

A group of children in school uniforms are running on a grassy field. In the foreground, a boy on the left and a girl on the right are running towards the camera, each carrying a large kangaroo bag. The boy's bag is dark blue, and the girl's bag is teal. Both bags have a logo that says 'KANGA SAC' and 'MADE IN INDIA'. In the background, other children in school uniforms are visible, some standing and some running. The scene is outdoors on a sunny day.

OUR YEAR

ANNUAL REPORT 2016

Live it. Learn it. Love it.



Lauriston
GIRLS' SCHOOL

A school for life



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FOREWORD

Chairman's report

Planning, consolidation and community played a large role in the activities of the School Council in 2016.

Rick Ball

Chairman, Lauriston Girls' School Council



As enrolments stabilise and continue to strengthen in the early years, the Council was in a good position to launch the School's Strategic Framework which outlines its new building program. These plans for the School's future have been a key project of the Council for the past two years, and are the result of more than ten years of preparation and research. The new facilities encompass a sport and wellbeing precinct, the consolidation of our Junior School and outdoor play area, the refurbishment of Blairholme as an Early Learning Centre, and the re-purposing of our current gym into a unique 5/6 centre. An underground car park will improve overall efficient use of our limited physical footprint.

Academically, our young women continue to achieve outstanding results. The Class of 2016 ranked in the top 20 schools in Victoria for their VCE results. Our arts department was once again on top, with our VCE Media class ranked best in the state. Lauriston was also ranked second best in the state for English, a feat made all the more significant when you consider that nearly every student in Victoria completes this subject. It was also a strong year for our IB students, with 89% of students attaining an equivalent ATAR of 90 or above. The combined results of our VCE and IB cohorts was one of the strongest we've seen in years, with two out of every three students achieving an ATAR of 90 or above.

It was also a great year for girls in sport, with a number of our students excelling on the field. Our Senior Tennis C team took out top honours in their field, winning their premiership match in the Girls Sport Victoria competition. Six of our senior teams were runners-up in their state final, and nine of our teams were the zone winners in their sport. In the Junior School, one of our star athletes was chosen to represent Team Vic at the School Sport Australia Track and Field Championships in Sydney, competing in the long jump. Our hockey team was also very successful, becoming School Sport Victoria state champions.

This year saw the implementation of the Victorian Government's Child Safe Standards, a set of protocols that each school must follow in response to the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and other Non-Government Organisations. Lauriston has reviewed and enhanced our procedures and meets the required standards for child safety. We will

continue to screen staff and train them to identify and report any suspected abuse. The school will also work with students to make sure they understand these important policies.

The Council will be saying goodbye to a number of members who have played an invaluable role over the years. We thank Richard Vincent for all his work on the Marketing subcommittee; Anne Bongiorno for her tireless enthusiasm and support of the School and the Lauriston Parents' Association (LPA); Tanya Pyman for her commitment to the community, including Tuckerbox, and her valuable guidance and assistance on pastoral care matters; and Prudence Baker for the contributions she has made on behalf of the Old Lauristonians' Association.

I would like to thank all those who have volunteered their time and resources to the School over the past year, especially the hardworking LPA and its many subcommittees. These people are instrumental in developing and maintaining the relationships that make the Lauriston community so strong. There are too many people to thank individually, but I thank everyone who is part of these important groups for their contribution.

Finally, we are very fortunate to have extremely talented and committed people working at Lauriston, led by Susan Just and her Executive Team of Annette Rome, Chris Toms, Nick Thornton and Cathy Tan. After a long history with the School, Annette Rome concluded her tenure with Lauriston at the end of 2016 to accept a principal position at another school. We wish her all the best. As well as completing a search for her replacement, a review of the Deputy Principal role was undertaken. As a result of the review four new roles in the management of the School were established: Vice Principal - Learning and Innovation (Tim Watson); Vice Principal - Senior School (Di Wood); Vice Principal - Howqua Campus (Sam Ridley); and Vice Principal - Head of Junior School (Chris Toms). We welcome Tim and Di to the leadership team and look forward to their contributions in 2017. To all of the staff: thank you for your dedication to Lauriston and our students.

I hope you enjoy reading our Annual Report for 2016. I can't wait to see the fruition of the planning and frameworks that have been completed.

Principal's report

Throughout 2016 our students, teachers and parents were at the heart of our endeavours.

Susan Just

Principal, Lauriston Girls' School



Although our year was filled with many noteworthy activities and achievements, 2016 was really a period of consolidation. We spent time in dialogue and consultation with our School Council, teachers and other staff as we looked to the future. We wrote our 2017-2020 Strategic Plan, completed draft strategies for sport, as well as community service and action, and finished our Strategic Framework.

We reviewed the School's vision, values and mission and asked ourselves whether they reflected our priorities for the education of young women in a rapidly changing world. The School's values form the foundation of our work with the students and the School community as a whole, so we revised them too. Our discussions led to amending two of the values to be more in line with our day-to-day activities and we developed a new clear defining statement for each one.

We are fortunate to have access to a wealth of research on current educational practice. Throughout 2016, we shared learnings and readings from conferences we had attended and external educational projects in which our School participates. In addition, we combined our classroom observations and years of experience educating young women with reading about their needs from a wellbeing perspective and gave attention to the broad range of research available on the future of work and careers. This information has been used to provoke debate amongst our staff and to support our thinking about an uncertain future.

As educators, we understand that uncertainty is demanding new ways of thinking about the education of young people and our Strategic Plan embraces the notion that we must all recognise the realities of the 21st century and question our practices and processes.

A number of social commentators have observed that people spend a lot of time looking at screens instead of one another. Young people spend much time curating and sharing photographs of themselves for social media, but there is a growing concern that they are not experiencing their lives. The Community Service and Action plan aims to provide opportunities to engage our students in meaningful and reciprocal learning experiences. These include hands-on service in the community such as participating in the Friday

Night School (tutoring children from non-English speaking backgrounds), supporting the Malvern Emergency Food Program and working with the Asylum Seeker Resource Centre. We are also seeking new national and global service excursions and exchanges for our students. We want our students to be active participants in their communities, developing perspectives about the issues facing our world and having a positive impact on the lives of others.

We have developed our Sport Strategic Plan throughout the year with input from staff, and will be seeking input from parents and students in 2017. We have considered the importance of physical activity for young women and its close links with wellbeing, self-confidence and self-efficacy. The strategy links wellbeing with an approach to sport which allows for broad participation while acknowledging and supporting pathways for elite sportswomen.

Our Strategic Framework for new learning and sporting facilities at our School has allowed us to consider the future needs of the School. The Strategic Framework embodies the many discussions of School Council members and staff over a period of 10 years and has been a labour of love and compromise. We believe the Strategic Framework makes the most effective use of our property while being mindful of the place that Lauriston has held in the local community for over 100 years. The sport and wellbeing precinct, our combined Junior School and the Early Learning Centre speak to our core business: the provision of education for girls in an environment that fosters their engagement in the learning process.

Our commitment to the education of our students means that we must engage in discussions about our educational practice and do our best to understand the skills and ways of thinking that they will need for the future. There will always be a need to think ahead, and sometimes this can be uncomfortable when you do not know all of the answers. In taking the path that we have in 2016, we believe that our students will be in a better position to manage the challenges of their future lives.

Foundation report

The Lauriston Foundation and the Advancement Office would like to offer our sincere thanks to so many in our community for their wonderful support of Lauriston in 2016.

Sally de Guingand

Director of Advancement

The Foundation had its most significant year in over a decade in terms of the amount of funds contributed for the long-term benefit of our School. All these donations make a real impact on our girls' education and help to maintain Lauriston's position as one of the leading independent girls' schools in Australia.

The Foundation and the Advancement Office play a significant role in securing the School's future. In 2016 we began the journey of developing and nurturing supportive relationships to enable the aspirational Lauriston vision through philanthropy. Together we can work towards these goals, encouraging the next generation of female inventors, creators and problem solvers. I invite you to read the 2016 Foundation Annual Report [here](#) so you can learn more about the important role the Foundation has in our School.

Giving Programs

One of the important tasks undertaken in 2016 was creating a positive perception around fundraising and its role in education. All donations have an impact and, no matter the value, they provide opportunities for our girls today and into the future. The Giving Programs play an important role in the day-to-day programs within the curriculum, ensuring we have inspirational learning centres for students to enjoy in the decades to come, and opportunities made available through generous scholarships for girls who would otherwise not be able to attend Lauriston.



The Elizabeth Kirkhope Circle

Established in 2011 as the primary bequest program for the School, the Elizabeth Kirkhope Circle has the potential to make a substantial, long-term impact on Lauriston. In 2016 the Circle's inaugural Honorary President, Murray Frazer, stepped down from this role. We would like to thank Murray for his hard work over the past five years. We welcome Alix Bradfield, a past parent and previous Chairman of the School Council, to this role and look forward to working with her to develop this program.

It has been a privilege to work with, and meet, so many fantastic members of our community and, on behalf of the Foundation and the School, I would like to thank everyone who has supported Lauriston this year. It is through your backing that we have been able to build momentum and can look forward to what is just the beginning: continuing to grow and strengthen the Foundation and the Advancement Office.

Together we will truly make a difference in ensuring a productive future for the School.



INTRODUCTION

Lauriston Girls' School is an independent non-denominational girls' school founded in 1901.

It has an enrolment of 1040 students, spread across Kindergarten, Junior School and Senior School. The School is co-educational in Kindergarten (three- and four-year-old classes) and all girls from Prep to Year 12. Girls make up 97% of the School's population. For more than 115 years, Lauriston has been one of Australia's leading schools, with a focus on matching the best teachers with the best methods to bring out the very best in every student.

Lauriston's Kindergarten offers programs based on the Reggio Emilia philosophy. The 'Big Idea' for 2016 focused on nature and how children interact with the world around them.

In the Junior School there is a strong emphasis on literacy and numeracy as well as specialist and enrichment programs. Students also learn the value of leadership and develop the skills and competencies that help them engage with their peers and work together to gain different perspectives.

Lauriston provides students with choice in their senior years of school; students can complete either the VCE or the IB. Students receive extensive support in the lead-up to this decision, including information evenings and one-on-one discussions with the IB and/or VCE coordinators. The Heads of House are also available to talk with students, as well as the Head of Senior School. The transition to these final years is structured to be as smooth as possible, with students completing a week of their next year's studies in the final week of Term 4.

For more than 20 years Lauriston's Year 9 students have completed their studies at our Howqua campus. Located three hours from Melbourne in Victoria's high country, Howqua is an experience unique to Lauriston where girls study a complete academic curriculum while learning more about strength, resilience and independence.

Students at Howqua also take part in an extensive wellbeing and outdoor program in which they experience camping, running, horse riding, skiing, cycling, abseiling and more.

Students of Lauriston Girls' School meet peers from a wide range of cultures. Their families exemplify life and work in a global community. Lauriston families come from a range of ethnic backgrounds, with students from places such as China, Singapore, New Zealand, Malaysia, the United Kingdom and the United States of America. Almost one quarter of Lauriston families speak a language other than English at home, including Chinese, Thai, Russian, Hindi and Greek. 35 students enrolled at Lauriston Girls' School are international students.



Achievements

Strategic

- Finalised the Strategic Framework to guide building development
- Lodged two planning applications for the Armadale and Blairholme campuses
- Completed the 2017-2020 Strategic Plan
- Completed a draft of the Sport Strategic Plan
- Finalised the Community Service and Action Plan

Community Service

- Raised over \$50,000 for Very Special Kids through a treadmill challenge
- Donated over 100 Christmas boxes to the Asylum Seeker Resource Centre
- Packaged hundreds of care packages for the Avalon Centre

Performing Arts

- Held the biannual Musical Celebration
- Staged two musicals: *Peter Pan Jr* and *Bye Bye Birdie*

Foundation

- Increased Annual Appeal pledges by 250%
- Appointed a new Director of Advancement
- Created new events for alumnae and Foundation members

Academic

- Class of 2016 achieved excellent results, with 85% of students attaining an ATAR of 80 or higher



VISION, MISSION AND VALUES

At the heart of the Lauriston Girls' School is a vision for girls' education that encompasses pedagogical, environmental and pastoral considerations. Central to the success of this vision is our ability to think beyond the 'now' to plan for an ever-changing and complex future.

Vision

A school for life

Mission

Our purpose is to inspire Lauriston girls to be courageous lifelong learners. They are ethical and compassionate young women who seek to resolve new-world problems and strive to be responsible, global citizens working with others to shape their world.

Values

Relationships

We communicate openly, honestly and respectfully, allowing us to have meaningful connections with each other in the community and beyond. We foster a culture of optimism, collaboration and celebration.

Courage

We are courageous in our approach to managing change; embracing physical, moral and intellectual challenges; and standing up for what we believe. Courage enables us to understand our strengths and act accordingly.

Creativity

Creativity is a cornerstone of the way we approach our learning and teaching. We are imaginative, inventive and entrepreneurial. We are open to, and champion, new ideas and new ways.

Intellectual curiosity

We engage proactively with the world, determined to better understand, reflect upon and question ourselves, our experiences and the society in which we live. We are critically engaged and curious about all that we encounter and learn.

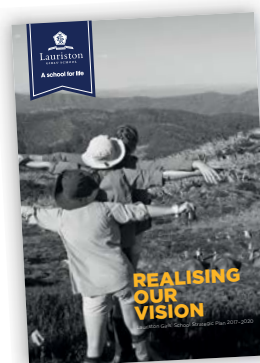
Engagement in life

By our purposeful engagement in all aspects of school life, we learn how to connect with others, manage the highs and lows, and reap the rewards of our commitment. We are motivated to participate and respond to changes in our world.



PLANNING AND CONSOLIDATION

Our Strategic Plan was developed through a process of extensive collaboration with our School Council, Executive and staff members.



Strategic Plan

2016 saw Lauriston's leadership team and staff give time to the development of the School's new Strategic Plan. The overarching aim of the plan is to set Lauriston on a path that prepares our young women to shape the world of the future.

We began with a consideration of the School's vision, mission and values, which we wanted to reflect our School and our commitment to providing a meaningful and contemporary education to our girls. There were many collaborative discussions about our educational priorities and how these would be expressed in our Strategic Plan. The plan was informed by educational research and evidence of best practice, along with reports on the future of employment and the concerns which challenge young people now and in the foreseeable future.

As educators we have a responsibility to provide students with the skills they will need to grapple with the challenges of a rapidly changing world. The Strategic Plan reflects some of the big decisions we have made that aim to have a positive impact on the attitudes and skills of our students and teachers.

To view the Strategic Plan please visit:
lauriston.vic.edu.au/about/publications

Sport Strategic Plan

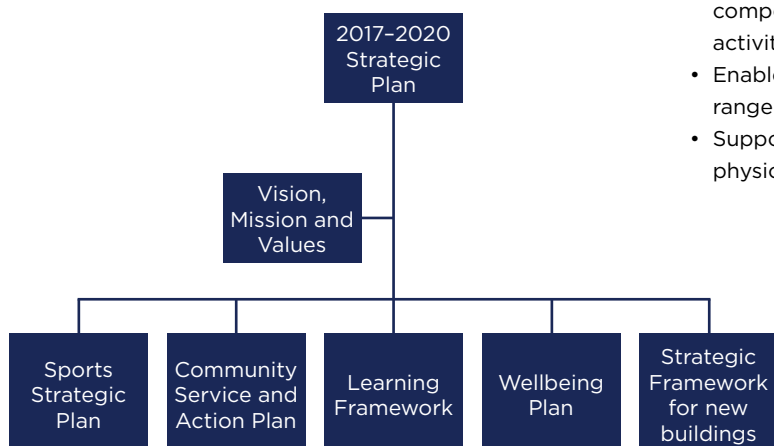
At Lauriston Girls' School, our students have been playing sport since the School's inception in 1901. The Irving sisters who established our School understood the benefits of physical activity for girls. The benefits of a healthy body having a strong effect on the mind were discussed openly at the School, and the cause-and-effect relationship was evident to all.

Throughout 2016 much research and consideration was given to the development of a Strategic Plan which would encompass the pillars of sport, physical education, outdoor recreation and wellbeing. Our Director of Sport, Health and Physical Education teachers, and sport coaches were involved in the development of the draft strategy and during 2017 parent and student focus groups will support us in the final development of this strategy.

In the development of the Strategic Plan, Lauriston Girls' School has chosen to utilise the Long Term Athlete Development (LTAD) framework which is a system designed to enhance the physical capabilities of the individual for the attainment of maximum potential. The framework is based on physical maturity, rather than chronological age and has the development of the individual as its central focus.

Through utilising the LTAD framework our whole of School physical activity should:

- Enable the better alignment of all physical activities offered
- Ensure a more coordinated approach to the progressive development of each student's physical activity competencies with the different sports and physical activities
- Enable closer monitoring of individual progress across a range of physical activities
- Support the promotion of lifelong learning in sport, physical education, recreational and outdoor activities



Sport Pillar

Some of the strategic priorities under this pillar are to:

- Implement the Long Term Athlete Development (LTAD) framework which will provide systematic pathways for individual students to follow through each sport from beginner to proficient and elite.
- Enhance student engagement/participation and provide a solid foundation for the acquisition of skills in sport and physical education. Within this priority, we will be using the LTAD model to document and publish a developmental program of sport and physical education from Kindergarten to Year 12.
- Enhance student engagement/participation to ensure Federal Government mandated physical activity guidelines are being met at each year level. Within this priority, we will be implementing compulsory participation in at least one physical activity per term in years 7 and 8. It is our intention to implement the Compass Award program from years 5 to 8 to complement the Duke of Edinburgh's Award scheme offered from years 9 to 12. We also intend, over the next three years, to implement 'megatrend' sports from years 6 to 12 which will foster interest in physical activity and provide lifelong opportunities for our students. The 'megatrend' sports to be offered are cross country, orienteering, triathlon and kayaking.
- Offer a sustainable breadth of sports and physical activities to meet the needs and interests of students, but give priority to a number of sports and recreational activities:
- Create and embed pathways to identify and develop individual students talented in particular sports. The LTAD framework will support us in providing clear pathways for students who have been identified as having talent in both the primary and secondary years.

Physical Education Pillar

Our strategic priority is to provide a rigorous and varied physical education curriculum for all students from Prep to Year 12.

Outdoor Recreation Pillar

Our strategic priority is to plan and implement an outdoor recreation program which includes age and developmentally appropriate activities for girls and young women from Prep to Year 12.

Wellbeing Pillar

Some of the strategic priorities under this pillar are to:

- Provide a wellbeing curriculum from Prep to Year 12 which builds resilience in our students and provides them with a toolkit of wellbeing skills. This will involve the continued design and implementation of a wellbeing curriculum in Health and Strength, Health, Inspire, Nurture and Engagement (SHINE) lessons which enable students to develop and use a toolkit of wellbeing skills including:
 - Mindfulness
 - Positive education
 - Digital citizenship
 - Mental health awareness
 - Resilience
 - Building positive relationships
 - Positive emotion and health
 - Positive engagement
 - Character strengths
- Develop partnerships and relationships with organisations and individuals with the intention of enhancing the wellbeing program. This priority will be achieved through research and identification of external providers and speakers who will enhance and add value to the wellbeing curriculum.

Service and action plan

Our School community has a long history of service to others but the time has come to integrate our activities and tie them more closely with the broad education we offer to our girls. Our readings, and interactions with members of the community, have highlighted to us the need to develop a strategic roadmap for our staff and students regarding our interactions with, and service to, our local community and, more broadly, with our national and global communities.

During 2016, we developed a mission statement which would enable us to consolidate our activities within the broader community and ensure that our students understood the purpose of the activities offered to them.

Our purpose is to engage our School community and local, national or international partners in meaningful and reciprocal learning experiences which enhance students' academic learning and community service, prepare them for global citizenship and enable them to be actively involved in seeking out varied perspectives and solutions to problems within their own community and world.

Our goal is to connect community service, student-initiated service, global excursions, exchanges, and educational partnerships which will:

- Involve participation in experiential and reciprocal learning which respects that each individual can learn from each other
- Develop global perspectives and citizenship
- Strengthen relationships and cultural understandings and acceptance
- Develop collaborative and interdisciplinary learning projects
- Expose students to current social issues to enable them to develop their understanding and guide them to meaningful action
- Support students by enabling them to clarify their ideas, define clear goals, develop an action plan, and evaluate and reflect on the success of their action plan
- Support engagement with people from the community to better understand their perspectives and lives
- Enable students to engage in real-world problem solving
- Build partnerships which address a shared purpose and teach collaboration with others

By 2020 it is our intention to achieve the following goals:

1. Offer national and global excursions to students which encompass the pillars of service, cultural/global perspectives, curriculum learning, and sport
2. Offer student and teacher exchanges with international schools covering the Asia/Pacific, United States of America, United Kingdom and Europe
3. Offer an enhanced Service to the Community program for students from Kindergarten to Year 12 which encompasses partnerships with the local community, student-initiated service activities, project-based learning initiatives and an enhanced understanding of local and global issues
4. Establish a Local and Global Issues Student Leadership Committee to enhance understanding, engage in real-world problem solving and enable meaningful action

In late 2016, we began work on a number of initiatives within each goal. We believe that there will be many more opportunities in the future for our students to participate in activities which will enhance their understanding of their own, and other countries, and the people who live within them.



GOVERNANCE

The Lauriston Council is a company limited by guarantee. Its Directors make up the School Council which acts as the governing body, establishing Lauriston's overall strategic direction. The operation and management of the School is delegated to the Principal and, through her, the Executive Team.

Council Members in 2016



Rick Ball
Chairman
BCom (Melb), CA



Kirsten Gray
BA, LLB (Hons),
GDipMgmt (Melb)



David Hackett
BCom (Melb), MBA (Exec)
(UNSW AGSM), CA



Glenda Ralph
B Special Education (SA),
Higher Diploma in
Education (Capetown)



Richard Umbers
BSc Geology/Geography
(Exeter), MSc Finance
(Leicester)



Richard Vincent
BBus (SA), CPA



John Morrison
Chairman - The Lauriston
Foundation Inc.
BE (Hons) (UWA),
MBA (Melb)



Anne Bongiorno
Lauriston Parents'
Association Representative
BA Ed



Tanya Pyman
Lauriston Parents'
Association Representative
MBBS (Monash)



Prudence Barker
Old Lauristonians'
Association Representative
BCom, LLB (Melb), CA



Xing Zhang
Old Lauristonians'
Association Representative
BCom/BEng (Melb),
GCertEI (Swinburne)



Susan Just
Principal
BA, DipEd (Qld), MEd
(Admin) (UNE)



Catherine Tan
(ex officio)
Business Manager/School
Council Secretary
BEc (Monash), MBA (Hons)
(Swinburne), Grad Cert Gov
Prac, Dip Proj Mgt, CA



Sub committees

Marketing

Richard Vincent	Richard Umers	Susan Just	Imogen Wood
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Finance

Rick Ball	Charles Read	David Hackett	Patricia Stebbens	Richard Jamieson
Susan Just	Catherine Tan			

The Lauriston Foundation

John Morrison Chairman	Peter Scott Treasurer	Richard Phillips	Fiona Rowland	Charissa Ho
Tatty Happell	Vicki Redwood	Rick Ball	Susan Just	Catherine Tan
Sally de Guingand				

Executive Team

Susan Just Principal	Annette Rome Deputy Principal/ Head of Senior School	Chris Toms Head of Junior School	Catherine Tan Business Manager	Nick Thornton Director of Lauriston Institute
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Victorian Government's Child Safe Standards

During 2016, Lauriston Girls' School began the first phase of actions required by the Victorian Government in implementing the Child Safe Standards.

The standards are:

1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
2. A child safe policy or statement of commitment to child safety
3. A code of conduct that establishes clear expectations for appropriate behaviour with children
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
5. Processes for responding to and reporting suspected child abuse
6. Strategies to identify and reduce or remove risks of child abuse
7. Strategies to promote the participation and empowerment of children

To successfully embed a culture of child safety, the School has committed itself to zero tolerance of child abuse. This commitment must be shared by all members of the School community.

By 1 August 2017, Lauriston Girls' School met the requirement of completing a self-assessment and attestation of compliance for the Victorian Registration and Qualifications Authority (VRQA).

Our School enhanced our current policies and procedures related to child safety and now have in place a Code of Conduct, a Child Safe Policy, a Child Protection Policy and a Mandatory Reporting Policy. We have reviewed all of our screening processes for new staff and completed all of the minimum requirements which were to be in place by the end of 2016.

During 2016 and moving forward, we have established a training program on the Child Safe Standards for our School Council members and all members of our staff. Our ongoing work in 2017 will be promoting the participation and empowerment of children and ensuring that parents and members of the community are informed about the Child Safe Standards.



SANCTE
SAPIENTER
STRENUE
SCIENCE & RESOURCE
CENTRE

TEACHING PRACTICES

Digital literacy

Teachers at Lauriston continued to encourage and develop within students their capabilities with both fabrication and digital technologies. Continuing to move towards Ruben Puentedura's Substitution, Augmentation, Modification and Redefinition (SAMR) model, teachers see the value in technology not simply as a substitute for current ways of delivering the curriculum, but rather as a means to redefine the learning experience.

Students have access to technology at all levels from Blairholme through to Year 12. A continued focus has been on moving to Apple devices across the Armadale campus. In 2016 the Year 7s received Apple MacBooks. With this shift to using Apple products teachers have been given professional learning on how to best utilise the devices in their teaching and learning programs.

In early 2016, a group of teachers in the Senior School worked with an external consultant to become 'teacher champions' for their faculties with regard to digital technologies. With a particular focus on utilising the new Apple products, the group explored ways to leverage applications to create engaging and innovative lessons. This work will continue in 2017.

The Senior School continued to explore ways to create 'flipped' classrooms through the use of online courses and tools. In 2016, we began an initial trial of the Edrolo platform which supports students in a number of VCE subjects. 2016 also saw the introduction of Education Perfect, a package of online courses which support the teaching and learning of mathematics, languages other than English (LOTE) and English. Lauriston Girls' School will continue to focus on the possibility of redefining how we can best utilise teaching and learning time to ensure that we are meeting the divergent needs of our students.

In the Junior School work continued on developing the effective use of iPads within the classroom. This involved further refinement of unit plans and exploration of opportunities to embed activities which will encourage students to think in a more digital manner. Work on coding and robotics continues, and the formation of a clear scope and sequence which outlines the explicit skill development of students will be completed by mid-2017.

Once again Lauriston hosted the FabLearn Australia Conference in 2016 which focused on bringing educators together to talk about digital fabrication. The conference involved many workshops run by national and international presenters which provided a hands-on opportunity for teachers to understand better the power of fabrication to impact on student learning. Lauriston continues to be an Australian leader in making and digital fabrication.

A number of projects and tasks were completed in the FabLearn Lab over the year, from students at Blairholme creating homes for the 'fairies in the garden' or senior students using the lab to explore sustainability through the creation of an eco-friendly house. The Year 7 Signature Project at the end of 2016 was a reflection of the girls growing confidence in making when they collaboratively created a toy that was propelled by rubber bands.



Effective pedagogies

In 2016 work began on consolidating the current models of best practice, in particular, the articulation of a Teaching Statement and the formation of a Teaching and Learning Framework. The aim of both of these innovations is to firstly consolidate the work that has occurred in previous years regarding effective pedagogy but also to continue to provoke discussion with the teaching staff around what best practice looks like. It is envisaged that our framework will acknowledge the inter-related nature of education of student wellbeing; technology; and teaching and learning.

A number of staff have continued to work with Ron Ritchhart of Harvard University on our Cultures of Thinking project. This project, which also involves Wesley College and Melbourne Grammar School, is a chance for Lauriston to receive valuable feedback on key teaching initiatives which are being undertaken. In 2016, the focus of the Cultures of Thinking group was on the implementation of 'thinking routines' which allow teachers to gain a better understanding of how students approach tasks and problems; it also allows for explicit focus on the teaching of critical and creative thinking. In 2016 Ron delivered professional learning to the teaching staff which focused on the 'cultural forces' that have an impact on student learning. This work is part of a broader focus on teachers ensuring that they are creating engaging, targeted and challenging lessons.

The year also involved a continued focus on the embedding of the Approaches to Learning (AtL) framework which was initiated in 2015. The framework outlines key skills and dispositions we aim to cultivate in our students. This year further work was completed on how we are going to report on the AtL and the development of scope and sequence to identify at what point we would like to explicitly develop the skills in our students. This will be an ongoing focus.

The Reporting and Assessment Working Party also continued to develop our assessment practices across the Senior School. A new model of reporting has been developed for trial in 2017 with an aim to implement significant changes in 2018. The new form of assessing and reporting on our students' achievement will ensure that

we are providing parents with accurate, timely and useful information regarding their daughters' progress. The revised reporting framework will also better reflect the Assessment for Learning protocols which have been a significant focus over the previous years.

In 2016, a data analytics group was formed and began work on the creation of an online space which will allow us to more easily access crucial student data and use this to inform teaching practice. There was also a focus on 'big data' that we can use to map trends across the School to allow us to better identify students who require support or challenge, and also to help us to better understand the opportunities for improvement in our teaching and curriculum. In 2017, further work will be completed around data with the help of the University of Melbourne which will allow us to identify major trends and the impact of our teaching.

A significant innovation in 2016 was the finalisation of the Signature Projects model which was trialled late in the year and will be rolled out across years 7, 8 and 10 in 2017. The interdisciplinary units of work have a particular focus on digital and design technologies and take advantage of the Lauriston FabLearn Lab and Tinkering Studio. The projects involve a number of curriculum areas and have a focus on experiential learning. Students are also exposed to design thinking principles and are given the opportunity to work collaboratively. These projects reflect the continued focus on the development of 21st century skills in our students.

In the Junior School there continued to be a focus on ensuring that teachers were encouraging the girls to adopt a 'growth mindset'. Growth mindset was a term developed by American psychologist Carol Dweck and involves students re-seeing themselves as learners. Instead of students believing that intellectual capability is fixed, they instead begin to see that through application and motivation they can learn and master skills that they may have previously believed impossible. In order to encourage this disposition in our students, teachers have thought carefully about the language of the classroom, the way we assess tasks ensuring that we encourage students to 'fail well' in a supportive environment.

FABLEARN

Learning to Make, Making to Learn

Building on the success of 2015's inaugural conference, 2016 saw the FabLearn Australia program expand to a two-day event, thanks in part to a grant from Boeing Australia, with a greater focus on hands-on learning. Over 120 attendees took part in the conference, with educators, government officials and industry leaders gathering together to learn more about digital fabrication in Australia. The event was split into three distinct areas: workshops, keynote speakers and educator panels.

Three workshop sessions were held over the two-day conference, with participants learning a range of new skills to incorporate into the classroom, including how to make bionic fingers, the art of paper circuitry, and creating speakers from cardboard. In total, twenty-two workshops were held, with presenters travelling from across the globe to share their experience and knowledge.

The Managing Director of Intel Australia and New Zealand, Kate Burleigh, was the first keynote speaker. Highlighting the growing trend of digital disruption and the success of companies such as Uber and Amazon, Kate's presentation encouraged educators to foster innovation in the classroom. The second keynote speaker, Assistant Professor Paulo Blikstein, was the pioneer of the FabLearn program. He reinforced the educational power of making and shared some of his research into how collaboration plays out in makerspaces in schools. Associate Professor Michael Henderson was the final keynote speaker of the conference. The Monash University lecturer spoke on creativity and the 'wicked problem of making'; that is, how we can give time to process in the classroom and allow students to make mistakes while mitigating exposure to criticism and emotional responses.

An educator panel was held each day of the conference. The first panel featured educators from Swinburne University, who discussed the ways in which innovation is taught and fostered in higher education. The second panel closed the conference and included teachers, school principals and lecturers who focused on the question 'why does digital fabrication matter?'



Tinkerers in Residence

Each year Lauriston hosts a scholar in residence to teach students a new skill. Supported by the Lauriston Arts Association, past scholars have included artist Susie Stamford, who worked with the girls to create a sustainable, colourful art installation along Malvern Road; author Kate Constable, who shared her ideas and expertise with students from years 7 and 8; and sculptor Pamela Irving, who worked with students to create the *Nine Muses* mosaic that now hangs in the Student Services courtyard.

This year, two makers who presented at the FabLearn conference stayed on to be our Tinkerers in Residence. Anna Keune, a Graduate Research Assistant and PhD student from Indiana University, USA, hosted classes with the Junior girls, teaching them how to create paper circuits and e-puppets. Senior students learnt the art of making from Jaymes Dec, a FabLab Integrator from the Marymount School of New York. Jaymes taught the students how to create paper speakers, light-up boxes and 'magic' floating lanterns.



WELLBEING

Wellbeing is so much more than students just feeling happy at school.

It is the key component responsible for their sense of belonging and connectedness to others—essential to the development of positive, respectful and supportive relationships and to their ability to reach their potential. Wellbeing encompasses students' emotional, social, intellectual and physical health.

It is impacted and shaped by many factors including the opportunities that Lauriston provides to maximise the potential of every student. Wellbeing has continued to be a priority at Lauriston with the ongoing development and implementation of the Strength, Health, Inspire, Nurture and Engagement (SHINE) Program.

Every teacher works at developing positive relationships with the students in order to assist them to manage their academic program and to support their personal wellbeing. The literature supports the importance of 'every teacher being a teacher of wellbeing', and we are fortunate to see this throughout the curriculum.

Wellbeing

Lauriston has continued to provide a safe and supportive learning environment and a wellbeing program that is suitable and appropriate for each year level. Every student is under the guidance of a classroom teacher (Junior School), a tutor (Senior School) and a Head of House (Senior School) who have the overall picture of how the student is performing and faring. The students also have the support of psychologists, educational specialists, a Director of Student Wellbeing and other specialist staff.

The SHINE Program has now been running for two years; it has become a significant part of the School culture. The program supports a holistic approach through the implementation of three key areas, including mindfulness, positive education and the development of resilience. SHINE also incorporates a peer-led buddy program, opportunities for leadership, mentoring, friendships and an expanded support network through regular cross-year level activities. The Peer Support Program assists in the transition from Year 6 to Year 7 with Year 11 students asked to help model positive and responsible behaviours.

A student Wellbeing Committee was created in 2016. This included representatives from years 10 to 12. The purpose of this committee was to design and implement a variety of activities that nurtured the wellbeing of the students in the School. One of the more significant ventures that came from this group was the development of 'care packs' that were distributed to years 11 and 12 students in the lead-in to the mid-year examination period. The pack included tissues, a tea bag, a cup, chocolate and an inspirational quote. This was very well received by the students.

Academic care

We continue to strive to assist students to develop the self-confidence and wellbeing tools required to allow them to achieve their academic potential. We use the concept of academic care, which recognises the link between student wellbeing and academic progress. The School recognises that all teachers have pastoral care duties and are engaged in providing academic care through academic structures and processes. We have continued to enhance and develop a positive learning environment in which all staff assume responsibility for the overall wellbeing of the students in their care and where they provide successful experiences for all children; where students feel safe and secure in a supportive environment; and a sense of belonging and wellbeing is encouraged. Students have been taught how to develop positive social behaviours, resilience and problem-solving skills.



The Shine Program

Students from years 7 to 12 participate in the SHINE wellbeing program each week. The work that has gone into this program ensures it is tailored to the needs of a Lauriston student, with a focus on a holistic concept. The program supports the personal development of each student by offering a range of topics, including study skills, mindfulness, positive education, communication skills, building positive relationships and resilience, as well as the development of a kindness culture.

To enhance the wellbeing program the Director of Wellbeing, Kate Gilchrist, is currently working on the development of a Lauriston Wellbeing Framework, which reflects eight key domains including self-awareness; emotional regulation; mindsets (growth and fixed); leadership; positive relationships; positive direction; the healthy body; and, the over-arching principle of the SHINE Program, looking outward. The work of Dr Kenneth Ginsburg and the 7 Cs and the values of the School are also incorporated in this framework.

Highlights of Shine 2016

- The ongoing development of student collaborative groups across each year level. The students are provided with opportunities to design, implement and deliver material that they believe are important for their age group.
- The design and delivery of a Wellbeing Elective Program by the Year 12 SHINE representatives, which included activities such as car maintenance, financial literacy, mindfulness for examination preparation, self-defence, walking groups and a relaxation session.
- All year levels undertook a variety of Positive Education units including Positive Emotions, Positive Relationships and Positive Accomplishment. These sessions were underpinned by an understanding of ones own character strengths.
- The introduction of Random Acts of Kindness. This concept was encouraged throughout the School with students developing an understanding of the emotions attributed to 'doing good' for others.
- Students and teachers were provided with access to a variety of speakers and presentations including Martin Heppell from The Resilience Project (years 10 and 12); Fit to Drive (Year 11); financial literacy (Year 10); social media implications (years 6 to 10); and a SCOPE speaker (Year 10).
- Various year levels participated in special days including geocaching (Year 10) and wellbeing afternoons (years 7 and 8).

HOWQUA

We had another successful year at the Howqua campus with 67 students completing the year.

Much was achieved as a group as well as individually, and we are pleased to report that our focus on sustainability was recognised. In 2016, after six years of participation in the Victorian Government’s ResourceSmart program, Lauriston’s Howqua campus achieved a five-star rating for sustainability. This is a significant achievement as the Howqua campus is one of only 25 other schools in Victoria to earn this rating.

The 2016 snow season was strong with snowfalls from June to September so the students enjoyed their skiing at Mt Buller and finished their term in the alps with a fabulous two-night Falls Creek camping adventure. The sequential fitness program saw much growth in the girls, with many students making marked improvements in skills, speed and confidence.

The girls enjoyed the communal living, learning much about themselves and their housemates as the year progressed. The students thrived in the relaxed learning environment and responded well to the many practical and natural examples used in classes.

We continue to make improvements to our facilities at the Howqua campus and during 2016 three bathrooms were renovated. We look forward, in 2017, to more significant development of our facilities.

At the end of 2016 we said farewell to staff who had worked at the Howqua campus for five or more years. Some have chosen to retire, while others have moved on to new positions.

Howqua Survey

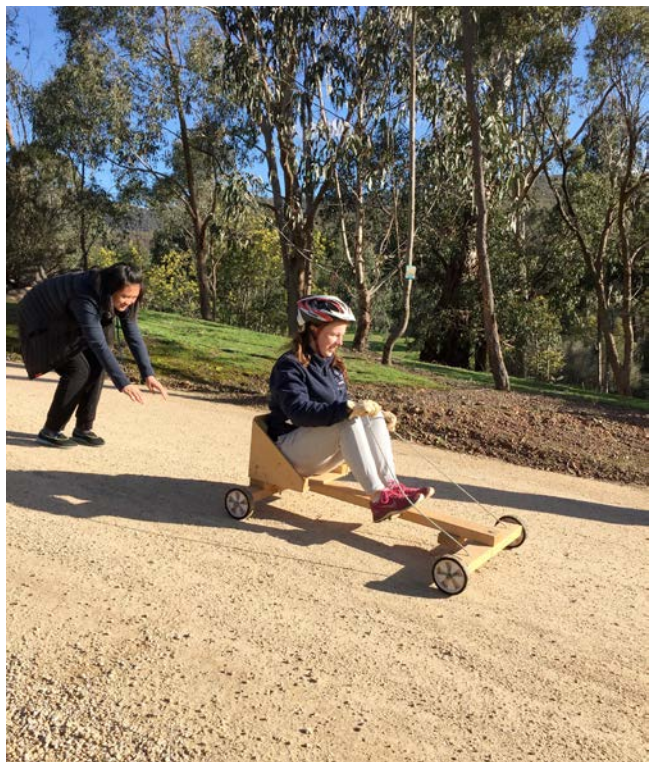
The School launched the inaugural Howqua baseline survey for students and their parents enrolled at Howqua in 2017. The purpose of the two-part survey is to have baseline data about the program from which we can compare year-on-year; and to measure the students’ resilience, fitness and whether expectations were met or exceeded. Students and parents filled in the pre-survey in November, the year prior to attending, and then will complete a post-survey again at the end of the Howqua year. When round two of the survey is completed, we will include data collected from the fitness program during the course of the year.

Two online interactive surveys were created to compare perspectives from students and parents. Lauriston worked with Luma Research to give equal weighting to questions about family, self-esteem, friendships, practical and emotional skills, fitness levels and expectations.

Of the 104 students attending Howqua in 2017, 96 completed this elective survey. 78 parents also took part. Some of the key statistics that came out of this survey include:

- 53% of students believe they are always using social media in their spare time
- 61% of students don’t write in a journal
- 33% of students rarely slept away from home
- 58% of students were most excited to live with, and spend more time with, friends
- 7% of students feel they are fit enough for Howqua
- 22% of 2017 Howqua parents have already had a daughter go through the program
- 95% of parents think their daughter will adapt well to the residential environment

Students	What are they hoping to achieve?	Parents
Improve physical fitness	1	Confidence
Independence	2	Dealing better with things that trouble her
Dealing better when things get me down	3	Independence
My reliance on technology/social media	4	Leadership
Do better at school find a love of learning	5	Working with others



SUBJECT OFFERINGS 2016

Offering a diverse range of subjects continues to be a focus of Lauriston Girls' School. All students are able to challenge themselves with a rigorous curriculum that offers choice, focus and range.

Curriculum Domain	Year 7	Year 8	Year 9	Year 10
Arts	- Drama - Music - Visual Arts	- Drama - Music - Visual Arts	- Music - Art	- Art - Drama - Media Digital Video - Media Digital Production - Music - STEM - Visual Communication Design (VCD)
Languages other than English (LOTE)	- Chinese - (Mandarin) - French	- Chinese - (Mandarin) - French	- Chinese - (Mandarin) - French	- Chinese - (Mandarin) - French
English	- English	- English	- English	- English
Humanities	- Humanities	- Geography - History	- Geography - History	- Geography - History
Mathematics	- Mathematics	- Mathematics	- Mathematics	- Mathematics
Physical Education (PE) and Health	- Health and PE - Health and Wellbeing	- Health and PE - Health and Wellbeing	- Health and Wellbeing - Outdoor Studies - PE	- PE - PE Theory
Strength, Health, Inspire, Nurture and Engagement (SHINE)	- SHINE	- SHINE	- Howqua - Program	- SHINE
Science	- Science	- Science	- Environmental Science	- Science - Science, Technology, Engineering and Mathematics (STEM)
Social Sciences			- Politics - Legal Studies	- Economics and Globalisation - International Relations - The Law in Perspective



Year 11		Year 12	
VCE	IB	VCE	IB
- Media - Music - Studio Arts - Theatre Studies - VCD	- Music - Visual Arts	- Media - Music Performance - Studio Arts - Theatre Studies - VCD	- Music HL - Theatre HL - Visual Arts HL
- Chinese (Second language) - French	- Chinese A - Chinese B - French - Spanish ab initio	- Chinese (Second language) - French	- Chinese A SL/HL - Chinese B SL - French SL - Spanish ab initio
- English - English Literature - English as an Additional Language (EAL)	- English A - English B	- English - English Literature - EAL	- English A SL/HL - English B SL/HL
- Ethics - History	- History	- Revolutions (History)	- History SL/HL
- General - Mathematics B - Mathematical Methods	- Mathematics SL - Mathematics HL	- Further Mathematics - Mathematical Methods - Specialist Maths	- Mathematics SL/HL
- PE		- PE	
- SHINE		- SHINE	
- Biology - Chemistry - Physics - Psychology	- Biology - Chemistry - Physics	- Biology - Chemistry - Physics - Psychology	- Biology SL/HL - Chemistry SL/HL - Physics H
- Economics	- Economics	- Business Management Economics - Legal Studies	- Economics SL/HL

CO-CURRICULAR ACTIVITIES

Music

Music is an important part of education and, at Lauriston, all students have the opportunity to participate in the School's robust instrumental and vocal teaching program. Each student who learns music with Lauriston also joins an ensemble and has many opportunities to perform across the year. From weekly concerts to musical stage shows, the music program gives every girl a chance to play and excel.

In 2016 we launched a new cross-cultural ensemble, where students play eastern and western instruments together. The School has commissioned a number of works for this group, which includes pipa, dizi, guzheng, cello, clarinet, piano and percussion. This is a wonderful opportunity for students to play music from different cultures whilst blending sounds from around the globe.

Lauriston's biannual Musical Celebration was held at Scotch College in 2016 and saw students from years 5 to 12 perform on stage for a sell-out audience. The senior ensembles also performed at the annual Chamber Music Lunch, a popular event hosted by the Lauriston Arts Association. Both these events were fantastic successes, with the girls performing beautifully.





Sport

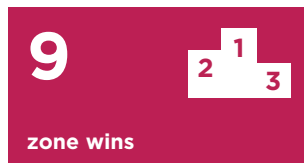
Sport has been an integral part of Lauriston Girls' School since its inception and, after over 100 years of competition, the students of the 2016 program continued this proud tradition with record-breaking participation and amazing results. Over the past year, students from the Junior and Senior schools competed in over 20 sports, testing their physical prowess across various competitions and codes.

Girls have the opportunity to participate in the following sports at Lauriston:

- AFL
- Badminton
- Basketball
- Cross country
- Cycling
- Diving
- Fencing
- Field cricket
- Golf
- Hockey
- Indoor cricket
- Netball
- Rowing
- Sailing
- SnowSports
- Swimming
- Tennis
- Track and field
- Triathlon
- Volleyball
- Water polo

Lauriston provides all our students with the opportunity to be involved in our Recreational Program held throughout the year. Girls that are unable to compete in the weekly sport program or those students who want to focus on improving their health and wellbeing are involved. We also have high participation amongst our international students.

In 2016, the Physical Education Faculty completed its strategic planning phase, setting the direction of sport at Lauriston for the next four years.





Senior sport results

This year has been a very successful year in Girls Sport Victoria competitions with Lauriston achieving a **premiership** in the following:

- Senior Tennis C

Lauriston was **runner-up** in the following finals:

- Senior Water Polo
- Senior Soccer B
- Junior Volleyball A
- Junior Volleyball C
- Junior Water Polo A
- Junior Water Polo B

Lauriston was the **zone winner** in the following sports:

- Junior Tennis A and B
- Senior Tennis B and C
- Junior Hockey A
- Junior Netball E
- Intermediate Netball C
- Senior Water Polo
- Senior Netball A & C
- Junior Volleyball A
- Junior Water Polo A & B

Junior Sport Results

Junior School students compete in the School Sport Victoria code, with students progressing through the district divisions, and regional, state and national sectors.

The following student progressed through the code to compete at the **national** level:

- Athletics - Claudia Cameron

The following students and teams progressed through the code to compete at the **state** level:

- Tennis - Claudia Cameron
- Athletics - Amelia Detheridge, Madison Miller and Tegan Gheri
- Year 4-6 Hockey

The following students progressed through the code to compete at the **regional** level:

- Swimming - Amelia Detheridge

All students who competed at the division level progressed to the state sector.

The following teams and students placed first, second or third in their event at **district** competitions:

- Athletics - 4 x 100m relay (9/10 years, 11 years and 12/13 years), Lucia Turnbull, Juliette Masson
- Swimming - 4 x 50m relay (10 years B, 11 years B, 12 years A and 12 years B), Zoe Jeffs, Grace Mak, Siobhan Hearst, Juliette Masson, Sophie Allen, Lexi Oliphant, Matilda Hayward, Amanda Pan, Holly Rice, Stella Dunphy

Outside of the School Sport Victoria code, our water polo team achieved great success, with the Year 4-6 team placed first in the Victorian Water Polo Schools Competition for the third consecutive year.





Debating

Lauriston competes in the Debaters Association of Victoria Schools Competition, with over 100 schools participating. The School is in the Hawthorn region and takes part in five debates over one season. 110 girls participated in debating from years 7 to 12 in 2016. Senior students act as mentors for junior debaters.

The topics are challenging and include the following:

- That Western governments should prioritise foreign aid over domestic social welfare
- That the government should financially incentivise women to enter fields currently dominated by men
- That we should ban internet gambling

In 2016 Lauriston hosted the quarter finals, which saw the Lilian Bayly Centre filled with students and parents from range of schools. Our C Grade (Year 10) team 2 progressed throughout each round and finals to finally emerge as the state champions for 2016. Isabella Crouch was awarded a 'Swannie' for her efforts in being Best Speaker for each of the 10 debates she participated in.

Our students are strong speakers who function effectively within their team. They are resourceful, thoughtful, supportive and skilful. They always emerge from the debating rooms with the trusty score sheet clutched in their hands and a beaming smile—whether it is a win or a loss, such is the buzz they get from debating.



Drama

2016 was an exciting year for the performing arts. The first semester saw a collaboration between Senior House Drama and Music, with an incredible display of student talent and ability. These skills were seen once again in the production of *Bye Bye Birdie* where 30 students rotated on and off stage via a giant turntable. Sets and scenes seamlessly dissolved and reappeared to the delight of the audience.

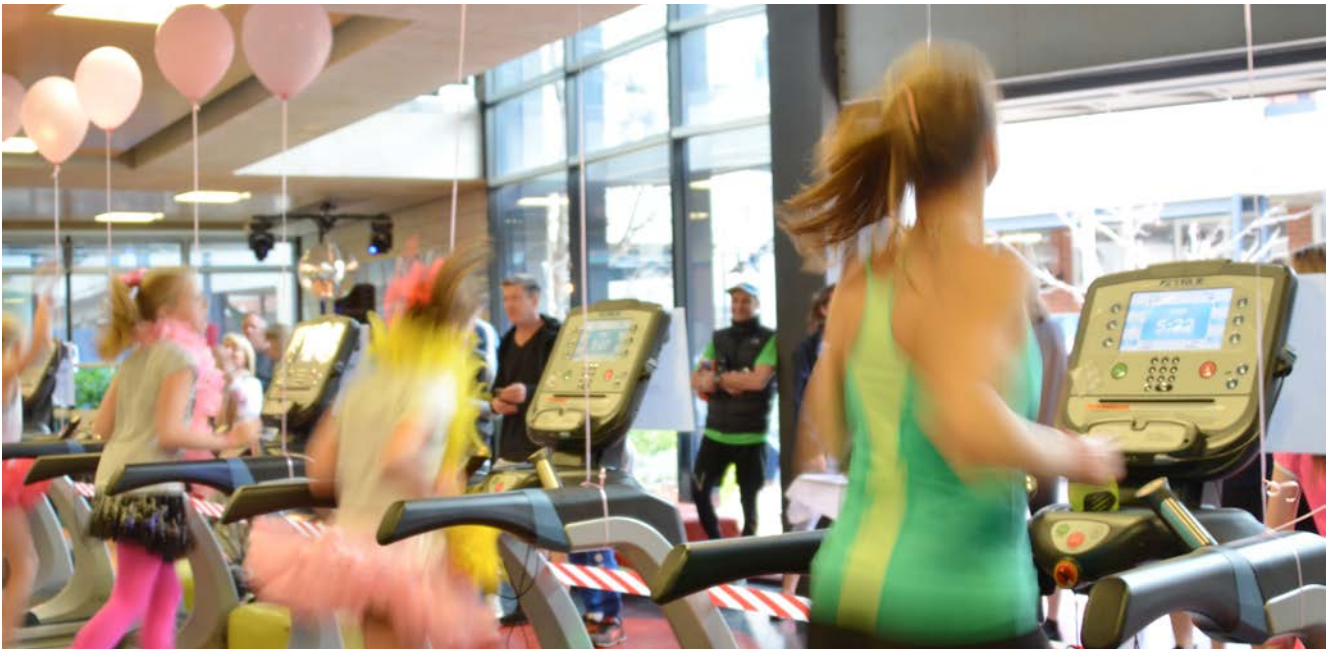
Year 10 Drama students visited the Monash Centre for Theatre and Performance and, after being immersed in workshops and given a tour of the theatre facilities, were then entrusted with a visual stimulus from which to develop their own performance piece. The piece of the theatre was performed at the Monash Festival in Term 2 and awarded Best Performance.

In Semester 2, students from years 5 to 8 transformed Irving Hall into a blitzed building with a new take on JM Barrie's classic, *Peter Pan*. Over 100 students were involved either on stage or in the production process of set, digital projection and costume creating and making.

In Term 4, Year 10 students participated in *The Suitcase Series* and performed as an ensemble at The Malthouse Theatre where they once again were rewarded with accolades from professionals within the industry.

In years 7 and 8, drama is a compulsory part of the curriculum and gives students a platform of knowledge and skills in a range of theatrical styles. In years 11 and 12 students begin their two-year journey, through studies in IB or VCE, and are immersed in a course which gives them vital skills in stagecraft, direction, acting and the processes of production.

Lauriston runs a successful Australian Music and Examinations Board (AMEB) program where students participate in drama outside the School curriculum. The AMEB results are outstanding and reflect the girls' commitment and ability in drama.



Community Service

Lauriston's community service program, Girls In Values Education (GIVE), encourages students across all year levels to actively involve themselves in the community and make an impact through action. Established by our new Community Service Coordinator, Sarah Jessup, this program helps students develop their moral compass and contribute to causes at a local, national and global level. As well as participating in school-led activities, many students chose to spearhead their own campaigns in 2016, working with the School and their peers to raise funds for causes close to their hearts.

Locally	Nationally	Globally
<ul style="list-style-type: none"> • Door knocked for the Royal Children's Hospital Good Friday Appeal • Collected cans for the Malvern Emergency Food Program • Hosted a treadmill challenge for Very Special Kids that raised over \$50,000 • Donated and sorted hundreds of toiletries into care packages for the Avalon Centre • Held fundraising sport matches with local schools for charities including the Robert Connor Dawes Foundation and Brain Matters • Hosted a movie night to raise funds and awareness of the Middle Island Maremma Project • Raised funds through a footy day to support the William Murray Foundation • Participated in Australia's Biggest Morning Tea for the Cancer Council • Gathered donations and handed out books alongside the Vinnie's Soup Van with Laurie's Books • Filled shoe boxes with Christmas gifts for the Asylum Seeker Resource Centre 	<ul style="list-style-type: none"> • Continued the School's strong support and contributions to the RSL ANZAC and Poppy Appeals • A group of Year 10 girls took part in the annual Noonkanbah Cultural and Community Service Exchange Program in the Kimberley Region of Western Australia 	<ul style="list-style-type: none"> • Held casual clothes days that raised money for UNICEF • The Year 6 Community Service Leadership Team hosted a KidsView conference that raised awareness and facilitated engaged discussion around children's rights, poverty and world sustainability • Held a bake sale for the World Wildlife Fund

SCHOOL COMMUNITY

Lauriston Parents' Association

The School has an active and supportive community led by the Lauriston Parents' Association (LPA) and a number of subgroups within it. These groups work with the School to foster relationships that are vital in maintaining the happy and engaged community that is Lauriston.

2016 was another year of great events for the LPA with the sold-out Huntingtower Lunch attracting almost 300 guests and raising over \$25,000. Old Lauristonian and rock legend Deborah Conway (1977) was the special guest, performing crowd favourite *It's Only The Beginning* and songs from her new album. Ms Conway also took part in a discussion with former journalist and Lauriston parent Tracey Curro.

The annual Mother's Day Breakfast had 400 attendees this year, with mothers and daughters of the Junior School attending for the first time. The annual New Parents' Cocktail Evening helps grow and support a sense of connection within Lauriston and this year was no exception, with parents enjoying good company, food and wine in Irvine Courtyard.

Committee

Lynne Umbers - Interim President
Vacant - Vice President
Leanne Jeffs - President, Junior School
Steven Donegan - Treasurer
Susie Roberts - Secretary
Faye Louey - Secretary Junior School
Geraldine Corbett - Communications
Juliet Lithgow - Communications
Beverly Mallett - Communications
Nikki Hutchinson - Event Coordinator
Marie Kudnig - Event Coordinator
Penny Jaski - Kindergarten Representative
Fiona Finster - OLA Representative
Kritika Puri Gill - General Committee Member

Lauriston Arts Association

The Lauriston Arts Association (LAA) hosted some wonderful events in 2016, from the Literary Arts Breakfast celebrating the written word with award-winning author Fiona Wood, to the Staff Soiree, a special evening for members of the Lauriston community to appreciate the musical stylings of Lauriston's talented Music Faculty. The LAA extended its Scholar in Residence program to fund two Tinkerers in Residence. This saw two US-based educators take over the School's FabLearn Lab as part of a professional learning and enrichment program for students and teachers. Jaymes Dec, from The Marymount School of New York, operates four makerspaces across the Manhattan school and Anna Keune is a Research Assistant in Learning Sciences at Indiana University's Creativity Labs.

Other highlights of the year included the Chamber Music Lunch and the Jazz Cabaret.

Committee

Susan Thacore - President
Shirley Lu - Treasurer
Joanne Tadmire - Secretary
Mary Bishop - Secretary
Rachel Irons - VP Communications
Marissa Crouch - VP Literary Arts
Kim Hayes - VP Music
Khai-Yin - VP Music
Michele Hirst - VP Drama
Nichola Harris - VP Drama
Christine Honan - VP Fine Arts



Fathers of Lauriston Dinner

Lauriston SnowSports Association

The Lauriston SnowSports Association aims to support the SnowSports program through fundraising and season preparation, on-mountain organisation, supervision and social activities to ensure the success of team. The 2016 team of 75 students was one of the biggest Lauriston has had in recent memory and included students from years 1 to 12. It was another great year and included two members of the Lauriston community joining the Australian Junior Snowboarding team.

Committee

Chris Schwarz - President and Moguls
 Jacqui Le Deux - Vice President
 Anne Boyce - Secretary
 Winifred Burnett - Treasurer
 Deb Batten - Snowboarding
 Lisa Schiller - Cross Country
 Georgina Giddy - Junior School
 Christine Honan

Fathers of Lauriston

Fathers of Lauriston connects the male members of the Lauriston community, with social gatherings held every term. One of the major events for this group is the Fathers of Lauriston Dinner, an annual fundraiser that seeks to aid the ongoing development of the School. This year's dinner took a bold move into women's sports with the entertaining tagline 'Breaking the grass ceiling' and featured a panel of female sporting trailblazers: Lauriston alumna Beattie Goad (Melbourne City W-League); Peta Searle (St Kilda AFL); and Chelsea Roffey (AFL umpire).

Committee

Andrew Herbert - President



Mother's Day Stall committee

Lauriston Rowing Association

The Lauriston Rowing Association aims to support the School's rowing program. They do so through fundraising, ensuring that equipment is up-to-date and well maintained; organising functions for the rowers and their families to foster open communication and knowledge sharing between parents and the rowing program; and fulfilling Lauriston's obligations to provide officials and marshals at regattas.

This year's season opening event was a boat-naming ceremony that attracted over 200 people including current and past rowers, coaches, family, Olympians, staff and friends. The season continued in the same successful fashion with achievements and wins throughout.

New and International Parents Group

The New and International Parents Group welcomes those families who are new to Lauriston and works to ensure that they feel supported as they join the community. The group also helps those parents who have relocated not to just a new school, but also to a new country. A number of international families join Lauriston each year from countries across the globe, including Japan, China, the United States of America, Canada, the United Kingdom, France, Korea, India, Malaysia, Thailand, New Zealand, Tahiti, Vietnam and the Czech Republic.

The Group meets monthly and plans activities to help new families meet others in the Lauriston community. Activities include coffee mornings and lunches, and weekly free English as an Additional Language (EAL) classes

Committee

Marissa Crouch - Senior School

Ruth Davis - Senior School

Ida Huang - Junior School

May Sun - Junior School

Wendy Zhang - Senior School



Huntingtower Lunch committee

Tuckerbox

Tuckerbox is a service delivered by the School community. Created to help those families and staff who have experienced an injury, serious illness or family bereavement, Tuckerbox provides meals and food to those in need.

Committee

Tiffany Comb – Senior School

Nicky Harle – Junior School

Old Lauristonians' Association

The Old Lauristonians' Association (OLA) has been a major part of the School for over 100 years and, in 2016, hosted a number of new events alongside the regular suite of reunions, including the Mindfulness Breakfast and the introduction of the Lauriston Life Series. A renewed effort was made to reconnect and engage with all Old Girls and, as a direct result of these efforts, 2016 saw the largest attendance of the annual Senior Old Girls' Music Lunch, an event that brings together students who graduated over 50 years ago.

Committee

Kate Wipfli – President

Mel Rea – Secretary

Xing Zhang – Treasurer

Vikki Redwood

Juliette Tan

Denise Freedman

Pip Duncan

Sophie Rice

Elise Gillespie

Fiona Finster

Alexandra Harvey

Anna Wilson

Prudence Barker

SCHOOL PERFORMANCE

Our workforce

Workforce composition

	Head Count	Full-Time Equivalent (FTE)
Number of teachers and assistants employed	175	145.1
Number of non-teachers employed	67	55.7
Total	242	200.8

No staff members have advised us that they have an Aboriginal or Torres Strait Islander background.

During 2016, Lauriston Girls' School received a Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equality citation. Lauriston was the only school to achieve the citation. Lauriston has been the recipient of citations awarded by the WGEA and its predecessor the Equal Opportunity for Women in the Workplace Agency (EOWA) since 2008.



Teacher standards and qualifications

During 2016 Lauriston Girls' School employed 145 Victorian Institute of Teaching (VIT) registered teachers either full-time, part-time or as replacement staff. In addition, 21 instrumental music teachers were also employed largely for one-on-one tuition. Not all of these teachers are VIT registered. In every instance, staff have submitted to a criminal records check or have a current Working with Children Check.

Lauriston staff members engage significantly in ongoing professional learning and as a consequence there are many that hold additional qualifications. Most commonly this is a master's degree (29 in 2016) but many staff members also hold certificates of competency in specialist teaching areas, for example, English as an Additional Language (EAL), careers education and digital technology. We note that in 2016 Lauriston was fortunate in recruiting highly-qualified teachers many of whom have come to the teaching profession from other occupations. This broadens the experiential profile of the staff and leads to rich collegiate conversation.

In 2016 the spread of qualifications encompasses two doctorates, 29 master's degrees, 81 postgraduate diplomas and certificates, an MBA and a range of non-teaching industry specific qualifications, for example, Certified Practising Accountant, Chartered Accountant, Pharmaceutical Chemist and Registered Nurse.

Many teachers are members of professional bodies such as the Australian College of Educators (ACE), the Australian College of Educational Leaders (ACEL), subject associations, and the Australian Curriculum Studies Association (ACSA). A number of staff are fellows of these organisations or hold executive board or management positions as part of their contributions to the profession.



Our students

Staff retention

The average tenure of all existing teaching staff employed at the end of 2016 was 7.6 years (2015: 7.4 years).

In 2016 there were 29 departures from the teaching staff, including teachers and teacher assistants. Of those who departed in 2016:

- Resignations/retirements: 20
- End of contract: 9

Staff turnover (including staff completing fixed term contracts) was 12%.

Staff attendance

During 2016, the staff attendance rate was 94%, indicating that staff missed three out of every 50 working days. In 2015, the attendance rate was 97%.

Student attendance

The student attendance rate is defined as the number of actual full-time equivalent student-days attended by full-time students in years 1 to 10 as a percentage of the total number of possible student-days attended over the reporting period. Any unexplained student absence is first addressed with an SMS to parents, with a follow up communication made by the student's Tutor or Head of House if necessary. Students who are continually absent or late without reason are given an after-school detention.

Year Level	Attendance Rate
Year 1	99%
Year 2	97%
Year 3	97%
Year 4	96%
Year 5	97%
Year 6	98%
Year 7	97%
Year 8	97%
Year 9	97%
Year 10	97%

Student retention

In 2016, the student retention rate (that is, how many students who graduated Year 12 in 2016 completed Year 9 with Lauriston) was 89%.

Year	Retention Rate
2013	82%
2014	96%
2015	92%
2016	89%

STUDENT OUTCOMES

Senior secondary outcomes

The graduating Class of 2016 achieved fantastic results; one in every three students achieved an ATAR of 95 or above, while the median score achieved was 92.9. Lauriston ranked number one for VCE Media and number two for VCE English results achieved across all of Victoria.

Combined VCE and IB results

	Median ATAR	Percentage of students with ATAR above 90
2010	89.6	49%
2011	86.7	51%
2012	96.05	68%
2013	94.3	64%
2014	93.6	63%
2015	89.05	57%
2016	92.9	60%

Post-secondary destinations

After receiving their final scores, 98% of the Class of 2016 received a first-round offer to study at university. Two universities made up 66% of the total offers made to Lauriston students: Monash University and the University of Melbourne. The other third of total offers mostly came from Victorian institutions, though a portion of students received offers to study interstate and, in some cases, overseas.



Student outcomes in standardised national literacy and numeracy testing

Lauriston participates in the National Assessment Program – Literacy and Numeracy (NAPLAN) in years 3, 5, 7 and 9. Assessments have been conducted since 2008.

The tables below detail the mean score achieved across each tested cohort for the past five years.

Year 3

	2012	2013	2014	2015	2016
Reading	486	502	494	529	518
Writing	472	487	451	481	487
Spelling	486	458	463	463	467
Grammar and Punctuation	496	508	524	520	522
Numeracy	435	451	470	467	469

Year 5

	2012	2013	2014	2015	2016
Reading	570	568	563	567	557
Writing	554	554	525	535	533
Spelling	549	553	540	535	544
Grammar and Punctuation	601	590	557	568	573
Numeracy	566	565	526	549	553

Year 7

	2012	2013	2014	2015	2016
Reading	609	592	603	606	592
Writing	603	586	564	574	579
Spelling	604	587	580	597	586
Grammar and Punctuation	632	591	609	608	607
Numeracy	612	619	617	634	619

Year 9

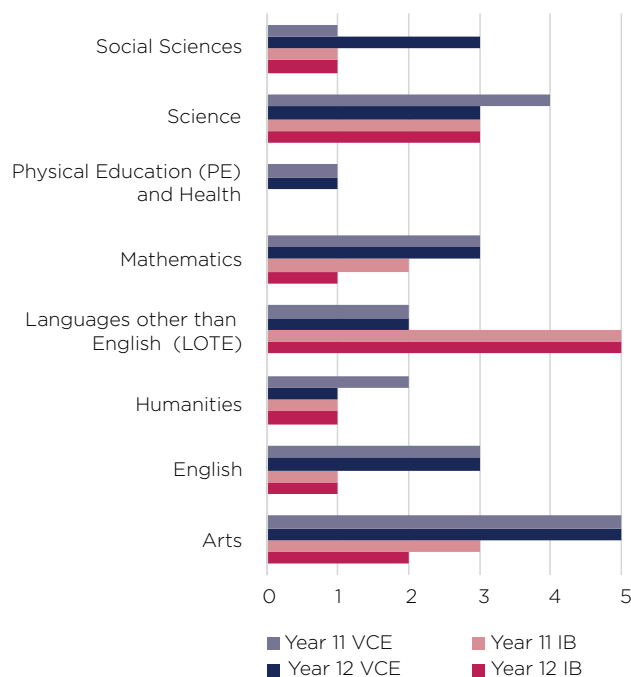
	2012	2013	2014	2015	2016
Reading	652	661	664	641	623
Writing	654	650	656	620	616
Spelling	620	632	647	628	616
Grammar and Punctuation	651	667	670	626	632
Numeracy	652	663	669	671	664

Students

Range of subjects offered in years 11 and 12

Students at Lauriston can choose to study either VCE or the IB in their final two years of schooling. Students choose the subjects they will study in these two years while they are still in Year 10. They receive support from a number of key staff across the School when making this decision, including their Head of House, the School's Careers Counsellor, the VCE and IB coordinators, and the Head of Senior School.

In total, 37 subjects were offered to Year 11 students in 2016, and 35 offered to Year 12s. The table below details the subject offerings by their curriculum domain. For a full list of subjects offered, please refer to page 26.



Student leadership program

All students at Lauriston are given the opportunity to lead both in the classroom and in the wider School community. Some of these roles, like School Captain, have been around since Lauriston's inception. Other roles, such as the Student Leadership committees, have been created in recent years to provide more opportunities for students to lead and make an impact on areas of the School they are passionate about, including arts and sport.



Teachers

Human Resources and staff support

The Director of the Lauriston Institute and Human Resources – Teaching is responsible for managing the recruitment and retention of highly qualified and motivated teachers, and for their ongoing professional development. This function is carried out in conjunction with the School Executive who have an ongoing commitment to high-quality learning and teaching.

In addition to the provision of a broad range of professional learning, the Director of the Institute is responsible for a range of human resource functions which include performance management, the management of the School Employee Assistance program, study support programs for staff and general staff welfare.

Feedback on performance

During 2016 a group of staff led by the Deputy Principal began investigating a new system of staff recognition. Before 2016 all staff had participated in a program of staff appraisal and feedback which was developmentally useful but document heavy. In refining the system, there has been a conscious move to a system of web-based recognition which uses as a framework a combination of the Danielson Framework and the Australian Institute for Teaching and School Leadership (AITSL) standards. As reported in 2015, staff members have developed a Learning Vision model which is incorporated into the Lauriston Professional Recognition Program (LPRP). It is expected that the LPRP will be trialled during 2017 for full implementation in 2018.

Broad participation in decision-making processes

Building on the creation of a Staff Consultation Committee in 2015, meetings were conducted on a regular basis in 2016. This committee, which consists of nominated/elected staff, meets on a term-by-term basis with the Principal, Deputy Principal and Heads of School. The consultative committee considers a broad range of issues and is one of the forums used to consult staff on intended forward directions, workplace change and staff welfare.

Other opportunities to consult are also used. For the most part, these are regularly scheduled whole School staff meetings and from time-to-time, where necessary, meetings of the consultative committee for the Certified Agreement.

Regular meetings are held with parents to report on student progress and with the School community to discuss matters of common interest.



Parent, student and staff satisfaction

During 2016 Lauriston participated in the LEAD School Effectiveness Survey conducted by the Research Department of Independent Schools Victoria (ISV). This is the third time the school has participated in surveying parents, staff and students. The central thrust of the surveys is to gather information about how satisfied students, staff and parents are with the performance of the school and how willing they are to recommend the school to people with whom they communicate.

In summary, the key outcomes are as follows:

- Based on a satisfaction scale of 1 through 10 the overall satisfaction level of parents is 8.74. In each of the dimensions measured—for example academic performance, quality of teaching, pastoral care and parental involvement—the school scores above the mean for similar schools and the ISV mean (mean figure for all schools surveyed) in every dimension. In addition, the Net Promoter Score, which is a broad-based indicator of how likely a parent is to recommend the school to a friend, we score +61. Traditionally, a Net Promoter Score of +50 or above is regarded as excellent.
- Using the same scale, the student survey returned an overall satisfaction level of 8.10 against a similar schools mean of 7.30 and an ISV mean of 7.21. The dimensions measured in the student survey include academic rigour, (8.12), teacher knowledge, (7.95), teacher-student rapport (7.85) and teacher practice (7.99).
- Using the same scale, staff satisfaction results were pleasing with an overall headline indicator of staff satisfaction at 9.05. Domains evaluated in this survey include a clearly articulated vision for the school (8.55), open communication between parents and staff (9.03), excellent environment in which to learn (9.04), significant professional development opportunities (8.52) and positive relationships with students (9.15).
- Using the same scale, the Year 12 Exit Survey for students

returned an overall satisfaction rating of 8.07. Exit students saw the school as a safe place to learn (8.92), felt that the learning program met their needs (8.15) and that the school has equipped them with the skills and knowledge they will need for the future (7.86).

An overall examination of the survey outcomes provides us with guidance about issues that we need to focus on moving forward. There are several outcomes which will help us frame improvement strategies for the future. From a staff satisfaction point of view, we need to be better at providing feedback to staff about their performance and, with this in mind, the school has embarked on a revamp of our staff feedback process and the creation of the LPRP.

An examination of the student data suggests that we are on the right path with our student welfare strategies, which include the appointment of a Director of Student Wellbeing and continued enhancement of the Strength, Health, Inspire, Nurture and Engagement (SHINE) program, which is a student wellbeing program run across the school. There is still further work to do, especially in relation to ensuring that all girls feel welcome and included as the school demographic continues to change.

FINANCIAL RESULTS

Lauriston's Finance Committee currently comprises seven members: five external members, the Principal and Business Manager. During 2016, the Finance Committee welcomed Patricia Stebbens and Richard Jamieson onto the committee. The committee meets formally seven times a year and provides informal consultation to the School's management across the year. This committee has direct responsibility for overseeing the financial operations of the School and is tasked with recommending annual budgets, reviewing the monthly results and approving the annual financial statements. This committee reports to the School Council.

The School prepares annual financial statements which are audited by Deloitte. These consolidated accounts include the revenue and expenses of the School and the Lauriston Foundation—which is the fundraising entity of the School. The Foundation's assets in the Education and Scholarship Funds form part of the Foundation Corpus, and income from these funds is used to support the School's programs. Donations made to the School via the Foundation's Building and Library Funds are directed to specific building projects and purchase of library resources.

Lauriston derives the majority of its operating revenue from tuition and program fees to fund the annual operations of the School (see Figure 1). The School also supplements its income by hiring out facilities to external users, operating the uniform shop and aquatic centre. When setting the annual budget, the School seeks to minimise increases in tuition fees and to operate with a modest operating surplus (after allowing for depreciation costs). The surplus or deficit naturally varies from year to year depending on enrolment numbers, programs run and expenditure incurred.

During 2016 the majority of the operational expenditure related to staffing and curriculum costs (82%) with an additional 18.1% of costs attributable to property and administration costs, including depreciation (see Figure 2).

During 2016, the School achieved an operating surplus of \$3.9 million (2015 surplus was \$3.6 million). The increased surplus in 2016 was due to an increase in enrolments across the year and a continued focus of the school on prudent expenditure control. The accumulated surplus has been retained for future development of the School's facilities. During 2016, the School submitted planning applications to Stonnington Council with a view to constructing a new underground carpark, health and wellbeing centre, consolidated Junior School precinct and Early Learning Centre. The School had no external borrowings during 2016.

Figure 1: Income 2016

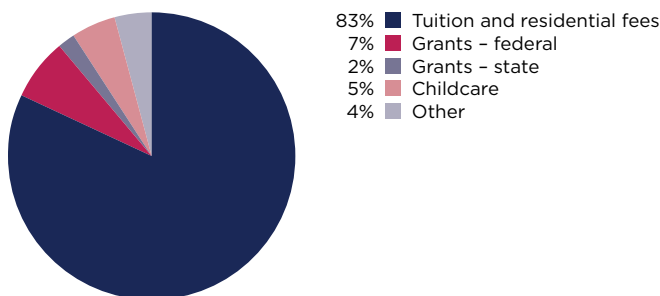
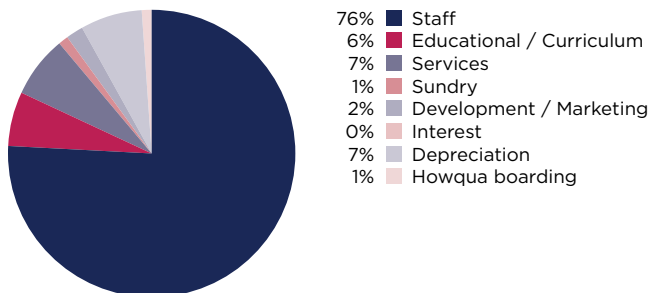


Figure 2: Expenses 2016





LAURISTON GIRLS' SCHOOL
ACN 004 264 402

STATEMENT OF PROFIT or LOSS and OTHER COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2016

	Consolidated 2016 \$	2015 \$	School 2016 \$	2015 \$
Revenue	34,791,799	31,831,156	34,457,502	31,467,539
Employee benefits expense	(20,974,234)	(19,105,523)	(20,974,234)	(19,105,523)
Depreciation and amortisation expenses	(1,893,981)	(1,296,853)	(1,893,981)	(1,296,853)
Services expenses	(2,052,203)	(2,141,067)	(2,052,203)	(2,141,067)
Curriculum expenses	(1,770,376)	(1,645,356)	(1,770,376)	(1,645,356)
Other expenses	(3,071,959)	(3,180,506)	(3,050,409)	(3,165,392)
Development and marketing expenses	(451,627)	(502,654)	(451,627)	(502,654)
Finance costs	(76,818)	(58,318)	(76,818)	(58,318)
Total Surplus for the year	4,500,601	3,900,879	4,187,854	3,552,376
Items that will not be reclassified subsequently to profit of loss:				
- remeasurement defined benefit obligation	91,000	-	91,000	-
Items that may be reclassified subsequently to profit of loss:				
- net fair value gain/(loss) on available for sale investments during the year	9,960	(8,198)	-	-
Other Comprehensive Income/(Loss)	100,960	(8,198)	91,000	-
Total Comprehensive Surplus attributable to:				
Lauriston Girls' School	4,601,561	3,892,681	4,278,854	3,552,376

LAURISTON GIRLS' SCHOOL
ACN 004 264 402

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2016

	Consolidated 2016	2015	School 2016	2015
	\$	\$	\$	\$
ASSETS				
Current Assets				
Cash and cash equivalents	17,709,500	12,438,689	15,094,246	9,753,291
Trade and other receivables	874,367	1,006,593	886,395	1,052,777
Financial Assets	1,915,289	540,552	1,040,000	-
Inventories	161,383	133,107	161,383	133,107
Other	356,391	364,762	356,391	364,762
Total Current Assets	<u>21,016,930</u>	<u>14,483,703</u>	<u>17,538,415</u>	<u>11,303,937</u>
Non-Current Assets				
Financial assets	2,070	2,070	2,070	2,070
Property, plant and equipment	27,198,326	27,571,991	29,663,807	30,037,472
Other	151,000	-	151,000	-
Total Non-Current Assets	<u>27,351,396</u>	<u>27,574,061</u>	<u>29,816,877</u>	<u>30,039,542</u>
TOTAL ASSETS	<u>48,368,326</u>	<u>42,057,764</u>	<u>47,355,292</u>	<u>41,343,479</u>
Current Liabilities				
Trade and other payables	12,344,294	11,399,764	12,366,237	11,397,749
Borrowings	236,262	-	236,262	-
Provisions	1,584,755	977,651	1,584,755	977,651
Total Current Liabilities	<u>14,165,311</u>	<u>12,377,415</u>	<u>14,187,254</u>	<u>12,375,400</u>
Non-Current Liabilities				
Borrowings	205,115	-	205,115	-
Provisions	1,668,781	1,952,791	1,668,781	1,952,791
Total Non-Current Liabilities	<u>1,873,896</u>	<u>1,952,791</u>	<u>1,873,896</u>	<u>1,952,791</u>
TOTAL LIABILITIES	<u>16,039,207</u>	<u>14,330,206</u>	<u>16,061,150</u>	<u>14,328,191</u>
NET ASSETS	<u>32,329,119</u>	<u>27,727,558</u>	<u>31,294,142</u>	<u>27,015,288</u>
EQUITY				
Reserves	18,643,752	18,136,019	16,461,299	16,461,299
Accumulated funds	13,685,367	9,591,539	14,832,843	10,553,989
TOTAL EQUITY	<u>32,329,119</u>	<u>27,727,558</u>	<u>31,294,142</u>	<u>27,015,288</u>

Report of the Independent Auditor on the Summary Financial Statements to the Members of Lauriston Girls' School

Opinion

The summary financial statements, which comprise the consolidated statement of financial position as at 31 December 2016 and the consolidated statement of profit and loss and other comprehensive income for the year then ended (the "summary financial statements"), are derived from the audited financial report of Lauriston Girls' School for the year ended 31 December 2016.

In our opinion, the accompanying summary financial statements are consistent, in all material respects, with the audited financial report.

Summary Financial Statements

The summary financial statements do not contain all the disclosures required by the Australian Accounting Standards. Reading the summary financial statements and the auditor's report thereon, therefore, is not a substitute for reading the audited financial report and the auditor's report thereon. The summary financial statements and the audited financial report do not reflect the effects of events that occurred subsequent to the date of our report on the audited financial report.

The Audited Financial Report and Our Report Thereon

We expressed an unmodified audit opinion on the audited financial report in our report dated 29 March 2017.

The Directors' Responsibility for the Summary Financial Statements

The Directors are responsible for the preparation of the summary financial statements.

Auditor's Responsibility

Our responsibility is to express an opinion on whether the summary financial statements are consistent, in all material respects, with the audited financial report based on our procedures, which were conducted in accordance with Auditing Standard ASA 810 *Engagements to Report on Summary Financial Statements*.



DELOITTE TOUCHE TOHMATSU



Isabelle Lefevre
Partner
Chartered Accountants
Melbourne, 9 June 2017



Year 6 Collaborative Painting by Claudia Coombe-Tennant, Sophie Mustow, Sasha Rockman, Jessica Sutherland & Dorothy Ye

