building resilience

bring out her best.

STRATHCONA
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from the principal – building resilience

Everyone needs resilience’, is the strong statement of reality used by Reivich and Shatte in the introduction to their book, *The Resilience Factor*. Yes, we all need resilience because life’s experiences include adversities.

As parents, we share a profound hope that our children are healthy, happy and successful, able to achieve to their best at school, confident in forming lasting friendships and able to deal with the inevitable set-backs, failures and disappointments of life.

Decades of research have powerfully demonstrated that resilience is the key to success and satisfaction in life. Where we fall on the resilience curve – our natural reserves of resilience – affects our performance in school and at work, our physical health, our mental health and the quality of our relationships. It is the basic ingredient to happiness and success.

However, it is not enough to say to a child, ‘you need to be more resilient.’ As much as everyone possesses some reserves, many need direction, guidance and encouragement to understand how the reserves of resilience can be built.

The work of US psychologist, Martin Seligman, in the field of Positive Psychology has been amongst the most influential in helping to discern what underpins resilience. The concepts of will, personal responsibility and good character are central.

Following extensive inquiry across various religious and philosophical traditions, Seligman and his colleagues found six virtues regularly identified: wisdom and knowledge, courage, love and humanity, justice, temperance, spirituality and transcendence. The route by which we achieve these virtues is through our strengths of character.

Seligman believes that, with enough practice, persistence, good teaching and dedication, personal strengths can be built on, take root and flourish (p 134). In turn, these strengths build virtues and taken together these capture the notion of character.

Our culture supports strengths through its institutions, rituals, role models, children’s stories, etc. This is where we come in – home and school working together to help our young people to build on their strengths and virtues and ultimately character.

To maintain a healthy perspective, we are committed at Strathcona to increasing our young people’s personal awareness of strengths. The pastoral care programs throughout the School are well researched and coordinated and include topics such as Health and Wellbeing, Leadership, Positive Psychology, Ethics, Cyber awareness and so on. The parent seminar series and the inclusion of key speakers at Parent Information Nights complement these programs, aiming to support parents in their important role. I cite, in particular, the talks by Hugh van Cuylenberg on resilience and creating a positive perspective on life to Years 11 and 12 and by clinical psychologist, Celeste Merrigan, to Year 9 parents on the developmental stage of 14 – 16 year olds.

During her talk in March, Kathy Walker of the Early Life Foundation reinforced parents in enabling their children to negotiate difficulties and obstacles. Helping children to manage emotions and constructively deal with issues helps them to build their personal strengths and ultimately their resilience in coping.

Seligman also highlights the role of praise, stressing that it should be contingent on a success, not just to make a child feel better. He suggests that it also needs to be graded to fit the accomplishment (p 220).

The guidance of our young people is a task we undertake together, and the staff and I will continue to strive to ensure this occurs. The capacity of our young people to cope resiliently with life must be our ultimate collaborative aim.

In this edition of the Strathcourier, a variety of contributions are included to highlight some of the practical ways in which we are committed to this important work.

Helen Hughes

References
new staff welcome

new staff in 2013

**Stephanie Feldt** has joined the Mellor House team as an Integration Aide from Camberwell Grammar School. Stephanie enjoys working with children and has settled quickly into the building of close relationships with the children with whom she is working.

**Erin Horsley** is a graduate of Melbourne University and began her career as a Visual Art teacher at Methodist Ladies College. This was followed by three years of teaching and travelling in the UK. During this time she also completed a Post Graduate Certificate at the University of Cambridge and had her first daughter. Since returning to Melbourne, Erin has also taught at Beaumonts College and was employed in the senior school at Melbourne Grammar School as a photography and VCE Studio Art specialist. Since 2010 Erin has been an assessor for the VCE Studio Art written exams. Erin is now a proud mother of three daughters and, as a passionate educator of girls, is very pleased to have resumed her teaching career in the Art Department at Strathcona.

**Lyn Martin** is the Science Laboratory Technician. She is happy to now be involved in education. She has come from the health industry where she worked as a Medical Scientist in the field of Clinical Biochemistry.

Her interests include horticulture, the environment and sustainability, and she spends her spare time in her garden tending her fruit trees, vegetable garden, and looking after her many pets. Her family knows she loves to recycle.

Lyn likes to see science in all aspects of life and to use it to improve people’s knowledge of health and also the health of our environment and community. Lyn likes to be active in community events, and is thrilled to now be a part of the Strathcona community.

**Helen McCormack** completed a Higher Diploma of Secondary Teaching in Art at Melbourne State College in 1977. The first school that she taught at was Mildura High School and she has taught in a number of Government, Catholic and Independent schools since. In 1997 Helen went to Tintern Girls Grammar School and stayed 15 years. During that time she was a specialist Textiles, VCE Studio Art and Art teacher. From 2006 until 2010 she held the position of Year 9 Coordinator. During any spare time Helen enjoys creating artworks using mixed media and textiles. Married with three children, Helen also enjoys travelling, both within Australia and overseas.

**Barbara Slusarczyk** has taught Mathematics and Science in Victorian Government schools, at an International School in the Middle East and supported maths learning as a consultant in some Independent Schools in Victoria. The students she has worked with have come from very diverse backgrounds. Barbara loves and values teaching and learning.

Her three children (now adults) have university level education and she is studying (again) for a Master of Numeracy at The University of Melbourne. Barbara lives near the bay in Williamstown and enjoys walking along the beach and cycling the tracks. She also likes to take care of her succulent plants.

One day, Barbara would like to teach in remote Australia and get back to painting.

**Edwin Stawell** is the new teacher of our Prep class. Edwin’s previous workplace was Auburn Primary School where she also taught Prep students. Edwin’s interest and experience in the use of ICT with young children has been beneficial with our introduction of iPads in the Prep classroom this year.

**Ebony Taylor** has joined Mellor House as teacher of Year 5 from Clifton Hill Primary School. Ebony has a keen interest in the use of ICT in education and has taken up the role of ICT Coordinator in Mellor House. Ebony’s past experience in Years Prep, 2 and 4 has provided her with a solid understanding of learning development.

During Semester 1, 2013 we welcomed the following teaching staff to replace staff on leave:

Rachael Rosedale (History), Christine Palmer (French), Bianca Privitera (Italian) and Laura Cutri (English).
Barbara Green was an Art teacher at Strathcona for 20 years. The Barbara Green Memorial Award was generously established by the Green family in honour of Barbara. The award encourages students to pursue excellence in the Visual Arts and each year the award is given to a Year 11 student in recognition of her dedication, hard work and talent. The recipient receives a cheque to help with the purchasing of art supplies in her final year of secondary schooling. She also has her name engraved on a metal plaque at the base of the Barbara Green Award sculpture. This year’s recipient is Laura Collins and she was awarded by Phoebe Green at the Dux and Awards Assembly in February.

Helen McCormack, Head of Visual Arts

Each year since 1996, the Monash Prize has been awarded to the highest achiever in Year 11 in the preceding year and presented at the commencement of Year 12. Rachael Zhu was awarded this prize at the Dux and Awards Assembly in February by Rachel Ung, Student Recruitment Officer (Programs), Office of Future Students (Onshore), Monash University.

The Year 12 group collectively obtained the best results the School has achieved with more than half of the cohort gaining an ATAR of more than 90. Other relevant statistics included nearly 10% of girls achieving an ATAR of 99 or above, the median ATAR score being 90.25, 33% of study scores over 40 and 8 perfect scores of 50. Strathcona ranked 9th in the State.

Some notable achievements included three of our students, Rebecca Schwarz, Charlotte Hawkins and Georgia Hunter receiving Monash University Engineering Excellence Scholarships. Rebecca Gower, Rebecca Dickinson and Meena Chockalingham were shortlisted for Top Designs in Food Technology, whilst Madison Fairlie, Caitlin Wilson and Courtney Stephenson were shortlisted for Top Acts for their Drama solos.

The VCE results are a credit to the girls’ efforts and a testament to the support from the School and staff throughout their time at Strathcona, which has assisted them in reaching these heights.

All of our 2012 Year 12s received offers to study at tertiary level with the vast majority receiving one of their top preferences. They leave the School with the skills and confidence to continue on their journey of learning in their chosen field.

The diversity of studies available to our girls within the VCE program caters for a wide range of interests and learning styles, and includes University Extension studies for the very able and VET programs for those who have specific vocational interests and enjoy a practical focus. In addition to this, the School provides a range of co-curricular opportunities in sport, the performing arts, debating and outdoor education that develop teamwork, leadership, initiative and communication skills, as well as helping the girls balance their heavy workloads with some valuable ‘down time’ away from their academic obligations.

Mark Duncan, Careers/Studies Advisor
**The headlines in the media regarding youth and the digital world often highlight the dramatic and scary, focusing on the negatives such as: stalking, identity theft, sexting, cyber bullying, sleep deprivation from late night texting and messaging. Of course these things can and will occur in the digital world. As educators, it is our responsibility to help provide our young people with the skills and values to help protect themselves from online harm and teach them how to behave like positive cyber citizens. We keep reinforcing ‘what is not acceptable face to face, is not acceptable online’. Strathcona has undergone an intensive awareness campaign in matters relating to Cyber Safety, Cyber Bullying and Cyber Etiquette. The program looks at the increasing popularity of social networking sites such as Facebook, Instagram and Twitter. Some of the advice given during the program includes:

- Set social networking sites to private
- Only allow friends you know in real life to have full access to your profile
- Avoid flirty or suggestive names
- Don’t post flirty or suggestive photos
- Don’t allow strangers into your private networks
- Report inappropriate sites
- Avoid publishing personal information.

We have developed a Responsible Digital User Agreement (RDUA) that is discussed with parents and students and must be signed by all students and parents to have access to the school network. With the introduction last year of personally owned iPads at Year 9 and the new freedom this year for students in Year 11 and 12 to bring in their own mobile devices to school, we have developed guidelines for appropriate etiquette and use while at school.

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**The resilience project**

Most people think academic success is purely a result of intelligence or a predetermined aptitude for a particular stream. However, new research is showing that achievement is strongly influenced by personal strengths and positive practices. This is supported by recent studies that show academic achievement is as much about self-regulation and resilience as it is about intelligence.

Self-regulation encourages disciplined behaviours such as goal setting and weekly timetables. When students set goals they make a regular effort to achieve them. Student self-regulation and building resilience have become the underlying focus for the Year 11 Wellbeing Program.

This is the second year that the Year 11 students have been working with Hugh van Cuylenburg, Director of The Resilience Project. Hugh has been working with the students on a 5-week program.

The purpose of these sessions is to develop resilience within the student group. Resilient students when challenged or distressed know that they can find a way to make things turn out for the better by using such experiences as learning opportunities.

During each session, students are provided with a variety of practical strategies. These strategies help them to develop a positive psychological framework which will enable them to integrate the following positive practices:

1. **Gratitude**
   - Reflect on the positive that happens each day

2. **Productivity**
   - Set clear goals and multiple pathways to achieve each goal

3. **Empathy**
   - Adopt a positive mindset and reflect on the good, helping to put life’s challenges in perspective

4. **Kindness**
   - Foster positive and supportive relationships

And finally

5. **Mindfulness**
   - Make time for mental stillness.

*Julie Plymin, Year 11 Coordinator*

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**Resilience and cyberculture**

The headlines in the media regarding youth and the digital world often highlight the dramatic and scary, focusing on the negatives such as: stalking, identity theft, sexting, cyber bullying, sleep deprivation from late night texting and messaging. Of course these things can and will occur in the digital world.

As educators, it is our responsibility to help provide our young people with the skills and values to help protect themselves from online harm and teach them how to behave like positive cyber citizens. We keep reinforcing ‘what is not acceptable face to face, is not acceptable online’. Strathcona has undergone an intensive awareness campaign in matters relating to Cyber Safety, Cyber Bullying and Cyber Etiquette. The program looks at the increasing popularity of social networking sites such as Facebook, Instagram and Twitter.

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Our young people are digital natives and the use of technology is second nature to most of them, so it is the responsibility of educators and parents to familiarise themselves with what is going on in their world and work with them to navigate their way safely.

Our aim is to empower children and young people to access and enjoy the opportunities and benefits of the digital world, to be risk aware, resourceful but not fearful, to be resilient, responsible and creative.

*Terri Oprean, Dean of Students*
**healthy balance afternoon**

On 20 February, our Year 12 students enjoyed a ‘Healthy Balance Afternoon’, organised by our School Psychologist, Ms Kerri Rhodes. Various sessions were offered to the girls, all essentially focusing on how to maintain a healthy, positive and balanced life in Year 12.

Guest speaker, Don Elgin, a triple Paralympic medallist and now motivational speaker, highlighted the importance of a positive attitude and not accepting limitations. As someone who knows about adversity, Don is a remarkably positive and resilient man who chooses to face life with a smile. His example and advice were something we all need to hear.

The girls then chose sessions on nutrition and healthy eating habits, emotional wellbeing and managing stress effectively. They were also given sessions on relaxation as well as a ‘boot camp’ session, focusing on the importance of fitness. All of these sessions were designed to support the girls and to help them find ways to maintain a healthy balance in their lives and to manage the stresses of their final year of schooling.

Scott Pannam, Year 12 Coordinator

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**co-dux speeches**

In 2012, we had some remarkable success in our VCE results and on February 19 this year, we celebrated this achievement at our School Dux Assembly. Interestingly, our Co-Duxes, Rebecca Schwarz and Anna Mitchell, both spoke of the importance of involvement beyond the classroom and the ability to make the most of opportunities presented.

Rebecca began her speech with a reference to the Latin phrase, ‘carpe diem’. She encouraged the girls to ‘seize the day’ and ‘to take every chance you get, and make the most of every single moment.’ She also talked about the importance of using resources and asking questions:

‘Over the summer, I went back through some of my old reports. I remember my first one from Year 7 very clearly, because there was one particular comment which kept repeating itself over and over again: Rebecca asks a lot of questions … Rebecca asks a lot of questions … Rebecca asks a lot of questions.

To this day, I am sure that if you ask anyone who shared a class with me last year, they will confirm that I was forever raising my hand, clarifying points that I didn’t quite grasp, and trying to extend my understanding … often further than it really needed to be extended. But my persistent questioning paid off. I realised that I wasn’t alone. You’re not alone. There are people here to help you. Use them.

Anna also discussed the importance of co-curricular involvement and the pursuit of dreams. She reflected on an image of herself in primary school carrying a cello, sports bag and other things that represented the various opportunities girls have at Strathcona:

‘It is this image that fully encompasses my attitude towards schooling, and the opportunities that I have been given in the past. We are so lucky to call ourselves Strathcona girls, because this means that we have endless opportunities to become involved in all facets of school life. Whether this be playing a ridiculous character in PAF, joining the school volleyball team when your only asset is that you’re quite good at hitting the ball into the net, offering to do a school tour, or being a chairperson at a house debate.

For it is so easy to become obsessed, and embroiled in the high pressure VCE world. But I urge you, not to become so focused with the end result, that you forget to enjoy the moments you have with each other. For looking back on my school years, it is the enrichment activities, the friendships, the sport and the music that I remember. Not the study.’

Rebecca summed up their feelings with ideas from which we can all take advice:

‘Last year was the best year of my life because I got involved, I took risks and I confronted every challenge that presented itself to me.’

Scott Pannam, Year 12 Coordinator
performing arts festival

In a land not so far far away on Friday, 22 February, the lights of the Besen Theatre dimmed and the velvet curtain rose, marking the beginning of a fervent battle of artistic talents between Arnold, Findlay, Gilbert and Grenfell. Every House thoroughly embraced the ‘Classic Fairytale’ theme and the audience was delighted with the hilarious, unexpected and incredibly imaginative ways such classic fairytale characters were incorporated into so many different stories. With dances that wowed the crowd and songs that made us proud, it was difficult for our team of judges to come to a decision. Once the deliberation had come to an end, the girls sat on stage to hear the final verdict. With an extremely close score, all Houses did an amazing job but the House that took the prize was Findlay. There is still hope to live happily ever after for the other Houses, as PAF 2014 is just around the corner!

Marisa Rowlands, Head of Drama

high school musical

After ten weeks of preparation, the cast of Strathcona’s High School Musical bopped to the top in five sold out performances from 17th – 20th of April. Sixty girls from Years 8 to 12 were joined by eight boys from a variety of schools in bringing to life Disney’s hit telemovie. While the fictional students of East High learned to break out of their cliques and follow their dreams, the real-life Strathcona students formed new friendships, both with the male cast members and with girls from outside their own year levels. All had the chance to improve their singing, acting and dancing skills along the way. The cast would like to thank Mr Parker and his wife Georgie, Tori Wood, Emma Watkinson and everyone involved in lighting, sound and backstage for making HSM an unforgettable show.

Go Wildcats!

Claire Stollery, Year 12
The iLearning Program at Tay Creggan offers an interactive, inquiry-based and interdisciplinary experience for our students. This learning approach creates several challenges for our students and one of the main goals of the iLearning program is to develop and enhance each student’s resilience.

Resilience is that quality that allows people to be temporarily knocked down by life’s numerous challenges but still have the ability to bounce back from such adversities and become stronger than ever. Rather than allowing failure to overcome them and drain their resolve, they find a way to rise above setbacks.

Some of the factors that make a person resilient are a positive attitude, optimism, the ability to regulate emotions and the ability to take from failure some helpful feedback. Some students are inherently resilient, but research has shown that resilience can be nurtured and developed. This is further enhanced when parents themselves are resilient and actively foster it in their children.

Looking at the iLearning History Channel in Term 1, we can see how it has led to the continued development of students’ resilience.

- **Independence** – students had to make their own way into Melbourne’s Federation Square for morning roll call. Initially this proved to be quite a challenge for some students but in the end, was confidently resolved.
- **Problem solving** – students working in groups needed to select and then plan a virtual walking tour of eight historic locations within Melbourne’s CBD. This required patience, negotiation skills and a focused determination. All these attributes were further challenged during the iMovie production process.
- **Optimism** – maintaining a positive approach despite the challenges, for example, work deadlines that lay ahead.
- **Connectedness** – regularly offering to assist their peers.

Promoting resilience in our children is not a single event but a continuous process that requires adults to be supportive and empathetic when things don’t go their way. At Tay Creggan, all learning ultimately promotes a continuous development of resilience.

**Geoff Wriedt, Year 9 Coordinator**

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Tay Creggan is a campus that seeks to reflect the needs of the specific age group of girls for which it caters. The Year 9 Wellbeing Program is designed to support, encourage, inform and inspire the girls to learn more about themselves, and the ever-changing world they will enter as young adults. The tight knit, unique community of Tay Creggan is well suited to these ends. We all know that Year 9 is a year that can bring its own special challenges. It is the period of the most rapid growth of the brain, the body and emotional development. It is also the time when social connections are so incredibly significant to wellbeing. And importantly, it is the time when we see the girls begin to unfold into the women they will become. We know it to be true that this specific age can be the most wonderful year, where girls begin to discover their place in the world and start to make real plans for their futures. The collaborative approach of Year 9 staff allows for a focused and sensitive understanding of each girl as we adjust to the need for girls to make shifts towards independence of thought and action. Allowing the girls to understand that with choices come important responsibilities, is one of the focus points of the Year 9 Wellbeing Program.

Healthy relationships, conflict resolution and the continued development of empathy are all studied in different units, allowing the girls to learn about personal safety, relationships and positive self-belief. Throughout the program we invite visiting presenters, provide year level sessions and follow up in Form Groups. All of these areas of the Wellbeing Program are designed to help the girls become more resilient, mindful of the choices that they will make in their senior years of schooling, and equip them to navigate the relationships that they will encounter.

**Lucinda Thom, Pastoral Care Coordinator – Tay Creggan**
One of the best things about being a child is that people expect you to make mistakes. In the early years of life, as we explore all sorts of new situations, we frequently meet with success and failure. When a child learns to walk, it also learns to fall. Sometimes the falls hurt, but there is no reward without risk. In classrooms, we provide a supportive environment for children to take learning risks. The curriculum is structured to reinforce what is known but also to stretch the children's learning limits.

Teachers encourage students to develop resilience by using language that encourages them but also makes it clear what else could be done to improve even further. The word ‘yet’ is often used in classrooms, particularly if children believe they can’t do something. Acknowledging that they can’t do it ‘yet’ and then supporting their follow-up efforts helps children develop their resilience as learners and confidence that they can usually achieve a goal if they persist.

From the ELC up, our teachers monitor the play of children when outside to keep the children safe and to assist them negotiate social situations. Younger children will often be required to negotiate compromise, be assertive and seek assistance when necessary. Our teachers encourage these skills by giving clear advice, role modelling and by coaching children through the difficult times so that they develop resilience and confidence in social settings.

Being organised for the day ahead is an important skill for children to master. If they are prepared, they are better able to deal with the regular challenges of a school day. Having effective diary routines, keeping on top of homework, ensuring all items for the day are in the school bag and being punctual are all excellent habits that provide a supportive structure for a successful day.

St John Ambulance worked with the children in Prep to Year 6 earlier this term as part of its First Aid in Schools Program. The aim of each session was to give children some basic first aid information and the confidence to be able to act wisely in a range of scenarios. It may be that one of our students is faced with a situation requiring good first aid decision making. The procedures of the DRSABCD (Danger, Response, Send for help, Airways, Breathing, CPR, Defibrillation) sequence were covered by the trainers at an appropriate level for the ages of the children. This very basic first aid knowledge will give our girls some confidence if ever faced with an emergency situation.

Chris Phyland, Head of Mellor House
We have recently completed our seventh season of rowing at Strathcona. For the fourth year in a row, over 100 girls across Years 8 to 12 were involved in the rowing program during the season which speaks volumes of the popularity of rowing. The pinnacle of the season was the Head of Schoolgirls Regatta on 15 and 16 March with 14 crews and three single scullers competing. The girls performed well with nine crews reaching semi finals and the crew of Maddy Lack, Jaimie Norbury, Amy Martin, Bella Schmidtke and Sophia Harrison coming fourth in the A Final of the Open Div 4 Quad Scull. Over the weekend the girls stayed at Torquay and 180 attended the HOSG dinner in Torquay on the Saturday night. The weekend was a great experience for all, both parents and girls, and one they will hopefully remember for many years to come.

In a very short time we have created a strong club and great Rowing Community through the involvement and enthusiasm of the girls and their families. Apart from the HOSG there were a number of other highlights during the season including the Annual Strathy Regatta in early October where 110 girls and their parents competed under clear blue skies in a regatta on the Maribynong River in Footscray. Grenfell and Gilbert were joint winners of the House Cup. In the parents’ event Easy Oar were the female winners and Back in Black won the mens event. Easy Oar went on to become our first ‘Champion of Champions’ crew. The final function for 2012/2013 was the Presentation Night at the end of Term 1 where we acknowledged and celebrated the great achievements over the season.

Thanks to our Captain, Chloé Nall, and Deputy Captains, Ashleigh Gale and Rachelle Sounprous, for their leadership and support of the squad over the season, for bringing all of the girls together as one and their part in making rowing a fun experience for all. Thanks also to the parent group who volunteered for tasks and most importantly provided wonderful support at regattas and to Mrs Hughes and the School Board for their commitment to Rowing at Strathcona. Finally, I must acknowledge the Friends of Rowing Group for their ongoing guidance, outstanding fundraising efforts, and in particular, for their organisation and hard work to make the HOSG weekend the great success that it was.

The great feature of Strathcona Rowing is the team spirit that has been created across all levels. The girls have enjoyed their rowing experience on a number of levels – the great friends that they have made, being fitter than ever before and learning a new sport as well as pushing themselves to new heights, developing self-discipline and building resilience in what is a very challenging but extremely rewarding sport.

During 2013 there will be opportunities for girls to join the rowing program, with an entry point in Term 3 for girls Year 8 and up. There is also an opportunity for parents to learn to row. If you are interested in getting involved in the ‘Strathcona Rowing Experience’ please send an email to mcornwell@dealcorp.com.au for more details.

Michael Cornwell, Friends of Rowing
In sport, as in life, you can bet that things will not always go to plan. We have good and bad days, matches where you play well, competitions that go terribly wrong and general slumps in performance. Sometimes, even when we do our very best, there is no guarantee that our best is going to be good enough. So what do we do when things go wrong? Do we quit, give up and never participate in sport again, or do we rise above our off day or poor performance and bounce back? The answer is: resilience. If you miss out on team selection or are disappointed in the team that you are selected for, show resilience by continuing to train and improve, and see this as an opportunity to increase your chance of selection next time. A student’s difficult sporting experience provides important learning opportunities that will help build her brain’s ability to overcome challenging situations and develop resilience necessary to face future challenges.

Let’s look at Adam Scott, Professional Golfer and recent winner of the US Masters Tournament. He is the first Australian to win in the tournament’s 77-year history. The resilient quality is that in 2011 Scott was tied for second place alongside fellow Australian Jason Day; they were only two strokes behind the winner. Scott had held the sole lead of the tournament while playing the 71st hole, however, four birdies in a row from Charl Schwartzel (the eventual winner) meant that Adam Scott fell short of the Championship by two strokes. Rather than allow the same thing to happen at this year’s US Masters, Scott was able to learn from his past experience and perform even better. Adam Scott was resilient and won the green jacket.

Next time you experience a setback, a failure or if something does not go to plan, how will you respond? Will you let it get to you, have doubts, or quit? Or will you bounce back and have a belief that setbacks are temporary not permanent.

“That which does not kill us makes us stronger” – Friedrich Nietzsche
Megan Boyd, Head of Sport

perceived risk

Life begins at the end of your comfort zone’ is a popular quote displayed in social media at the moment. This implies that we must go through discomfort in order to live, develop and experience deeply. This is not to say we need to crawl through mud, tiptoe across cliff tops or swing down a gorge on frayed ropes. There is a distinction in Outdoor Education; we talk of Real vs Perceived risks, the latter being the most effective in providing a foundation for building resilience.

When we are presented with Perceived risks, we have an element of ‘safe’ discomfort, an element of reassurance and an element of motivation. We experience an element of Real fear or uncertainty before confronting the situation. Often, we require skills in order to do this, be they ‘soft’ skills such as positive self-talk, analysis, prioritising, or ‘hard skills’ such as knot tying, navigation or rock climbing. The skills are the most valuable part of the experience, as once acquired, they can empower an individual and be applied to new situations.

Bushwalking is a fine example of perceived risks that can be overcome through skill application. We learn how to navigate using our surroundings and a map, we learn about our environment: how to treat water; how to deal with insects; how to survive the cold; all of which are perceived risks to begin with, and once we realise that we can cope, we have enriched our lives, enhanced our self-belief, and instilled in ourselves the confidence to tackle future situations. This is resilience.

‘It doesn’t matter how you fall, it’s how you bounce back that counts’.
Liesel Woods, Outdoor Education Coordinator
Global Links

France Tour

The Strathcona Tour to France group from Years 10 and 11 photographed on the steps of the Maison Carée, a perfectly preserved Roman temple in Nîmes.

The group of 22 students flew into Nice and then spent 11 days in homestays in the delightful tiny villages just outside the City of Montpellier. They attended language classes and a cookery class, as well as regional excursions, such as the visit to the famous perfume factory in Grasse. They also spent two weeks exploring Avignon, the Camargue, Paris and Loire Valley, speaking French as much as possible. The group was led by Mesdames Veronica Swayne, Prue Clarke and Virginia Prior.

Soshin, Japan

After finishing Year 12 in 2012, Mia-Annalea Craik, Emma Morrison and Lisa Bennett visited Soshin, our sister school in Japan to reconnect with students they had hosted over the years and meet again with Mr Masahiko Hirano, coordinator of annual Soshin visits to Strathcona since 1998.

Durham, USA

Exchange students from Strathcona and Durham Academy, North Carolina, USA, Amy Cubit, Georgia Lyon, Mia Arrowsmith, Amanda Schroeder, Eve Ruff, Lily Ronco, Claire Collie and Molly Young travelled with a group of Trinity students to spend Christmas 2012 and New Year 2013 in the USA.
OSA news

David Kelly and three generations
Photographed is Ruby Pontifex who is enjoying her first year at Strathcona in 7C and Findlay House. Her mother Sally Pontifex (Kelly 1985) was a Strathcona student from 1980 to 1985, the Findlay House Captain in 1985 and was a teacher of Physical Education and Sport at Strathcona from 1992 to 1997. Sally’s twin sister, Fiona was the Deputy School Captain in 1985 and their older sister, Jane, was the School Captain in 1982. Ruby’s grandfather, David Kelly was a Strathcona kindergarten student from 1942 to 1944. David joined the Parents’ Association in 1980, was president 1982 – 1984 and was on the School Council 1980 – 1988, serving as Vice President 1985 – 1986.

Interschool Golf Challenge Cup 2013
Photographed from left to right, Lou Crellin, Mel Dow, Carole Carr and Prue Moodie competed well in this year’s prestigious event at the Woodlands Golf Club. The event, formerly known as the ‘Sun Cup’ has been running since 1929 and is now competed for by 29 independent schools. The ladies won the event in 2008 and encourage others to join them next year. Please contact Lou Crellin (loucrells@yahoo.com.au) if you are interested.

OSA General Excellence Scholarship 2014
A half scholarship (40% of tuition fees) will be offered to a daughter, granddaughter or family member of a past student of Strathcona for tuition in Years 11 and 12. The scholarship is open to a current or new student to commence in 2014. The recipient will be chosen on the basis of academic achievement and wide co-curricular involvement.

Applications close 5pm on Friday, 30 August 2013.
For further information contact Joanne Wilson on 8779 7500.

Strathcona Medal 2013
The Strathcona Medal will be awarded at Presentation Night 2013. It will be presented to an Old Strathconian and will be given in recognition of excellence in her chosen field and exceptional service to the wider community.

For further information on the process of nomination, please write to:
The Chair of the Strathcona Medal Committee
Strathcona BGGGS
34 Scott Street
Canterbury Vic 3126
Or contact via email admin@strathcona.vic.edu.au or our website www.strathcona.vic.edu.au/OSA by 15 August 2013.

OSA Cabaret
Thursday, 22 August & Friday, 23 August and two performances on Saturday, 24 August at Featherstone Hall, Canterbury Campus.
Norma Redpath OBE (1928 – 2013)

In January this year, one of Australia’s most significant sculptors, Norma Redpath, passed away. The daughter of ceramic designer, Harry Redpath, and his wife, Dorothy, Norma grew up in Canterbury and attended Strathcona.

After studying commercial art at Swinburne Institute of Technology, then sculpture at the Royal Melbourne Technical College, she went on to achieve recognition for her carved works in the 1950s, exquisite bronzetti in the 1960s and monumental public works. A life-long engagement with Italy influenced her works and she cast her first bronze works there in the late 1950s.

Norma made a strong impact on the Melbourne art scene, one of her best known works being her mural design, a relief carving in silky oak, installed in 1959 in the new Baillieu Library of the University of Melbourne. At the peak of her creative work, Norma commanded a formidable reputation. In a tribute to Norma by Jane Eckett 1, she indicates that in the 1960s Norma was considered by the likes of Professor Bernard Smith to have few Australian peers in terms of the assurance and power of her work and her conversance with ‘an international idiom’.

In a little over a decade (1964 – 75), Norma completed eight public commissions, two of them in Canberra, including her most ambitious realised work: the Treasury Fountain (1965 – 69). This creation pictured below is an example of the way in which she designed in scale and proportion to the architect-designed building that the work would be positioned with. This commission led to her being awarded an OBE in 1970.

Norma was awarded an Honorary Doctorate from Swinburne University in 2006, the culmination of her many achievements during her productive life, and fitting recognition of her outstanding contribution to art in Australia and her international renown.

Helen Hughes, Principal

1 Jane Eckett is writing her Ph.D. (University of Melbourne) on Centre Five, the group of seven sculptors that Norma Redpath co-founded in 1961. The tribute appeared in the Sydney Morning Herald, 2 February 2013.

Feliciter connection

You, your friends and family are warmly invited to join
A Feliciter Connection Tour of Annie Smithers’ Kitchen Garden

Tuesday 29 October, 2013: 10.30am – 2pm
Venue: 8 Ross Street, Malmsbury

Join us for a very special morning with acclaimed chef
Annie Smithers at her Malmsbury home. Annie (whose mother
taught English at Strathcona) is renowned as a writer, cook and
restaurant owner. Annie Smithers’ Bistrot in Kyneton, one of regional
Victoria’s most acclaimed restaurants, was awarded One Chef’s Hat
in The Age Good Food Guide.

Recently she has sold this Kyneton restaurant and opened another,
du Fermier, in Trentham. We will be privileged to meet Annie at her
home where she grows the produce and raises poultry, rabbits and
goose for her cafe.

We will be able to purchase produce made by Annie and her book
Annie’s Garden to Table, (cash and cheque accepted).

Please note the tour is limited to a maximum of 50 people. Places
will be secured in order of application and only when payment is
received. Cost per person is $35.

Register to attend with Diana Little, Strathcona Community
Relations on 8779 7517 or dlittle@strathcona.vic.edu.au

Births
Samantha Ditty (’98) and Ian Lumsden, a daughter,
Katelyn May on 5.1.13.
Kristy McKenzie (Arbuckle ’98) and Stewart, twin daughters,
Poppy Anne and Alice Marie on 25.5.11.

Marriages
Hannah Maynard (’03) to Aleks Witco on 2.4.13.

What are they doing now?
Catherine Parkes (’93) completed a Bachelor of Arts (Criminology) and
a Bachelor of Laws and was admitted to practice in 2001 before working
as a solicitor at the Office of Public Prosecutions from 2001 to 2009.
Catherine joined the Victorian Bar in 2009 and is currently working
as a barrister specialising in criminal law.

Laura Fernandez (’10) Laura has received the following awards from
Bond University: First in Class (for ‘Human Resource Management’
and ‘Hotel and Tourism Strategic Management’); the Marriott
International Award for Highest Undergraduate Achievement; the
Dean’s List for Academic Achievement and the Vice Chancellor’s
International Award for Highest Undergraduate Achievement; the
Marriott Bond University: First in Class (for ‘Human Resource Management’)
and directed towards the most promising of Monash students.

Gemma Hallett (’11) has successfully gained a place on the prestigious
Monash University Vice-Chancellor’s Ancora Imparo Student
Leadership Program in 2013. This flagship program is highly selective
and directed towards the most promising of Monash students.

Australia Day Honors List
Mrs Margaret Devlin (Forme Strathcona Deputy Principal), was
awarded AM (Member in the General Division) for significant service
to youth, particularly through the Guiding movement in Victoria, and
to the sport of women’s hockey.

David Parkin, Strathcona Past Parent of Nerilee (1980-85),
was awarded an OAM for services to Australian football.
reunions

Main Campus: Senior/Middle School & Early Learning Centre, 34 Scott Street, Canterbury
Year 9 Campus: Tay Creggan, 30 Yarra Street, Hawthorn
Junior Campus: Mellor House – Prep to Yr 6, 173 Prospect Hill Road, Canterbury
Tel: 8779 7500  Fax: 9888 5440
E: registrar@strathcona.vic.edu.au
www.strathcona.vic.edu.au

bring out her best.

Pre 1942 Lunch – Presentation of tennis cups to current students by Shirley Lowthian (Balfe ’42)