Victoria, this is measured through the Achievement Indicator Monitor (or AIM) testing program.

The Year 7 data for 2006 is as follows:

Year 7 Reading	Year 7 Writing	Year 7 Mathematics
99	100	97



Year 9 results to be added shortly.

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Year 12 Outcomes

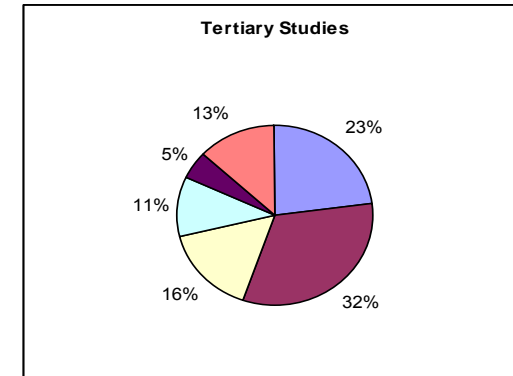
VCE and IB Results Summary 2006

Category	VCE 2006	IB 2006	All 2006 Students
No. students completing Year 12	71	40	111
No. students with ENTER=99.95	0	1	1
No. students with ENTER ≥ 99	3	16	19
Percentage of students with ENTER ≥ 99	4	40	17
No. students with ENTER ≥ 95	16	33	49
Percentage students with ENTER ≥ 95	23%	83%	44
No. students with ENTER ≥ 90	32	35	67
Percentage students with ENTER ≥ 90	45%	88%	60
Number students with ENTER ≥ 85	40	40	80
Percentage students with ENTER ≥ 85	56%	100%	72
Number students with ENTER ≥ 80	49	40	89
Percentage students with ENTER ≥ 80	69%	100%	80
Median ENTER	86.9	98.35	92.6

2006 Year 12 Student Destinations

Tertiary Studies

Business/Commerce/Accounting/Marketing	23%
Arts	32%
Science	16%
Advertising/Media/Communications/PR	11%
Engineering	5%
Medical	13%



University Offers

University of Melbourne	42%
Monash University	35%
Deakin University	6%
Swinburne University	5%
RMIT University	8%
Other	4%

