90th annual report

2013

bring out her best.

STRATHCONA
school board

Board members as at November 2013:

Chair
Mrs Laurinda Gardner, B.A. (Hons)

Deputy Chair
Mrs Sonia Rendigs, B.Public Relations and Organisational Communication (NY) (Marketing)

Secretary
Ms Trudy Skilbeck, B.Sc., LLB

Treasurer
Mr Peter McGregor, B.Com., F.Fin., ASA

Property Chair
Mr Ivan Andolfatto, B.A., LLB, MLIV, ASBI.

Marketing Chair
Mr Gunther Jahnke, MBA, B.App.Sc. (Marketing, Strategic Planning)

Mr Robert McFee, B.Arch, Cert.Tech., Member ARB
Mr Steve McKenna, AFMA Diploma Financial Services
Mr John McKinnon, B.Sc., Grad.Dip.Comp.

Baptist Union
Mrs Judy McMaster, B.Theol., TPTC

Community Groups rep.
Mr Edward Cohen, B.A., MICM, Cert. Credit Management

Old Strathconians Association rep.
Mrs Libbie Smith, Dip.Arts (Fashion Design)

Ex Officio
Mr Richard Sallows, B.Bus. (Acctg), CPA
As our 90th Annual Report showcases, **2013 has witnessed an exploration of new ideas, where teachers and students worked together to uphold Strathcona’s tradition of excellence and care.**

**2013 principal’s perspective**

To reflect upon the achievements of the year is an important process for us in the final term each year. By advancing strategic goals in the curriculum and co-curricular program, pastoral care and in the development of our staff, our ultimate aim is to provide ‘a quality education’ through the best possible experiences for our students.

Our definition of what incorporates ‘a quality education’ shapes our expectations of what a school can contribute to young people’s lives and to society. The value of school has traditionally been measured in terms of results – grades in exams, or for tests, projects, essays etc. Over the last two decades, a shift has occurred with the addition of external testing through to the international level, supposedly to establish ‘markers’ of quality.

Educational researcher, Ron Ritchhart (2012), has asked some critical questions in relation to this grading and measuring: ‘Is this really why we send our children to school?’ and ‘Is this truly the goal of education to which we collectively aspire?’ In response to these questions, Ritchhart comments that there has been little consensus as to why we educate.

Sharing this view, Elliot Eisner (2003) has stated, ‘as long as schools treat test scores as the major proxies for student achievement and educational quality, we will have a hard time refocusing our attention on what really matters in education’.

Ritchhart has sought to find answers across the world to the question: ‘What do you want the children you teach (i.e. as teachers, parents or administrators) to be like as adults?’ He has been surprised at how similar the responses are from disparate groups. The same sets of qualities tend to appear over and over again:
Main Campus: Senior/Middle School & ELC,
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
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2013 year 12 students

Emilija Blagojevic
Kristiane Burri
Elisha Catlow
Sarah Chancellor-Goddard
Lucy Chiodo
Grace Choong
Laura Collins
Gabrielle Coulthard
Jessica Cox
Allison Cran
Katrina Dean
Niamh Deighan
Maya Dharwadkar
Katrina Dickinson
Rebecca Dickinson
Laura Donaldson
Katherine Donnarumma
Rachael East
Clare Exinger
Madison Fairlie
Monique Fernandez
Arrainya Fernando
Ashleigh Gale
Eleanor Gelings
Catherine Gillies
Jessica Gosbell
Rebecca Gower
Minnipa Griggs
Alison Guertin
Guo Guo
Jessica Hamlyn
Briony Harrison
Madeline Henderson
Kaiva Kaimins
Sarah Keane
Tsz Yan Lam
Samantha Litchfield
Olivia Manson
Amy Martin
Sophie Mayer
Hannah Mcfee
Charlotte McKinnon
Caroline Morrison
Chloe Nall
Katherine Norman
Emily O’donoghue
Daphne Panayotides
Julia Pieters
Sophie Puika
Isabella Schmidtke
Georgia Scott
Eleni Serghis
Bronte Shinkfield
Phoebe Sloane
Gemma Smith
Rachelle Soumprou
Melanie Spry
Brooke Stephenson
Claire Stollery
Cassia Temple-Smith
Georgina Tobias
Jessica Westcott
Brielle White
Alexandra Wilson
Tessa Wilson
Olivia Witts
Chengyan Xu
Zheng Xu
Laura Young
Ziyan Yuan
Rachael Zhu
Si Min Zhu
• Attributes that drive learning: curiosity, inquisitiveness, questioning.

• Attributes that facilitate innovation: creativity, problem solving, risk-taking, imagination and inquisitiveness.

• Skills needed to work and get on with others: collaboration, empathy, listening, helping.

• Skills that support the ability to deal with complexity: analysis, making connections, critical thinking.

• Characteristics that situate learning in the world as a global citizen, a member of a community, someone aware of their impact on the environment, able to communicate.

These qualities can be classified as dispositions, the enduring characteristics or traits of a person which serve to motivate behaviour. Ritchhart has argued that the dispositions that define us as thinkers make up our intellectual character; they are outcomes of education. While they can be evidenced in specific skills and actions, they cannot be directly taught or directly tested.

Ritchhart states that these dispositions have to be developed over time, nurtured to become engrained and enculturated, learned through immersion in a culture. We need to surround children with the kind of intellectual life, mental activity and processes of learning to which we want them to grow accustomed. We need to provide opportunities for children to learn with us in the midst of authentic activities. To help children to uncover their own thinking, adults must listen with a vigorous and genuine interest to what they have to say.

‘We need to provide opportunities for children to learn with us in the midst of authentic activities.’

Each year, the staff and I explore new ideas that will influence our planning for the learning that we want our students to experience. To determine what can profitably impact on our choices, it is my responsibility as Principal to keep abreast of major trends nationally and internationally.

This year, I was invited to attend the Harvard Graduate School of Education to undertake a summer school on the topic of ‘The Future of Learning’ and attend lectures by Howard Gardner and David Perkins and other outstanding professors who have influenced educational directions throughout the world. Seminars and study group sessions helped deepen our understanding of the chosen themes of globalisation, the digital revolution and mind/brain research.

Ron Ritchhart, referred to earlier, is a senior researcher at Project Zero, Harvard. He works closely with Mark Church on how to make thinking visible in schools, to assist in promoting engagement, understanding and independence in learners. His work has been influential in professional learning opportunities organised by Independent Schools Victoria which will help to further enhance our Professional Standards Scheme for teachers and leaders in the School.

‘Our role as educators holds great responsibility for modelling and explicating positive examples and calling attention to negative examples.’

Howard Gardner, Professor of Cognition and Education, Adjunct Professor of Psychology and Co-Director of Project Zero, revolutionised our thinking with his theory of multiple intelligences and continues to challenge our thinking on the goals of education. He argues that K–12 education should enhance a deep understanding of three principles: truth, beauty and goodness. Such a goal takes us well beyond the standardised test mentality strongly influencing our current education system.

In posing the question of how we develop responsible, caring and balanced youth and how we encourage ‘good’ work, play and citizenship, Gardner (2000)3 promulgates three E’s of Good Work:

• Excellent – expert, high quality
• Ethical – socially responsible, moral
• Engaging – meaningful, intrinsically motivated.

Our role as educators holds great responsibility for modelling and explicating positive examples and calling attention to negative examples. This is a moral commitment that underpins all we do. The nurturing of dispositions to help our young people to experience ‘a quality education’ and understand good work, play and citizenship will remain a focus for us.

The contributions to this Annual Report from our staff leaders in various sections of the School attest to their professional commitment and strong, cooperative efforts for the benefit of our students. I sincerely thank and congratulate them and our teachers and teacher assistants for their commitment to high standards. I acknowledge also the exceptional support of our administration, community relations and property staff who work closely with our teaching staff to ensure the smooth running of the activities of the School and the comfort of all in the beautiful physical environments that we enjoy across the three campuses.
I highlight with gratitude the following groups of staff:

**The School Executive**
- Deputy Principal, Mrs Jenni Farmilo
- Business Manager, Mr Richard Sallows
- Dean of Students, Ms Terri Opren
- Dean of Studies, Mr Ross Phillips
- Chaplain, Mrs Rhonda Burns
- Head of Mellor House, Mr Chris Phyland
- Head of Tay Creggan, Mr Geoff Wriedt

**Directors of whole school areas**
- Director of Learning Technologies, Dr Tim Kitchen/Mr Adrian Janson (from July)
- Director of Information Technology Services, Mr David Young
- Director of Information Services, Ms Mary Hall
- Director of Enrolments and Marketing, Mrs Jo Wilson

**Heads of Departments**
- Mrs Helen McCormack Art
- Mr David Bradshaw Commerce
- Mrs Marisa Rowlands Drama
- Ms Simone Boland English
- Mrs Claire Chambers Food & Technology
- Mrs Pat Menke Geography/History
- Ms Terri Opren Health & Human Development
- Ms Veronica Swayne/Mrs Prue Clarke Languages
- Ms Tracy Herft. Mathematics
- Dr Tim Kitchen/Mr Adrian Janson Multimedia (VET)
- Ms Georgina Nagy Music
- Ms Kimberley Bate Physical Education
- Mrs Pam Welsford/Mrs Erin Pandita Science
- Ms Megan Barber/Ms Melissa Jones Sport

**Year Coordinators**
- Mr Scott Pannam/Mr David Bradshaw Year 12
- Mrs Julie Plymin Year 11
- Mr Mark Hamilton Year 10
- Mrs Miranda Gazis/Ms Christy Kertes Year 8
- Mrs Yvette Egonidis Year 7

**Other roles and responsibilities**
- Mrs Pam Allan Compass Award Coordinator
- Mr Adrian Ammerlaan Property Manager
- Mrs Anthea Andrews Local Primary Science Program
- Mrs Bronwyn Arnott Mellor House Chaplain
- Ms Simone Boland Debating Coordinator
- Ms Elisabeth Chalmers Strathcourier Editor
- Mrs Robyn Dunoon International Student Coordinator
- Mr Mark Duncan Careers Advisor
- Mrs Charlotte Forwood Leader of Advanced Learning
- Mrs Heather Henson ELC Coordinator
- Ms Katherine Harrington Assistant Timetabler/Daily Organiser
- Ms Annette Holtschke Timetabler
- Mrs Carolyn King Mellor House Leader of Advanced Learning
- Mrs Melissa King Chief of Staff
- Mrs Diana Little International & Interstate Links Coordinator
- Mr Geoff Little Deputy Head of Mellor House
- Mr Matthew Morrison Reporting Coordinator
- Mr Scott Pannam i-Wise/Blackboard Coordinator
- Mr Jason Parker Musical Director
- Mrs Kerri Rhodes School Psychologist
- Mrs Lucinda Thom Pastoral Care Coordinator Year 9
- Dr Vicki Treidel VCE Coordinator
- Mrs Cathie Waldron Strathconian Production
- Ms Liesl Woods Outdoor Education Coordinator

In 2013 we welcomed the following new staff to Strathcona:
- Mrs Stephanie Feldt Integration Aide
- Mrs Maggie Grounds Receptionist
- Mr Adrian Janson Director of Learning Technologies
- Ms Melissa Jones Acting Head of Sport
- Mrs Barbara Slusarczyk Mathematics
- Mrs Catherine Smith Canteen Manager
- Mrs Ebony Taylor Year 5 Teacher
- Ms Irene Weiser Executive Assistant to the Principal

**Staff who have fulfilled contract positions this year**
- Mrs Maria Boucher Mrs Virginia Middleton
- Mrs Judy Bridges-Tull Mrs Christine Palmer
- Ms Laura Cutri Ms Bianca Privitera
- Mrs Jo de Meester Mrs Rachael Rosedale
- Ms Melissa Jones Mrs Edwina Stawell
- Mrs Judith Jordan Ms Robyn Westwood

**Staff on maternity/family leave in 2013/2014**
- Mrs Megan Boyd Head of Sport (from Term 4)
- Mrs Ginetta Ito Cannon Head of Art
- Ms Karla Ellard Preparatory Teacher
- Mrs Miranda Gazis English, Year 8 Coordinator (from Term 3)
- Mrs Yvette Egonidis Languages, Year 7 Coordinator (from Term 1, 2014)
- Mrs Caroline Holly English (from Term 2)
- Mrs Stef Juchno Physical Education
- Mrs Christy Kertes Mathematics, Acting Year 8 Coordinator (from Term 1, 2014)
- Mrs Judith Park ELC

**Staff departing**
- Appreciation is expressed to those staff who departed during the year or at the conclusion:
  - Mrs Stephanie Feldt Integration Aide
  - Mrs Vicki Gosbell Canteen Manager
  - Ms Nicola Lloyd Executive Assistant to the Principal
  - Mrs Ebony Taylor Year 5
School Board

Through monthly meetings of the Board and its Sub-committees for Governance, Finance, Property and Marketing, key policy directions are determined. It is a privilege as Principal to be part of these committees, to share in discussions and planning and to keep the Board abreast of national and international directions in education. Detailed monthly reporting keeps the Board well informed about the activities and achievements of the School staff and students as our strategic directions are fulfilled.

Strathcona is fortunate to have a Board committed to the Christian values of the School and representing a broad range of professional expertise. With good governance practices underpinning the functioning of the Board, sound directions and decisions for the School are assured.

I greatly appreciate the openness and trust in my relationship and functioning with the Board and the reinforcement the members provide for my work with our staff to progress the School and maintain its strong reputation in the community. I particularly thank our Board Chair, Mrs Laurinda Gardner, for the personal support she provides, for the integrity she brings to her role, her professional expertise and her passion for Strathcona.

Parent and Alumni Community

When one considers the extent of the Strathcona community, one realises that it encompasses thousands of people present and past. The strength of this broader community stems from ongoing interest in and participation by past students, staff and parents and involvement and generosity by current parents, supporting a variety of activities for the benefit of the students.

I sincerely thank our Family Association, the Friends Groups, the Old Strathconians Association Committee, parents who have organised social activities as Year Representatives and those who have assisted regularly as volunteers in the Second Hand Uniform Shop and Canteen. You add richness to our community and are part of the care that underpins our students’ sense of belonging.

Our Students

Every day brings joy in seeing and hearing our students at work, interacting with one another and enjoying themselves. They do their parents and teachers proud with their commitment to their learning, their contribution to activities and, for many, through the leadership they provide. The happiness of our girls and little boys in the Early Learning Centre is paramount. It is my great hope that, through their learning and through insights from the pastoral programs over time, they recognise their personal strengths and qualities and the input they ultimately have in their wellbeing and that of others. Thank you all for the contribution you have made to this year and for the way in which you maintain such high standards in every regard.

Year 12

The tone of a school and the standards that can be maintained are influenced greatly by the oldest of our students. This year has been no exception with the level of commitment, involvement and example of our Year 12 girls. I thank them all sincerely for the contribution they have made. It has been a pleasure throughout the year for Mrs Farmilo and I to have lunch with small groups of the girls, finding out about how their studies are progressing, and hearing about highlights of their time at Strathcona. We could not be more conscious than we are of the maturity of the girls and their readiness to move on to the next stage of their lives.

I would like to particularly thank and congratulate our School Captain, Charlotte McKinnon, and Deputy School Captains, Laura Collins and Jessica Westcott. They have been exceptional leaders, each with her own particular strengths, drawing their year group together and being such fine role models for all age groups. My thanks go also to those who have taken on other particular leadership responsibilities.

I trust that you will all continue to feel part of Strathcona and that many of you will seek active involvement in the School in the years to come. May you find great fulfillment and happiness in your chosen study directions and the many experiences that the future will hold for you.

For all readers of this Annual Report, I trust that the quality of the educational experience of our students, the commitment of our staff and the contribution of our parent and broader community to the success of this year will be well evident to you.

I express warmest wishes to all for a blessed Christmas and enjoyable times with family and friends, and I look forward to celebrating the 90th Anniversary of Strathcona with you in 2014.

Helen Hughes
Good governance is vital to the success of our School. Working closely together, our Principal and Board have continued their collaboration to ensure Strathcona’s bright future.

The 2013 year has been one of sound performance for Strathcona, and a year of laying foundations for the future.

Much of the Board’s attention has been focused on the design, project planning and financing of the new Learning Centre, culminating in a decision to proceed with the project at the October Board meeting. The new Learning Centre is a significant undertaking from all these perspectives. It will provide Strathcona with a physical learning environment conducive to contemporary 21st century learning practices, and the flexibility to adapt to evolving educational requirements. The Spicer and Hopkins buildings have served us well since 1952 and 1960, respectively, and the new Learning Centre will be Strathcona’s centrepiece over the coming decades. The construction of the new Learning Centre will also see us take an advance in the management of building projects with the appointment of a specialist project manager. From a financial perspective, the construction of the new Learning Centre has required very careful planning and consideration. This will be the largest capital investment Strathcona has made, will require a sizeable loan, and adherence to the prudent financial parameters we have put in place. The Project will also require considerable adjustment to the day to day operation of the School during construction and you can be assured that considerable planning has also gone into the management of these logistics. I wish to particularly thank Board members Mr Ivan Andolfatto, Chair of the Property Committee, and Mr Rob McFee for the commitment, time and professional input to the Project to date.

‘The new Learning Centre ... will provide Strathcona with a physical learning environment conducive to contemporary 21st century learning practices ...’

The Board’s attention has also been focused on the news of Mrs Hughes’ retirement at the end of the 2014 academic year and the search for a new Principal to lead Strathcona into the future. We are very grateful to Mrs Hughes for providing us
with such a generous notice period, which is enabling a very
considered approach to the formulation of the ‘brief’ for the
next leader of Strathcona and the search and appointment
process. We have now completed engagement with a cross
section of the Strathcona community on the attributes we
require in a new Principal. There is strong alignment on the
desire to have a leader dedicated to the caring, Christian
ethos that has served Strathcona so well over its 90 years,
combined with a leader with a love of learning and energy for
innovation in all aspects of the life of the School. I would like
to thank and acknowledge the work of fellow board member,
Ms Trudy Skilbeck, for her time and outstanding facilitation
skills that have made our consultation process such a success.

The Board endeavours to keep School fees as affordable as
possible and, in keeping with our not-for-profit status, strives
to maintain the financial discipline of ensuring that operating
expenditure does not exceed income. If, in any year, a
surplus is achieved, it is reinvested to maintain and enhance
the facilities. The charts provide a summary of income,
operating and capital expenditure, and show that Strathcona
is primarily funded by School Fees 85%, Recurrent
Government grants 14% and 1% from other sources, and
that our expenditure is wholly directed towards providing
the best possible educational staff, programs and facilities for
our students. The decision to proceed with the new Learning
Centre will require even greater scrutiny by the Board of
Strathcona’s finances over the next few years. I thank our
Treasurer, Mr Peter McGregor, for his dedication, time and
considerable financial skills. Peter’s analysis and option
presentations enable all Board members to understand clearly
the decisions we need to make both individually and collectively
as a Board to fulfil our responsibilities as custodians of the
School’s finances.

The Board takes great interest and pleasure in receiving
reports on the academic and co-curricular performance
of Strathcona and individual students. We, along with staff,
students and parents were thrilled with the 2012 Year 12
results and congratulations go to the girls concerned. These
results are a reward for hard work and an acknowledgement
of the environment created by Strathcona leaders, staff,
boards and broader community over many decades. A particularly inspiring presentation to the Board recently by Dr Charlotte Forwood, Leader of Advanced Learning, demonstrated in a very practical and innovative way how Strathcona works hard to meet the learning needs of individual students and live out our commitment to ‘Bring out her Best’.

Mr Gunther Jahnke has announced his retirement from the Board after eight years of service. Gunther has been an energetic and innovative Board member and, as Chair of the Marketing Committee, with support from the Board members Mrs Sonia Rendigs, the Director of Enrolments and Marketing, Principal and staff representatives, has led the development of our contemporary set of information and promotional materials and School website. Thank you, Gunther, for your dedication, ability to ensure we explore all aspects of issues before the Board and enthusiasm for Strathcona’s continued success. My acknowledgement of dedicated commitment and thanks also goes to long serving Board subcommittee members and former Board members, Mr Phil Geyer (Property Committee) and Mr Rodney Con Foo (Finance Committee) who have also announced their retirement after twenty and seven years of service, respectively.

The Board is also fortunate to be well supported by Mr Richard Sallows, the School Business Manager, who ensures our compliance with all legal and other regulatory obligations, and who also with his team, provides all the day-to-day information and activity to enable the functioning and decision making of the Property and Finance Committees.

The recent engagement process with the School community regarding the attributes for a new Principal has demonstrated how fortunate Strathcona has been over the last 13 years to have had Mrs Helen Hughes as our Principal. Much of what Mrs Hughes has brought to the School is what we want to continue and I thank her for her outstanding leadership, commitment to learning and learning innovation, her sense of fun, care and interest in each individual Strathcona student.

2014 will be a year of much celebration combining the School’s 90th year and many opportunities to acknowledge and thank Mrs Hughes for her leadership.

Finally, farewell and congratulations to the class of 2013. May your hard work be rewarded and your aspirations for the future become reality.

Mrs Laurinda Gardner
We are proud to foster an inspiring approach to contribution and sharing amongst the **close-knit alumni of Strathcona**. As valued members of the School community, our alumni will always be part of our family.

**Old Strathconians Association**

During the last 12 months, the OSA committee has worked together to ensure that we continue to be a relevant part of the wider Strathcona family. The encouragement of social responsibility amongst current Strathy girls is reflected in the continued service they offer to the School and the wider community after Year 12. The OSA committee is an obvious example – our current committee members are past students from as far back as 1956 and as recent as 2009. I am grateful to each of them for their contribution to the success of the OSA.

It is important also to acknowledge the year round support we receive from Helen Hughes, and the School. Their ready agreement to our use of the School facilities is always very much appreciated.

This year, we have been assisted by the Business Office staff to undertake a review of the impact on the OSA of the new requirements that the Australian Charities and Not-for-profits Commission has introduced.

Our core business is the Reunion Program which has continued successfully during the past 12 months. We are very grateful to Elisabeth Chalmers in the Community Relations Office. As the first point of contact for the OSA, Elisabeth has once again done a great job on our behalf sending out invitations and gathering the replies, organising catering, updating the information provided by alumni and putting together the information packs for our returning alumni to take away with them.

‘The encouragement of social responsibility amongst current Strathy girls is reflected in the continued service they offer to the School and the wider community after Year 12.’
The OSA Mentoring Program has now been established. Karina Skourletos (2008) and Jess Wilson (2008) have begun to recruit individuals from our alumni who are interested in becoming mentors to younger past Strathy girls in their professional lives. The structure now in place will ensure the continued development of the program and we look forward to the next phase of linking mentors and mentees for their mutual benefit.

In August, we enjoyed the 2013 OSA Cabaret, an absolute highlight for the third year in a row and a fabulously entertaining show, this time with the theme of ‘Musical Favourites’. Four performances took place in the refurbished Featherstone Hall with a dedicated cast, crew and musicians drawn from members of the OSA. Director, Tori Wood (2006), and choreographer, Emma Watkinson (2009), are to be congratulated for producing another wonderful success. My personal favourite was Do-Re-Mi from the Sound of Music, complete with the von Trapp children in curtain fabric costumes!

Our fundraising for the OSA scholarship has been supported by continued sales of Best Recipes, and by donations received during the past 12 months. The OSA has also continued to work with the Strathcona Family Association by cross promoting products and events. I am pleased to announce that the scholarship for 2014 – 2015 has been awarded to Georgia Chester.

The OSA Facebook site and the improved interactive OSA page on the Strathcona website have increased the frequency of updates to the data we have for each of our alumni. With further work having been completed by David Young, Director of IT Services, to combine into one database the information previously held in several, and the constant attention of Elisabeth Chalmers, we are able to communicate with our alumni much more speedily and effectively. This is of course vital as we look forward to celebrating the 90th Anniversary of Strathcona in 2014.

Libbie Smith, President

Strathcona Family Association

The Family Association’s main income streams continue to be the Second Hand Uniform and Badged Goods Shop, the Second Hand Book Sales, and the voluntary levy. These are supplemented by a number of events such as the Mothers’ and Fathers’ Day stalls at Mellor House, and BBQs at sports events. This year, we also sold Padpods, a most useful initiative from the Robinson family.

In accordance with recommendations from the School’s auditors, we have implemented some minor changes to the Rules of the Association, and a proposal to incorporate was put to the October meeting and accepted.

The Association contributes at least $25,000 to programs and purchases across the School annually.

This year, funds have been provided to:

- finalise the committed funds to the Read & Write Gold 10 program;
- purchase kitchen items (salad bowls, servers and more glassware) for Tay Creggan;
- subsidise the annual staff lunch;
- purchase Graduation bracelets as gifts for Grade 6 and Year 12 students, a new initiative; and
- purchase two bronzetti by former student, the late Norma Redpath OBE.

The bronzetti will be displayed in the School foyer, together with two framed pencil and ink sketches with gouache (courtesy of Charles Nodrum Gallery) until they can be relocated to the new Learning Centre in 2015. We are also appreciative of the generosity of Norma’s executor in donating a cast metal crucifix to be mounted and positioned in the School Chapel. We were very fortunate in securing these items which are by one of Australia’s most significant and noted sculptors and express our thanks to Charles Nodrum for his expertise and assistance.

For the past five years, the Family Association Christmas lunch at Tay Creggan has supported a not-for-profit
organisation nominated by the guest speaker and connected with children or adolescents. We fulfil a donation commitment of $1,000 through the sale of mystery envelopes and auction items. This year, we were delighted to welcome two of the owners of Australia’s favourite racehorse, Black Caviar, as our guests. The charity of choice was Riding for the Disabled.

‘Although all parents of the School are in fact part of the Family Association, without the commitment and dedication of the core group, we would not be able to achieve what we do.’

Family support through meals during a time of need has been a most appreciated demonstration of care, and has been so kindly coordinated by Gayle Gower and a team of willing helpers. Thank you to Carolyn Turner who will take on this role in 2014.

Special thanks to Sandra Staffieri and the team of volunteers at the Second Hand Uniform Shop, also to Julie Craik who is taking up the role of managing merchandise.

We are most appreciative of the support and advice from our Principal, Helen Hughes, and all members of staff, whom we have called on either as speakers, or to advise us in some manner. Your support and encouragement are very appreciated. Special thanks go to Elisabeth Chalmers in the Community Relations Office for her invaluable knowledge, planning, organising and support, and also to Diana Little for her support of SFA activities.

Although all parents of the School are in fact part of the Family Association, without the commitment and dedication of the core group, we would not be able to achieve what we do. As this is my last year at Strathcona, I wish to express my personal thanks as well as appreciation on behalf of us all, to Cathy Catlow, Sarah Merrylees, Carolyn Turner, Sandra Staffieri, Gayle Gower, Carolyn Gelme, Helen Katsoulis, Julie Craik, Deepa Fernando, and those who cannot attend meetings but keep in touch and respond to requests. I am pleased to announce that David Craik was voted as the new President at the October AGM.

On behalf of the Strathcona Family Association Committee, we wish you all a wonderful and blessed Christmas season, and look forward to furthering the Association’s involvement in the School in 2014.

Di Gillies, President

Friends of Kayaking

The Kayaking squad has experienced a steady development over the past 3 years, building in numbers and skills and reaching a competition standard. Strathcona alumni assisted in coaching the 30 girls from Years 7 – 11 who took part in trainings and journeys down the Yarra from Tay Creggan. The squad enjoyed many hot days on the water, practising capsize drills, paddling races and relays. The students involved were committed to their trainings, building new friendships throughout the year across the year levels. The Kayak Winter Warmer was an enjoyable way to pause the season in the cold Winter months, while the girls more actively enjoyed the Kayak Kampout, a training camp with an extended journey and camp out. We look forward to the continued development of the squad and their competition participation in 2014.

Liesl Woods, President

Friends of Music

The Strathcona Friends of Music group has had another successful year of supporting the School’s music program through both fundraising and hands-on action. It has been a busy year, with several new musical initiatives expanding the already wide range of performance opportunities showcasing our talented students.

Our major fundraiser for the year, the Friends of Music Dinner held in September at Tay Creggan, was, as always, a memorable evening of fine dining and superb music. It was a privilege to support the truly outstanding Concerto Night and the Annual Music Concert again this year, and special mention must be made of the three new Chamber Afternoon concerts also held at Tay Creggan. These attracted an appreciative audience from both the School and the wider community, and will become a regular feature of Strathcona’s music program. Further fundraising events included the sale of plants from Fingal Plains Nursery – another first this year, which will also be continued in the future.

A significant Friends of Music contribution to the School this year has been the purchase of an upright piano to be used in Mellor House, and a range of instruments and other music resources for Mellor House students. We also funded bus
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travel for all students attending the Music Camp, the purchase of sheet music for various musical groups, and a further donation was made to ‘ABLE Australia’ to provide resources for their music therapy program for people living with multiple disabilities.

Our next project is a big one – raising $20,000 plus to purchase a grand piano to replace the present aging model in Featherstone Hall. Stay tuned for the chance to contribute to this!

‘Our next project is a big one.’

I’d like to sincerely thank the members of the group who have made Friends of Music so successful and enjoyable this year, particularly those who will be leaving us as their daughters complete Year 12; Clare Henderson, Denise Norman, Cathy Catlow, Melissa Stollery and Yoon Chin Choong. Thank you for all your magnificent contributions!

With so many leaving, we are keen to welcome any new parents who may like to join us for 2014. Please contact me, or the School, if you are interested in this practical way of supporting our wonderful music students at Strathcona.

Judy Pietsch, President

Friends of Rowing

The Head of School Girls (HOSG) Regatta on Geelong’s Barwon River in March was the culmination of the seventh season of rowing at Strathcona. Fourteen crews and three single scullers represented the School with pride. Over the weekend, the girls were supported wonderfully by the Strathcona Rowing community, evidenced by 200 attending the HOSG dinner on the Saturday night. Friends of Rowing once again did an outstanding job in planning the weekend and making it such a great success.

Our Presentation Night was another great highlight of the season, where we acknowledged the great commitment, dedication and achievements of the girls over the season. Leadership Awards were presented to our Captain, Chloe Nall, and Vice Captains, Ashleigh Gale and Rachelle Soumprou, who led the girls exceptionally and helped make rowing a rewarding and enjoyable experience for all. Our Morongo medallists including Chloe, Ashleigh and Rachelle, together with Amy Martin and Bella Schmidtke, were also presented their medals which recognise their endeavour and achievement in rowing over four great seasons.

The eighth season of rowing is off to a great start with nearly 100 girls from Year 7 – 11 participating in the program. Under the guidance of Jackson Harrison (Head Coach) and Jordan Smith (Senior Coordinator), the girls have taken their training to a new level and are achieving some great results in the early part of this season. We can look forward with great anticipation to the 2014 Head of School Girls Regatta.

Strathcona Rowing is fortunate to have its own facilities at Tay Creggan and the program is going from strength to strength through the great support from Mrs Hughes, the generous contribution of the hardworking Friends of Rowing Group, the dedication of our talented coaching group, the wonderful parent support and, most importantly, great enthusiasm from our squad of rowers.

Michael Cornwell, Director of Rowing

Friends of Rhythmic Gymnastics

2013 has been a year of progress, fun, fitness and friendship for our rhythmic gymnasts. Sixty girls from Strathcona and others from our wider community ranging from 3 year old kindergarten to VCE, have either participated or coached in our program.

This year, we have had gymnasts competing from Levels 1 to 7. We again hosted the Strathcona Cup in June which, as well as being a major competition on the calendar for Levels 1 to 6, is also our major fundraiser. With terrific support, we again raised over $3,000 from the day.

The girls have enjoyed being trained by a great team of enthusiastic coaches. We unfortunately farewelled Laura MacIntosh, who has been a coach with us for many years. Her contribution was celebrated with a going away party with our senior gymnasts. We welcomed Catie Cameron-Martin who has taken over as the Senior Coach for the advanced gymnasts. Several of our senior gymnasts retired at the end of 2012, however, have returned to coach this year. We appreciate their ongoing involvement, giving the younger girls the benefit of their experience.
At the Victorian Championships in June, our team of three won Gold in the teams competition as well as achieving some excellent individual results. We were represented on the Victorian Rhythmic Gymnastics team at the Australian Championships in Sydney. Other results throughout the year included 1st place for the Level 3 Pennant Competition and 2nd place for both Levels 1 and 2 State Pennants.

I have been pleased to join the experienced committee this year as Convenor and we have welcomed four new members to our committee. I thank all members for their efforts this year.

Finally, I express sincere thanks to Tiffany Kelly for her ongoing drive and devotion in running the Strathcona Rhythmic Gymnastics Club.

Jenny Robinson, Convenor

Friends of Snowsports

This year has been a successful year for Strathcona Friends of Snowsports and we were delighted to welcome many new families. Our Information Night was held in February with the Captains for 2013 being announced and the Snowsports Calendar of Events outlined to all interested students and their families.

In preparation for the Victorian Interschools Snowsports Championships at Mt Buller in August, dry land training was held. Social events during the year also provided the team and their families with an opportunity to get to know each other.

The 2013 Snowsports Team was announced and Team Bibs and tickets were presented by Mrs Hughes at our Annual Snowsports Breakfast.

The Snowsports Team for 2013

Elisha Catlow (Captain), Shannon Griffiths (Vice Captain), Emily Waters, Tara Skelton, Tamsyn Lovass, Sara Stebbins, Abbie Craik, Mollie Zacharchuk, Katie Fabian, Ella Maher and Mia Whittle.

We were fortunate to have lots of snow and a fantastic week at Mt Buller and I thank all the team for representing Strathcona.

The End-of-Season Presentation Night is always a great celebration and this year was no exception...

There are always opportunities for new families to join the group and girls from Prep – Year 12 of all levels of Snowsports ability may participate in our team. Committee meetings are usually held on the first Friday of each month in Chris Phyland’s office at Mellor House.

As this is my final year, I take the opportunity to say a very big thank you to all involved. I have enjoyed being a part of Snowsports for the last 13 years (Prep – Year 12). It was a great honour to be Captain in 2012 and again in 2013 and I was thrilled to see so many new members this year, especially from Mellor House. It has been good to see Friends of Snowsports recognised and grow, and I thank Mrs Hughes for her support and the Committee for their ongoing efforts – Deb Griffiths, Nadine Goldsmith, Cathy Catlow and Chris Phyland.

Elisha Catlow, Captain
Brownlow Committee

On Monday, 23 September 2013, Strathcona hosted its 23rd Annual Brownlow Medal Breakfast in the Medallion Club at Etihad Stadium with an attendance of 330 past and present School parents, business people and football fanatics from across Melbourne.

Strathcona’s Brownlow Medal Breakfast is widely recognised as the start to the Grand Final Week celebrations and enjoys support of the AFL who provided us with the Premiership Cup for display and many guests enjoyed having their photo taken with it. Once again, past parent and an original founder of the Breakfast, David Parkin was in attendance. Our Master of Ceremonies was Gerard Whateley and the panel consisted of Gillon McLachlan, (AFL Deputy Chief Executive Officer), Todd & Jack Viney, (former and present Melbourne Demons players) and Debbie Lee (Melbourne FC Community Manager). In what is becoming a tradition at the Breakfast, Mike Brady rounded off the morning with *Up there Cazaly* and *One Day in September*.

Channel Nine, Ten and ABC News were in attendance and excerpts of the Breakfast went to air on the evening news programs.

This high profile event is a major fundraiser for Strathcona raising approximately $27,000 for our School and we were again pleased to donate the lucky ticket proceeds of $4,000 to Life Education Victoria.

We are extremely grateful to the sponsors of this event, Budget Rent A Car, Bendigo Bank, PMDL Architecture & Design, WOW! Travel, Capital Finance, Dobsons, Grant Day James, Marshall White and Adams Print. Also special thanks to our generous donors, WOW! Travel, QT Sydney, Etihad Stadium, Wheelton Group of Companies, Garuda Indonesia, Coldflow Heating and Cooling, Bluestone Restaurant Bar, Knight Sports, Channel Nine, Generations Photography, Guardian Security, Driver Bus Lines, Beauty and the Feast Catering, Colin Price Tennis Coaching and Acorn Nursery.

Sincere thanks are extended to the 2013 Brownlow Breakfast Committee: Michael Catlow, Lisa Fekete, Helen Hughes, Adrian Janson, Diana Little, Chris Phyland, Richard Sallows and Brian Walsh for their networking contacts and commitment to making the event such a success. We also thank the 2013 Media students who filmed the Breakfast and Year 12 and 11 students who assisted on the morning.

*Elisabeth Chalmers, Community Relations*
The Community Relations Office has had the opportunity to support a diverse range of activities throughout another year in the life of the School. Support to the Friends Groups, the Strathcona Family Association, Class Representatives, the Old Strathconians Association, the Feliciter Connection (past staff group), the organisation of fundraising activities, the publication of the Strathcourier and organisation of exchanges form the core of our annual responsibilities.

Special parent functions are arranged by the Community Relations Office. The year began with a Soirée held in February in the Creative and Performing Arts Centre to welcome new families to the School. An evening for Class Representatives was also held at the Principal’s home in March and it is always enjoyable to host the end of year Volunteers Cocktail Party to thank the many parents who have given their time to assist the School in so many ways throughout the year.

Thirteen reunions have been held and have been vibrant and joyful occasions where past students have enjoyed reconnecting with each other. It is pleasing to see that these are well attended, and the opportunity to find out about recent developments and activities is appreciated by the attendees.

The Feliciter Connection annual dinner was held on 20 April with Judy Battle, former Head of Mellor House, as the guest speaker. Approximately 30 past staff and interested friends joined together for dinner at Tay Creggan. An outing to visit Annie Smithers’ Kitchen Garden in Malmsbury in November was very well attended by past staff, students and friends.

‘Thirteen reunions have been held and have been vibrant and joyful occasions …’

Fundraising included the Dinner Dance at Kooyong Lawn Tennis Club in June and the 23rd Brownlow Medal Breakfast at Etihad Stadium Medallion Club in September. All of the funds raised from these events will contribute significantly
to various improvements within the School.

We sincerely thank the Dinner Dance Committee, consisting of Susan Fetherston, Nikki Harkin, Tracy Schwarz and Robyn Walker, with assistance from Gayle Gower, and the Brownlow Medal Breakfast Committee consisting of Michael Catlow, Lisa Fekete, Nikki Harkin, Helen Hughes, Chris Phylland Richard Sallows and Brian Walsh. Adrian Janson and many staff and student volunteers have also worked tirelessly to ensure each event ran smoothly and successfully.

The Winter and Summer editions of the *Strathcourier* continue to be produced within the Community Relations Office. These publications keep the past and present School community up to date with the activities of the School. Very positive feedback and emails of appreciation are regularly received from those who enjoy reading the publication.

The relationships built through the Community Relations Office with families have assisted in many areas of School life, including the sourcing of host families for interstate and overseas exchange students. We sincerely thank the families who have generously assisted this year.

In 2014, a Fair will be held at Tay Creggan on 29 March. A committee is already active and many generous parents from the School and community have volunteered as Stall Coordinators. Plans are also underway for the 90th Anniversary Celebration Dinner to be held on Saturday, 14 June 2014.

We extend our gratitude to all who have contributed to the work of the Community Relations Office in many ways in 2013 and look forward to the 90th Anniversary in 2014 and the special events planned.

*Elisabeth Chalmers and Diana Little, Community Relations Officers*
We take great pride in our School’s strong reputation. Our students are our finest ambassadors – producers of noble behaviour and exemplary work – always making us proud.

marketing and enrolments

Feedback from parent enquiries for enrolments attests to the high standing of Strathcona in the community. Outstanding VCE results, combined with many other achievements and successful programs continue to significantly enhance the reputation of the School, ensuring future growth and success. Our students benefit from the single-sex environment in which they can strive and excel.

School tours continue to be pivotal to our marketing strategy and Strathcona is committed to an extensive program of scheduled dates and individual bookings to assist prospective families and students. During 2013, six major School tours were conducted. The tours offered prospective families the chance to visit the Early Learning Centre, Junior, Year 9 and Senior School campuses. Four Saturday morning tours were popular, providing an excellent opportunity for families to tour the facilities and meet both staff and students. The two mid-week open mornings in May and July were extremely well attended. The mid-week tours provided an opportunity to see the School ‘at work’ and the interaction between staff and students. The Edutest scholarship morning in March was well attended with the Principal, Mrs Helen Hughes, addressing families.

The Marketing Committee, comprising Board and staff representatives, meets approximately monthly to discuss the marketing program so that our activities and strategies are proactive and tailored. Local newspapers, *The Age, The Weekly Review* and other selected publications have been avenues for media advertising. Our students’ successes have appeared in various media outlets, and the School’s website is utilised to highlight the many individual and team successes.

‘Many parents and prospective parents have commented on the positive image of the School portrayed through the media and our website.’
Many parents and prospective parents have commented on the positive image of the School portrayed through the media and our website. The introduction of a Tay Creggan video on the website has been very successful providing families with an opportunity to view this magnificent campus and confirming Tay Creggan and its program as one of the School’s great assets.

The introduction of the Chamber Music Series was an excellent way to showcase both Tay Creggan and our talented music students. Three concerts, held on Sunday afternoons, each had a specific theme and were enjoyed by members of the School community as well as many from the wider community.

Positive ‘word of mouth’ and the many success stories of our girls each year – academic, cultural and sporting – continue to enhance the reputation of Strathcona. We can all be very proud of our girls and staff for their wonderful achievements!

Joanne Wilson, Director of Enrolments and Marketing
We strive to ensure all facets of our administration, financial and property management support Strathcona’s educational activities.

executive reports

Administration & Planning

As I move around the campuses of Strathcona, the richness and diversity of our School are reflected daily in the opportunities, challenges and support that is offered to all who make up our School community.

It has been very rewarding to continue to be involved with implementing the current Strategic Plan - all staff are committed to achieving academic excellence within a supportive and caring environment for the girls. I, together with the wonderful staff, including the Dean of Students, Year Coordinators and the School Psychologist address both individual needs of students and plan programs to assist in the personal growth of each girl.

2013 has enjoyed the leadership of a most able group of Year 12 students who have developed as leaders and contributors. The Principal and I have met weekly with the School Captains to review progress of their year, plan for special activities, discuss their ideas and to enjoy their enthusiasm.

Policies are constantly being reviewed and to date this year, 16 policies have undergone review as part of the review cycle. The Critical Incident Management Plan has been revised and the School is confident in its management of emergencies requiring evacuation across the three campuses. This year saw the implementation of a new Enterprise Agreement with many positive and constructive meetings being held, chaired by the Principal.

Technology continues to support pedagogy, policy and procedures and pastoral care. The implementation of iPads at Year 9 and personal mobile devices in the senior years has opened up further opportunities for both staff and students. New apps to enhance teaching and learning are being continuously sourced and reviewed. Voting for leadership positions has now moved from paper to computers and personal devices, making the counting of votes instant. We are currently well underway with trialling an exact copy of our School diary electronically.
‘2013 has enjoyed the leadership of a most able group of Year 12 students who have developed as leaders and contributors.’

A most rewarding experience this year has been the use of our refurbished Featherstone Hall for assemblies and the many performances that the girls are involved in. It has proven to be a most attractive and flexible space which has enhanced the activities that take place in it.

The daily life of a Deputy Principal is always busy with interruptions being the order of the day – but every day is both rewarding and fulfilling. In closing, I would like to thank our Principal, Helen Hughes, for her leadership, friendship and wise counsel. The staff at Strathcona is enormously committed in its endeavours to provide an educational opportunity of the highest calibre to our girls. It is a privilege to share in those endeavours.

Jenni Farmilo, Deputy Principal

Business Administration & Facility Management

A duck floating effortlessly on a pond while all the time its legs are working frantically underwater to ensure its smooth motion is an appropriate analogy for the work of all the Administration, Facility Management and Business Office staff at Strathcona. Our team’s ongoing diligence and attention to detail each day ensure the seamless running of these aspects of the School. I thank each team member for the wonderful service and support of the School’s students, teachers, Executive and School Board during 2013.

2013 Highlights

A large amount of our time and effort this year has been put into the planning for the new Learning Centre building project. After receiving local Council planning permission at the start of the year, the School architects (pmdl), project managers (APP), together with numerous other consultants, have worked closely with School Staff and Board to ensure the detailed plans for the building meet our high expectations. As the end of 2013 approaches, a successful builder tender has taken place and funding sourced in anticipation of a project start in early December. The logistics of decanting and relocating staff, classrooms and facilities has been carefully considered and planned for minimum disruption.

Improvements in the Administration systems and processes continued during 2013 with refinement of Family data collection and management processes and the planning for a new online Parent Portal for 2014.

Special mention must be made of two team members who have struggled with illness during the year, Joan McPherson and Mark Bremner. Both have regained good health and been able to return to work during the year. Many thanks must be given to all the team members who have helped in undertaking Joan’s and Mark’s duties during their period of leave.

Richard Sallows, Business Manger

Curriculum Development

The curriculum is a structured and planned program that guides each student through various learning experiences. The government prescribes some of the content via the Australian Curriculum and some is at the discretion of the School. We often hear of the ‘crowded curriculum’ because the program that schooling is expected to cover is enormous and seems to be ever increasing. Students come to school to learn to read, write and calculate, but also to manage their health and fitness, interact effectively, take initiative, use Information and Communication Technologies (ICT) safely and responsibly, and develop life skills and creativity. Above all, students come to school to develop their thinking in a way that will serve them in all of these areas and more.

The Australian Curriculum has continued its development with Geography being added to English, Mathematics, Science and History for Prep to Year 10, that have been in place from 2013. The curricula for the Arts, Languages, Health and Physical Education and Technologies are nearing completion. The curricula of many subjects for the senior years (Years 11 and 12) have also been published and will be progressively implemented from 2015 onwards. This is a significant step in Australian education and influences the work of teachers and what students learn in the classroom.

At Strathcona, departments are progressively adapting their courses appropriately. Although some commentary by politicians may give the impression of curriculum as a form of indoctrination, where teachers are presenting a particular version of ‘the facts’, the reality is very different. Students learn analytical skills and the techniques of the various disciplines. The curriculum and the education system are about broadening the minds of students, not narrowing them.

We continue to develop our own rich learning frameworks, such as SEED and I-Learning. These concepts involve particular experiences but also sit over our whole curriculum. They are interdisciplinary, drawing from many learning areas, and build connections between school and the broader world so that learning is meaningful and of interest to each student and not just seen as learning for its own sake.
In 2014, the principles of SEED (Seek, Engage, Enrich, Diversity) will be embedded more fully across the curriculum in Years 7 and 8, rather than it being a stand-alone subject. The students will engage with concepts identified as educational priorities in a range of subjects with the teachers of those subjects working as a team. SEED will remain a rich time for developing creativity, thinking skills, Information and Communication Technologies (ICTs) and Information Literacy skills.

I-Learning for the past two years has broadened the world of the Year 9s considerably in the areas of History, Science and the Arts, with students exploring much of what Melbourne has to offer in these domains. I-Learning tears down the classroom walls and builds bridges between school and the wider world through a series of channels. The History Channel develops the girls’ sense of place and belonging in Melbourne by exploring it, both in space and in time; the Science Channel opens the girls up to a range of Science that is happening in Melbourne, but particularly the influence of science in society; the Arts Channel develops their appreciation for the diversity of human expression. I-Learning will continue to build the students’ connections with their world at the age when they are really starting to assert their independence.

We gratefully acknowledge that the Invergowrie Foundation’s generous support of our programs in Years 7 – 9 to provide a 21st Century Curriculum has made a significant contribution to the funding of staff professional development and team building, and resources for the implementation of the SEED and I-Learning programs.

The use of ICTs continues to develop, with all levels 7 – 12 having access to class sets of MacBook notebooks and computer laboratories, students in Years 9 and 10 using iPads and students at Years 11 and 12 allowed to bring the device of their choice to class. In Mellor House, students at Years Prep and 3 have made use of class sets of iPads. Access to these technologies with their links to the internet mean that the learning process is constantly changing with access to resources and information, data logging and apps that provide new ways of exploring concepts.

This year, the teaching staff has engaged in a process of reviewing the structure of the day. The result is that in 2014 we will move from seven periods of forty-five minutes duration each day to six periods of fifty-two to fifty-three minutes in length. The intention is to have a more settled school day, with less movement between classes, fewer lessons to manage and more time to spend on tasks in each lesson. Students in Years 11 and 12 will gain increased lesson time in each discipline in this new format.

We aim to develop thinking young women, capable of making sound decisions and solving problems, exercising their creativity, taking initiative and developing the ability to collaborate.

As part of this change we are introducing a broader elective program at Year 9 to address the Arts and Technology. Students will now have the opportunity to choose four electives a year, with each running two periods per week for
In all, we aim to develop thinking young women, capable of making sound decisions and solving problems, exercising their creativity, taking initiative and developing the ability to collaborate.

Professional Learning

The Australian Institute for Teaching and School Leadership (AITSL) sets the standards required of teachers under the headings Professional Knowledge, Professional Practice and Professional Engagement. The seven standards are: know students and how they learn; know the content and how to teach it; plan for and implement effective teaching and learning; create and maintain supportive and safe learning environments; assess, provide feedback and report on student learning; engage in professional learning; engage professionally with colleagues, parents/carers and the community.

As part of registration, teachers are required to engage in 20 hours per year of professional learning addressing these Standards. Great teachers are great learners.

In late 2012, we introduced a new online system called StaffPD. This system facilitates teachers’ applications for organised professional learning opportunities and automatically maintains records of professional learning. Teachers can enter their reflections of sessions they have attended and also log activities that meet the standards that they are developing professionally in a focused way.

Other funded training has included Ross Phillips and Geoff Little participating in Module One training for the Feuerstein Instrumental Enrichment Program; Katherine Harrington, Catherine Brotherton, Barbara Slusarczyk and Christy Kertis in GRIN (Getting Ready for Numeracy); and Mark Hamilton and Ebony Taylor in ICT Peer Coaching.

Our staff have participated in a diverse range of other workshops and conferences, including: numerous subject based conferences; Legal Issues for School Leaders; How Immersive Technology will Shape Our Future Leaders; Girls in Education International Conference; Conference for the Australian Council of Educational Leaders; Conference for the Australian College of Educators; The Mental Health and Wellbeing of Young People; and many others.

We congratulate Charlotte Forwood on being awarded a PhD in Education this year for her thesis Investigating Differences in Understanding of Vocabulary in Secondary Science. Helen Hughes, Jennifer Farmilo, Kimberley Moor and others have continued their postgraduate studies.

The following teachers are external assessors for the VCE, greatly adding to the knowledge of Strathcona staff of the fine details that lead to the success of our senior students:

- Anthea Andrews (Biology)
- Kimberley Bate (Physical Education)
- Simone Boland (English)
- Rhonda Burnis (Religion and Society)
- Mark Hamilton (Physics)
- Katherine Harrington (Further Mathematics)
- Tracy Herft (Mathematical Methods)
- Erin Horsley (Studio Arts)
- Helen Jackson (Music Performance)
- Christy Kertes (Further Mathematics)
- Diana Li (Chinese Second Language)
- Kimberley Moor (VCD)
- Julie Plymin (Chemistry)
- Marisa Rowlands (Drama and Theatre Studies State Reviewer)
- Mary Thornhill (English)
- Geoff Wriedt (Further Mathematics)

All teachers at Strathcona regularly participate in the Professional Standards Scheme, which is designed to ensure that they are developing professionally in a focused way. Some of the topics chosen this year have been: professional learning from classroom observation; authorship of textbooks; formative assessment; learning from samples of student work; student feedback; student acquisition of academic language; iPads and differentiation in Year 3. The Professional Standards Scheme is under review and in future will link more closely with the AITSL Standards for Teachers and involve all teachers in classroom observation with their peers.

a semester. The selection includes Performing Arts, Music, 2D Art, 3D Art, Horticulture, Food Technology, Video Production, ICT Programming: Game Design, and ICT Programming: Robotics. The Year 8 girls were very excited to be offered this choice.

We welcomed the staff of Korowa as we hosted a highly engaging presentation by Erica McWilliam from the Queensland University of Technology on the topic: Personally Significant Learning. Geoff Wriedt, Matthew Morrison and Gabrielle Goldsmith have participated in an Australian Government Quality Teacher Program (AGQTP) entitled Seeing and Doing: improving pedagogy through focused observation. This has been timely for Strathcona as we have taken steps over the past couple of years towards incorporating classroom observation into the teachers’ Professional Standards Scheme. Other teachers have begun to participate with the intention that all will be involved in this powerful learning process from 2014.

Our professional learning takes many forms, including professional reading, attendance at conferences and workshops, peer coaching and staff seminars. In January we welcomed the staff of Korowa as we hosted a highly engaging presentation by Erica McWilliam from the Queensland University of Technology on the topic: Personally Significant Learning. Geoff Wriedt, Matthew Morrison and Gabrielle Goldsmith have participated in an Australian Government Quality Teacher Program (AGQTP) entitled Seeing and Doing: improving pedagogy through focused observation. This has been timely for Strathcona as we have taken steps over the past couple of years towards incorporating classroom observation into the teachers’ Professional Standards Scheme. Other teachers have begun to participate with the intention that all will be involved in this powerful learning process from 2014.
NAPLAN

NAPLAN (National Assessment Program Literacy and Numeracy) assesses students in Years 3, 5, 7 and 9 in numeracy and literacy. This testing provides the parents with feedback on how their daughters have performed in literacy and numeracy compared with other students in the State. These reports were sent home in October. The School has access to the details of the marking of the tests to assist with assessing the curriculum directions of the School and for tracking the specific needs of individual students. The results must be seen as a snapshot of performance on the day of the test and are not an indication of a student’s potential. On average, our students perform approximately one to two years above the average score for students in the State. The data also reinforces our focus on differentiation as it details the levels that the students are operating at, supporting the information gleaned by the teachers in their day-to-day work with the students. We are most interested in the growth of our students from test-to-test, which on average is very strong, but the data can highlight to us students who perhaps could be doing a little better. We believe, as research supports, that a broad curriculum is advantageous in developing literacy and numeracy skills in all students, and that it is not just in English and Mathematics that these skills are learnt and reinforced. The following graphs show the results of Strathcona this year compared with the rest of the State. In more than half of the tests, 50% of Strathcona students scored better than 75% of students in the State.

Ross Phillips, Dean of Studies

Pastoral Care

The theme for this year’s winter edition of the Strathcourier was building resilience, defined by Andrew Fuller as ‘the fine art of being able to bungy jump through life. The pitfalls are still there but it is as if you have an elasticised rope around your middle that helps you to bounce back from hard times.’ Building resilience in our young people is what underpins the Pastoral and Wellbeing programs at Strathcona. We have a talented team of Year Coordinators who design and deliver pastoral programs at each year level. The programs are specific to the developmental needs of each age group and meet the moral and emotional development stage of their students.

‘Building resilience in our young people is what underpins the Pastoral and Wellbeing programs at Strathcona.’
The Year Coordinators meet regularly with myself, Kerri Rhodes, the School Psychologist, and Charlotte Forwood, the Leader of Advanced Learning, to monitor the students in all aspects of their school life and to ensure that their individual needs are met.

Year 9 is a year that can bring about its own unique challenges. This year, we appointed Lucinda Thom to a new position of Pastoral Care Coordinator at Tay Creggan. This position was created to support the Head of Tay Creggan, Geoff Wriedt, in his role. Her main responsibilities include fielding of enquiries from parents, staff and students on pastoral needs, and formulation and coordination of an appropriate Year 9 Wellbeing Program. One of the focus points of this program is enabling the girls to understand that, with their choices, come important responsibilities. Healthy relationships, conflict resolution and the continued development of empathy are also covered, allowing the girls to learn about personal safety, relationships and positive self-belief. 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.

It is the nature of schools to be constantly evolving, and this year we have thanked and farewelled four of our Year Coordinators. Miranda Gazis took family leave early Term 3, after eighteen months as Year 8 Coordinator, and Christy Kertes competently took on this role for the remainder of the year. She, too, will be leaving us at the end of the year for 12 months of family leave. After five years of dedication to their roles, we also thank Mark Hamilton (Year 10 Coordinator) and Yvette Egonidis (Year 7 Coordinator), for their understanding and commitment to the girls who have been in their care over this period of time. Yvette Egonidis will be taking nine months of family leave for the impending birth of her first child and we wish her great joy and happiness for this new chapter in her life. Mark Hamilton will be step aside from his position as Year 10 Coordinator to take on the responsibility of Coordinator of Staff.

I personally thank them both for all that they have done and the wonderful way they have nurtured each and every one of the girls over the years in their respective year levels. We look forward to welcoming Melissa King (Year 10 Coordinator), Erin Pandita (Acting Year 8 Coordinator) and Michelle Holding (Acting Year 7 Coordinator) to our team and supporting them with the new ideas and approaches they will bring to these positions.

Terri Oprean, Dean of Students

Chaplaincy, Christian Education and Liberal Studies

There were once two men, and each needed to build a house. The first man was foolish and chose to build on sandy soil where it was easy to gain access and easy to dig the foundations. In a few short weeks he was almost finished.

The second man was wise and chose to build his house on a rocky hill, where it was very hard to gain access and to dig the foundation. He spent many months building his house.

As time passed a huge storm broke upon the houses of these men. After much rain, a flood swept through the valley and the man's house that was built on the sand was swept away. But the second man who had built on the rocky hill was safe. No matter how hard it rained or how fierce the floods were his house remained solid and immovable.

The story above is from Matthew 7: 24-27.

Strathcona's Christian Education objective is to provide our students with the abilities and resources to build a solid Christian foundation for life experiences. This is achieved through learning the principles of Christian faith and practice, such as, biblical studies and discussion about ways beliefs are revealed in a post modern world.

Christian service is an important component of Christian praxis in the Baptist tradition. At Strathcona, there are frequent opportunities where girls are able to serve the wider community. This year, particularly, has been a monumental year, for not only have the girls raised a large amount of funds and awareness for the traditional causes and charities such as, the School of St. Jude, Tanzania, World Vision, Cancer Foundation etc., they have also extended themselves to support other commendable charities.

During Term 1, we were very privileged to be invited to participate in the joint venture to bring the Possible Dreams International Choir, Swaziland, to Australia. Many Senior students contributed towards the preparations for the choir’s visit. The choir, led by Executive Director, Dr. Maithri Goonetilleke, shared their stories about life in Swaziland to several classes, captivating our girls. It was a delight to observe our girls interact with the choir whilst serving the evening meal. They freely shared with them in conversation as well as song and dance both before and after the concert! The choir’s resonating, soulful voices and smiles of appreciation will be remembered at Strathcona for many years to come.

Another most significant event this year was our inaugural visit to the Solomon Islands, where 14 students and three staff had the opportunity for service in the developing world. It was a very busy nine days of cultural infusion, where we
worked with locals at the Florence Young Christian School, Buma Village, and Gwaona Primary and Secondary Schools. All participants embraced the spirit of the Solomons each day and went the extra mile to share their talents in a most meaningful way. How pleasing it was to be acknowledged by the Principal, Mr Robert Lafisi, at Gwaona as the first visitors in the history of their school! Our commitment to each other was ceremoniously acknowledged through speeches and the bestowal of traditional Bridal money and a united school banner. Words cannot fully express my gratitude and admiration for the manner and effort of the girls and the accompanying staff, Mrs Jenni Farmilo and Mr Christopher Phyland. Their sincerity and willingness to engage with the people of the Solomon Islands and, in return, the generosity of locals to share with us, left a lasting legacy forever secured in our hearts and minds.

‘Words cannot fully express my gratitude and admiration for the manner and effort of the girls and the accompanying staff …’

The journey of 2013 has bestowed upon us all a reminder that God desires that all people have the opportunity to secure a firm foundation of faith in life. Our School seeks to provide this to all girls and their families as well as to the wider world. After all, Christ is the foundation stone and hope of Strathcona. ‘Let each take care how she builds. There can be no other foundation beyond that which is already laid; I mean Jesus Christ himself.’ 1 Cor 3: 11 NEB

Rhonda Burns, Chaplain

VCE/VET

2012 was an outstanding year for Strathcona as our results placed the School 9th in the State rankings. These were our best ever results and a reflection of the commitment of both the girls and staff to achieving the very best. An overview of our VCE results shows that 9.6% of ATARs were over 99, 51.8% were over 90 and 78.3% were over 80. The median study score was 37.

Strong individual results were evident in the eight perfect scores of 50 which were achieved in Chinese First Language, Drama, English (four students), Food Technology and Music Investigation. Claiming the distinction of being Co-Dux with equal scores of 99.75 were Anna Mitchell and Rebecca Schwarz. Anna has this year begun studying Medicine/Surgery at Monash University. Amongst our top achievers, the Humanities were also represented with Caitlin Wilson planning to study Arts as part of the Dean’s Scholars Program and Jaynaya Dwyer building on her University of Melbourne Extension Program (Philosophy) by undertaking an Arts degree at the University of Melbourne. Caitlin has since gained entry into the prestigious Bachelor of Music degree at Berklee College of Music, Boston. We congratulate all our VCE students on their dedication and hard work.

In order to offer a broad educational experience to our students, Strathcona continues to be part of the Inner Melbourne Vocational Education and Training Cluster (IMVC). Unit 1 and 2 VET studies involved girls undertaking Hospitality, Applied Fashion Design and Technology and Community Services. A number of students carried on with these studies towards their completion as Unit 3 and 4 offerings. Strathcona continued to offer Hospitality and VET Digital Interactive Multimedia (seven students) which results in the attainment of Certificate III in Media. There were also a number of students who completed VET studies outside the IMVC cluster pursuing interests such as Equine Studies.

Vicki Triedel, VCE Coordinator

Junior School – Mellor House

Our children have had a wonderful year in 2013. The learning opportunities they have been exposed to will have helped build their understanding of the world, how things work and how they can be effective contributors to their community.

Our teachers are purposeful when planning the curriculum. They consider the needs of each child and design programs and experiences to meet these needs. Even when the children are very young, such as in our Early Learning Centre, we work closely with the children to set them up for further successful learning and for life. Basic skills of negotiation, cooperation and problem solving are encouraged as children find themselves in situations requiring advice and guidance from a trusted adult. Skills of numeracy and literacy are introduced from a very young age and developed over years. A range of social and learning skills are taught and reinforced by teachers in classrooms and playgrounds.

‘… we work closely with the children to set them up for further successful learning and for life.’

Our Arts programs have been a strength again this year. One of the highlights was the Festival of Class Music. Over the
festival week, all classes held their own music concert. Every girl in the Junior School performed and did something as a ‘solo’ piece. It is no wonder that there is a strong performance culture in the School when there is an expectation that every girl is a performer. The younger girls see it well modelled by the older girls, who so naturally take up opportunities to perform whenever required.

Some of our girls were involved in the National Gallery’s ‘Local Landscapes’ program, which concluded with their paintings being displayed in the Gallery. A piece of art from each child was displayed as part of the Strathcona Art Exhibition and it was very interesting to see the progression of skills on show and inspiring to see such beautiful work being done by children so young.

On the fields of sport, Mellor House girls were very prominent in a range of activities. Our students competed at the zone, regional and State levels in a number of sports. Our girls were always well prepared and competed with a positive attitude.

Our Year 5 students made the finals in a Science competition, demonstrating their knowledge of how the animals of the Galapagos Islands have adapted to the environment in order to survive. Some of the Year 5 girls were also finalists in a movie making competition, demonstrating creativity and skill to complete the task.

This year, iPads were introduced in Years Prep and 3. They have proven to be valuable learning devices, being used in a number of learning situations. The children have been able to research, access and present information in ways not previously possible. Being portable, it was common to see children working without constraints in a range of environments.

The Prep girls enjoyed the opportunity to teach students of Years 1 and 2 how to do stop-motion animation.

With plans to introduce tablet devices at other year levels, our staff have been learning about how to use them effectively in classrooms. Time was allocated in regular staff meetings for teachers to share their knowledge of different apps and how they could be used. A bank of recommended apps was developed and is being built upon for all teachers to access and share.

Our Early Learning Centre has, again, met the needs of our youngest children so well. The team of adults worked closely with parents to ensure our students felt safe, loved, respected, nurtured and challenged. The early years of life are crucial for developing skills and views of the world. Our staff know this and provide a quality environment for learning. The meeting of the requirements of the National Quality Framework for Early Childhood Education and Care to the level of ‘Exceeding’ in all elements was fitting acknowledgment of the fine work of the ELC under the leadership of Heather Henson.

My appreciation is given to the staff of Mellor House for their dedication and professionalism. Teaching is most effective when everyone is working together. Our students are surrounded by a strong team of adults giving consistent messages and encouragement. Our parents have been very supportive of the School and involved with us in the educational process. The partnerships between school and home give children security and support so that they can be their best.

*Christopher Phyland, Head of Mellor House*
The 2013 group has contributed much to life at Tay Creggan. The supportive and caring environment enables the students to explore their personal characteristics and capabilities, identify their learning strengths, and recognise areas for continued improvement.

The I-Learning program introduced last year continues to offer an interactive, inquiry-based and interdisciplinary experience for our students. This year we have again focused on the four channels of History, Science, Sustainability and the Arts.

Tay Creggan’s unique location allowed the I-Learning program to embrace the CBD as part of our learning ‘playground’. Numerous activities saw the students venturing into the city, exploiting the rich texture of cultural and community resources on offer: Museums, galleries, theatres, multicultural precincts and more.

Another benefit of the I-Learning program was continued development of personal and inter-personal skills. Students were encouraged to accept responsibility for managing their time and resources effectively to complete set tasks. Working in groups, they have initiated ideas and negotiated appropriate courses of action to achieve their goals. With almost unlimited access to information via their iPads, it has become very important for students to develop skills which enable them to analyse carefully and think critically in order to synthesise information researched.

Gaining from our experience with the introduction of iPads into the general curriculum last year, the staff have been able to further enhance their lessons to incorporate this innovative technology. The girls have enjoyed the ‘hands on’ access to numerous productive apps, and many subjects benefited from this excellent educational tool.

The cross-country ski camp at Falls Creek was again a most successful event. The girls were incredibly supportive of each other as the experience of ‘Nordic skiing’ is a great leveller. All students steadily developed their confidence and skills during the four days with skiing practice frequently interspersed with much fun, laughter and the occasional snowball fight. A very eager group of girls also participated in an overnight snow camping experience, returning safely and energised by the experience.

There were numerous Social Service events run this year, aptly led by the Social Service Leaders. These activities have helped the students gain a better understanding of the contributions they can make to their community. We had the traditional Anti-Cancer Run, held stalls and baked cakes, sewed toiletry bags for a women’s refuge and assisted with removing graffiti in the local area. The staff, and particularly the students, were very happy when one Form ran a canteen selling muffins, homemade sausage rolls and drinks one day each week for the year - an outstanding effort!

I am continually amazed by the energy and enthusiasm the Year 9 girls exhibit. In academic fields, they have participated in Mathematics, Science, Geography, Languages and Creative Writing competitions. Other activities on the Year 9 calendar include Debating, Music evenings, Garden Club and all the water based activities of the kayaking and rowing groups, not to mention the Inter-Form, Inter-House, and GSV Sports on offer every term of the year. The Year 9 Dance with boys from Camberwell Grammar was an especially enjoyable activity.

All Year 9 students have endeavoured to complete their Duke of Edinburgh Award this year. The Award offers young people the opportunity to achieve their best through setting goals in a non-competitive program of community service, adventurous, practical and physical activities, embracing the compulsory sections of Service, Expedition, Skill and Physical Recreation. Ms Woods has been overseeing each girl’s progress and they will be presented at the Bronze level award ceremony at the end of the year.

I commend all the House Leaders on their leadership skills, particularly with the Dance and Drama Festival. They bravely faced the challenge of writing, casting and organising numerous rehearsals throughout the term which culminated in a spectacular production on the night.

This year saw Mrs Thom take on the role of a specialist Pastoral Coordinator based at Tay Creggan. On behalf of the girls and also the staff I thank her for her outstanding talent and wisdom in this very important area. The girls certainly gained from her active, hands-on day to day involvement.

It is a true joy to be part of the Tay Creggan experience. I gratefully thank the hardworking, enthusiastic and supportive staff who form the ‘family’ environment here at this campus and have made it possible for Tay Creggan to be the productive and cohesive community it has been during 2013.

Geoffrey Wriedt, Head of Tay Creggan

This special riverside campus offers our Year 9 girls a world away in which to learn beyond the classroom, while developing their independence and confidence.

I am continually amazed by the energy and enthusiasm the Year 9 girls exhibit.
Combining the best research-based approaches and **individual learning support for all students**, our School provides advancements in learning for all.

**learning support services**

**Advanced Learning Centre**

The Advanced Learning Centre staff work with students, staff and parents at Mellor House, Tay Creggan and Senior School, as part of a multidisciplinary team, to advance the learning of all members of the School community.

In 2013, we welcomed Nicole Kapiniaris to the Advanced Learning Centre to set up and run extension programs for students in Prep – Year 4. She has been involved with each staff member at this level as well as the coordination of G.A.T.E.WAYS programs. We also welcomed Stephanie Feldt as an Integration Aide in Mellor House. Mrs Carolyn King and Mrs Elizabeth Wildsmith provide support in Mellor House and in the Early Learning Centre. Mrs Marg Bowden provides support in Year 9 at Tay Creggan. Mrs Cathy Brotherton and Dr Charlotte Forwood support students in the Senior School. Students and teachers are assisted by our three integration aides: Mrs Julie Wagner, Mrs Stephanie Feldt and Mrs Jane Patrick. Students in Years 11 and 12 this year have also had access to additional English classes provided by Mrs Gabrielle Young and Ms Mary Thornhill.

Support programs include individual and small group withdrawal classes; in-class support for students and teachers; and assistance with planning for differentiation. Mellor House continues to offer intensive programs for many students in Years 3 – 6, including Fast ForWord (auditory processing, language and literacy), Elementary Maths Mastery (numeracy), Toe By Toe (reading decoding), Stride Ahead (reading decoding and comprehension), Expressive Writing, Stareway to Spelling and Spelling Mastery (literacy).

This year, students in Mellor House have been involved in a number of extension activities, including the Science Talent Search and Maths Olympiad (also run in the Senior School). Students have predominantly been withdrawn from class to work in small groups with like-minded students to work on activities which extend the classroom curriculum. Interactive devices have been used to engage and stimulate learners working at a higher level.

The introduction of staff iPads has enabled staff to create multi-sensory learning environments and better cater for individual learning needs. Nicole Kapiniaris and Geoff Little
have collaborated on a project which focused on using iPads to support differentiation. This project has allowed for the exploration of a variety of teaching methods, via use of different applications, and lent itself to predominantly child-centred learning.

Students in the Senior School have been involved in competitions and activities run within individual departments as well as activities provided through the Boroondara Gifted Network, such as the Da Vinci Decathlon, in which Strathcona finished 3rd in the State Finals. A total of 101 teams entered this competition in Victoria, so this was a fantastic result for Strathcona. Students also participated in Reach for the Stars, Mission to Mars and Human Biosciences programs at the Victorian Space Science Education Centre. Year 9 students continued British Parliamentary debating training with Monash University Debating Society and were provided with the opportunity to debate against several local schools, through an event organised by Mrs Michele Linossier at Scotch College. Mrs Melissa King organised and trained a group of Year 9 – 12 students to compete in the Evatt Cup run by the United Nations Youth Association, with one team qualifying for the State Finals. Dr Tim Kitchen ran a TV production workshop for schools within the Boroondara Gifted Network and also a workshop on Innovation, presented by Andrew Muirhead, Director of Innovation at Lufthansa Technik. Strathcona will continue to develop its involvement in the Boroondara Gifted Network in 2014.

SEED Program

SEED, the interdisciplinary program for Years 7 and 8, has continued to evolve over the course of 2013, following its implementation in 2011. Changes to the program have included the reduction of the number of units completed by students, and the introduction of a joint inquiry unit: ‘A Window on our World’. The first units of the year were run as Year 7 only and Year 8 only classes. Subsequent sessions were run as combined Year 7 and 8 classes.

SEED in 2013 has included investigations into game design, women and the media, geocaching, identity development, myths, global issues, travel and fairy tales. It has provided students and teachers with opportunities to engage in learning tasks which include explicit teaching of skills, the provision of choice, and activities which encourage the development of collaborative working skills between students, students and teachers, and teachers.

The Program continues to evolve in terms of its implementation. In 2014, SEED will focus on the interdisciplinary aspect of teaching and provide a greater focus on the development of thinking skills, creativity, information literacy skills and ICT skills. It will be important to maintain the foci of inquiry, engagement, elaboration and diversity.

Charlotte Forwood

Information Resources

Wednesday, 28 August 2013 marked the 50th anniversary of Martin Luther King Jr’s inspiring ‘I Have a Dream’ speech, a speech which gave a voice to the disempowered and marginalised of the United States and which also brought a blowtorch to the conscience of the world on behalf of the oppressed everywhere.

Should a Strathcona student studying the Civil Rights Movement in America wish to research the historical and social context of this speech, or its grounding in the Biblically based traditions of the sermons of the black Baptist churches of the time, or evaluate its influence and legacy 50 years on, she will find a plethora of resources available to her via the Strathcona Information Resource Centre (SIRC).

An internet search will yield an overwhelming number of ‘hits’ ranging from text, to sound, to still and moving images. Results will include scholarly comment and personal reflection, balanced, objective reporting and biased, even vitriolic, diatribe. At its best, the internet will provide a hyperlinked analysis of the speech, explaining, for example, the stirring allusions to the biblical books of Amos, Isaiah and Daniel or the significance of the references to Stone
At its worst, it will take students to sites advocating the very antithesis of the call for equality, tolerance and respect at the heart of Martin Luther King’s sermon.

‘Whether our student is in the primary school, the middle school or in a senior class, she will find her material graded and organised into age appropriate readability and degrees of complexity.’

It is therefore important that our student also accesses resources that have been selected for their authority, credibility and currency, and resources that reflect a range of considered views on various aspects of the event. A search of Strathcona’s v-Library catalogue will identify 15 books on Martin Luther King, and 82 books on the US civil rights movement generally. Amongst these 97 resources will be material of a reading level suitable for Mellor House, right through to the academic analysis needed by VCE students. There are also e-books available on the civil rights movement, civil liberties and ethics, with online search functionality.

Should our hypothetical student visit, via the SIRC Learning Space in Blackboard, the online encyclopaedia and databases to which the School subscribes, she will find in Worldbook, Britannica and Grolier, historical, cultural and biographical perspectives on both the March on Washington and the broader civil rights movement. There will be links to relevant images, videocasts and appropriate websites. Whether our student is in the primary school, the middle school or in a senior class, she will find here material graded and organised into age appropriate readability and degrees of complexity.

If our student wishes to study the way in which the March on Washington and speech of 1963 were reported in the press, she can turn to Ebsco Host, an online database of mainly full text newspaper and periodical articles from Australia and overseas. Here she will find, for example, a 1963 article from the Indianapolis Saturday Evening Post, ‘Apostle of Crisis’, which examines the role of Dr King in the fight against segregation and discrimination. Or, if she is interested in the lasting impact of the speech, she can turn to an article like ‘What the Dream Means to Me’, from Time Magazine, August 2013, in which contemporary black Americans reflect upon the importance and influence of the events of 1963 on society over the intervening years.

Perhaps a specifically Australian perspective on 1963 is the focus of our student’s research, in which case the Newsbank database will be a particularly fruitful information source. Here articles from The Age, The Australian, The Sydney Morning Herald, The Herald Sun and The Canberra Times can be searched and, in this anniversary year, the database provides a break down of local and international materials under such headings as: ‘March on Washington 50th Anniversary’, ‘Dr King’s Legacy’, ‘Biographical Information’, ‘Assassination and Investigation’, ‘The Civil Rights Movement.’ A visual and aural approach to the events of 1963 can be provided through ClickView and TV4 Education, via which pod and videocasts can be streamed directly to a computer, published in Blackboard or accessed via the v-Library catalogue. As such, we can, some 50 years on, experience some of the power and exhilaration of this stirring speech.

Such information riches can be overwhelming and it is in the management, selection and evaluation of these resources that our student’s information literacy skills will come into play. Being able to define a topic and refine it into essential questions to be researched, perhaps in the form of a Who What When Where Why How spidergram, is a vital skill. The ability to evaluate the validity and relevance of particular resources, to locate information within resources, to record notes, perhaps in an electronic mind mapping tool like Inspiration, to abide by the ethics of research, is also critical to effective investigations. Making the transition from simply ‘finding out about’ a topic, to marshalling, interpreting and synthesising information to offer an answer to a particular problem is a significant step in acquiring a high level of competency in the research process. There is a world of difference between ‘finding out about Martin Luther King’s speech’ and answering the question, ‘why is Dr King’s speech remembered as one of the most significant speeches in both US history and worldwide?’ To engage our hypothetical student in this type of higher order thinking is the goal of the information literacy programs in the Junior and Senior Schools, both those embedded in the ongoing curriculum, and that targeted explicitly in the online Information Literacy Course for Years 7 and 8.

In all its endeavours on behalf of staff and students, the SIRC is committed to the place of the Library, both real and virtual, in the provision and dissemination of the information resources that build the informed, intelligent and sensitive understandings of the world that are at the heart of active citizenship and the democratic process. It is this aspiration for a just, fair and equal society that all of Strathcona shares with Dr King, the sentiments of whose great speech still resonate with us today.

We thank Claire Stollery, our Year 12 Leader of Information Resources for her fine leadership throughout the year.
To Mrs Dunoon, Mr van Ree, Mrs Joyce, Mrs Breuer and Ms McAuliffe we also owe sincere thanks for their enthusiastic and unflagging dedication to realising the goals of the SIRC in the Strathcona educational community.

Mary Hall, Director of Information Resources

Information Technology

Can we take a moment to cast our minds back to when technology didn’t play as important a role in our everyday lives as it does now? Recently, I was approached by one of my son’s friends who came over to our house to ‘hang-out’ … in person rather than online via Skype, and, as he walked through the door, boldly asked for our Wi-Fi password as they needed to ‘get online’. The expectation from Generation Y/Z is such that their lives have been totally immersed in technology. Not having access to the internet is rapidly being compared with the stone-age. If only they had an insight into what it takes these days to ensure the back-end systems run smoothly, are resilient and live up to the high level of ‘online all the time’ expectations.

Over the past few years, we have been diligently working on achieving a goal of high utilisation and reliability. The systems we have put in place have been managing the ever-increasing load of data consumed by our staff and students. We are very proud of the reliability the system now provides the School. Towards the end of last year, we planned to upgrade our internet connections at both Main School and Tay Creggan, mainly due to the impact of the iPad devices. Along with an upgrade to the respective firewalls, these changes have continued to provide Strathcona with the necessary resources allowing further growth. Every year, we see a further 150 iPads, along with countless numbers of personal devices (iPhones mainly), all authenticating and using the School network resources. Each year, we also see the relative increase in utilisation and throughput.

There was a time when only a few people would use the School Wi-Fi. This part of the School’s network has certainly gone from a dormant afterthought to a front line key resource. Wi-Fi is the key to ensuring our users are able to connect anywhere, anytime, and it is one of the most difficult aspects of our network to keep in tip top condition. There always seems to be some new device, upgrade or patch challenging the wireless connection in some form or another … not to mention building architecture, material density of walls, etc. The Wi-Fi is certainly an evolving resource at Strathcona and we have been working very hard to keep it running as optimally as possible. Keeping track of hundreds of devices, ensuring they can all connect to their appropriate resources, along with allowing them to move freely throughout the whole School, is at times very demanding.

Over the past twelve months, there have also been a number of operational changes in the way we manage the IT Services (ITS). All of our key servers are virtualised. All of the...
firewalls, Apple OSX Servers, Windows Servers and Linux Servers run in a virtual environment (VMware) which protects the School from specific hardware failures, but also allows the ITS team to manage these resources in real time without taking them offline (except for planned scheduled maintenance). Consequentially, we have been obtaining very high levels of availability. The ITS resources are also spread across Main School, Mellor House and Tay Creggan to ensure we not only distribute the load, protect our data and provide a high degree of up-time, but ensure we have a reliable (and tested) disaster recovery plan in place. While we never really want to use our disaster recovery plan, occasionally it may be required and has certainly saved the School a significant amount of time, effort and frustration when evoked. We have also played host to a number of other external organisations who have been impressed by the simplicity and functionality of the resources provided to the School.

‘From an IT point of view we are seeing every aspect of our system right from the edge device all the way through to the back end storage systems all working together to provide a streamlined, smooth and hassle-free process.’

Apart from the operational changes, there have also been quite a significant number of new services implemented, including printing/photocopying management, mobile device management, website and content filtering, integration and automation of internal systems for single source of data truths, just to name a few. One of the most satisfying new initiatives implemented has been seeing the senior students using their own devices (either iPad, iPhone, notebook, etc.), connect via the School Wi-Fi or via a School computer and access the online Student Leadership Voting system. Watching the vote tallies updating in real time as students cast their votes is fascinating. From an IT point of view we are seeing every aspect of our system right from the edge device all the way through to the back end storage systems all working together to provide a streamlined, smooth and hassle-free process.

We have been excited by how far we have come in the past few years and are just as enthusiastic with the prospect of what new technologies will bring to the School in the future.

David Young, Director of IT Services

Careers

There is evidence these days that young people are placing a higher emphasis on job happiness and career fulfilment than that of previous generations, where there was a greater focus on salary and promotional opportunities as a measure of the ‘worth’ of a job. This translates to a corresponding need for those aspiring to higher education to see that a course of study will interest and motivate them, as well as provide a pathway to a job, or at least a range of employment options. What that job will be is not necessarily of primary concern if the opportunities exist for developing more generic qualities that can be taken into a workplace and nurtured by the right type of employer.

This may sound overly idealistic and it is certainly a challenge that many graduates face to move seamlessly from University to a stimulating and rewarding job. I have written in the past of the concerns that many young people have when unsure which particular career they will commit to. They can be anxious about their perceived ‘failure’ at finding a niche for themselves and concerned that without some direction they will drift along and not find a successful and rewarding career outcome. I encourage our girls to consider their strengths and weaknesses as part of a more general self-awareness program and over time allow this knowledge of themselves, their values and passions to inform their professional ideals and goals.

This process may, and frequently does, overlap the school to tertiary transition.

A good careers education program will assist in beginning this process within a school. It provides opportunities and encouragement for its students to explore and develop their interests and abilities, and this needs to occur inside and outside of the classroom. This can assist them in selecting subjects, and ultimately career pathways that will most likely be able to provide them with enjoyable and fulfilling work in the future.

In 2013, Year 9 students have been introduced to some general career testing and personal reflections in preparation for their Work Experience in 2014. I have spoken with them about the need to be proactive and approach preferred employers early to maximise their chances of being accepted. We have also run programs on Resumé Writing and Workplace Health and Safety to assist them in preparing for this program.

The Year 10 students have participated in the ‘My Future’ program, where they have had opportunities to explore their own skills and potential career pathways. They have been guided through challenges such as resumé writing, job applications and mock interviews. A further focus of the
program has been the development of generic skills and the
importance of these in the employment market now and in
the future. The Work Experience week was very successful,
with the girls receiving positive reports from supervisors and
enjoying their time in the workplace. The diversity of
placements was indicative of the range of interests and talents
within the group. Experiences included medical research and
diagnostics, disability care, graphic design, hospitality
services and even horse training! I am very grateful to those
members of the School community who have supported me
in helping run the mock interview program and offering
work experience placements within their organisations.

‘The diversity of placements
was indicative of the range
of interests and talents within
the group.’

The Morrisby testing is now an established part of the Year 10
program at mid-year, and provides an important resource for
the girls and their families to use when considering the
subject choices at VCE level. Feedback from parents has been
very positive and the report will provide an ongoing reference
point when navigating through the VCE years and beyond.

Year 11 and 12 students have had many opportunities to
attend Careers events throughout the year. These have
included the VCE Careers Expo early in the year, seminars at
Universities, information sessions at School, and Open Days
in August. These were all well attended by our girls and it is
very important for them to hear from those directly involved
in their interest areas. As part of the Liberal Studies program
at Year 12, students from past years are invited back to share
their experiences since leaving the School, and these
presentations have been of great benefit to our girls. In June,
we attended a Tertiary Information afternoon at Deakin
University which included a focus on the transition from
school to tertiary study and strategies to help in the settling-
in process. It raised a number of important issues that may
confront our Year 12s next year and beyond.

All students are able to access the Careers Room
resources which include written material and career
exploration software.

Graduating students from 2012 found placements in a range of
tertiary courses such as Arts, Law, Business and Commerce,
Education, Science, Health Science, and Art and Design. The
vast majority of girls received an offer of one of their first two
preferences. Many have opted for generalist degrees providing
a flexible course structure and a range of specialist options at
a later stage. Some have taken double degrees to gain a broad
basis for future employment. Others deferred courses to
travel or work. The latter is a realistic option that will suit
some, but must be carefully planned as there is a range of
issues to consider.

Finally, all the very best to our Year 12 students as they await
their results in December and for the offers period early
next year.

Mark Duncan, Careers Advisor
International Students

Promoting Intercultural Contact within Strathcona

One of the seven general capabilities highlighted in the new Australian Curriculum is intercultural understanding. This newly developed curriculum emphasises the need for students to ‘learn about and engage with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect’.

During Cultural Diversity Week (16 – 24 March 2013) the international students came together to share aspects of their culture through song and dance at a Senior School assembly. Yannie Lam, the International Student Leader, introduced the performance and explained the meaning of the song ‘Tao Xiang’ by famous singer, Jay Chow. ‘When the students sing the song they are reminded of their real home in China (10 hours away from Australia).’ During the performance, there was a slide show presenting aspects of the students’ family and friends in local settings in China. Following the song, there was a dance performance taken from a popular Taiwanese dancer – Show Luo.

This year, the ‘Buddy Program’ was introduced. This is a volunteer program where local students have the opportunity to exchange their cultural experiences and develop cross-cultural communication skills with international students. The ‘Buddy’ students assist the international students in their transition to their new country, culture and environment.

In May, the international students hosted a luncheon for the local students. Each international student invited two local students to join a buffet lunch in the Senior Centre. A wide variety of Chinese food was sampled and enjoyed by all students. This occasion was the first event in the international student ‘Buddy Program’ and just one of the many types of activities which the program offers.

We were invited once again to participate in the Smart Choice Education ‘Smart Expo’ and On-Campus Seminar for Year 12 international students. The seminar provides information on VTAC application processes, Universities and Visa renewal. Year 12 and Year 11 international students attended the 40-minute seminar in June. MEA Consultancy also offered a lunchtime seminar for Year 12 students on Visa applications with a Question and Answer focus in August.

Vision International is an organisation for international education. Throughout the year, I attend committee meetings and seminars. At a recent seminar Lisa Hayman from Asia Education Foundation was a guest speaker. Her address focused on the challenge for educators to develop Asia-literate Australians; and how best to develop intercultural understanding. The Foundation supports teachers, Principals and education leaders to implement the Australian Curriculum cross-curriculum priority of Asia, and Australia’s engagement with Asia.

I would like to acknowledge this year’s International Student Leader, Yannie Lam, for her ongoing support and for her organisation of informal social activities bringing the international students and local students together. Yannie has certainly promoted intercultural contact at Strathcona.

Finally, I would like to thank our ESL teacher, Mary Petsinis, ‘Miss Mary’ as she is affectionately known by the international students, for her dedicated commitment to the ESL program for international students. Our students are truly well supported.

Robyn Dunoon, International Student Coordinator

‘This year, the ‘Buddy Program’ was introduced. This is a volunteer program where local students have the opportunity to exchange their cultural experiences and develop cross-cultural communication skills with international students.’
Due to the efforts of our dedicated staff and motivation of our students, 2013 has witnessed multiple achievements across various disciplines.

senior school faculty areas

Art

In 2013, the Art department restructured the Year 7 and 8 Art program at Strathcona. With the introduction of semester based subjects, the students have had a more comprehensive introduction to a range of media. The purchase of a new printing press has enabled the Year 8 students to experience a semester of Printmaking. Year 8 Textiles has been enhanced by the purchase of six new sewing machines.

A highlight of the year was the annual ELC – Year 12 Strathcona Student Art Exhibition. This was opened in early October by Graham McKenzie – a highly accomplished artist who has exhibited in a number of art galleries in Victoria and interstate, as well as having extensively travelled and worked overseas. The exhibition showcased the artistic achievements of a number of students from Mellor House to Year 12. A variety of traditional and contemporary art making methods and techniques was represented in the show. This reflected the enthusiasm and commitment the students have for this subject area.

The Barbara Green Memorial Art Award for 2013 was awarded to Laura Collins for her dedication and enthusiasm for all aspects of her Art studies. Laura has continued to work with diligence and has produced an outstanding folio of paintings and drawings and has approached all written aspects of the VCE Art course with commitment. Laura is to be congratulated for her achievements in this area. The School community acknowledges and gives thanks to the Green family for making such an award available to our students.

The 2013 Art Captains, Hannah McFee and Kaiva Kaimins, are to be commended for their ongoing dedication to their leadership role. Their assistance was instrumental in the success of many of the department initiatives such as the annual Arts Week and the Art Exhibition.

I would like to take this opportunity to thank the Art Department staff and the broader School community for their support. This has enabled the Art department to play such an active and important part in the education of the Strathcona students.

Helen McCormack, Head of Art
2013 has been another eventful year for Commerce students through their programs at school and activities undertaken in the community.

Our Economics class studied the impact of the decline in world commodity prices, and the difficulties faced by Australian manufacturers, including our few remaining domestic car-makers. We also spent time analysing the success and fairness of a range of recent economic reforms such as the Minerals Resource Rent Tax, the National Disability Insurance Scheme, 457 Visas and the Carbon Tax.

Legal Studies students also focused on current issues, including Ian Callinan’s report on Victoria’s faltering parole system, which came to light after the tragic murder of Jill Meagher by Adrian Bailey. We also investigated the causes and consequences of the funding crisis hampering Victoria’s Legal Aid. Mrs Thom shared her experiences as a juror on a criminal trial with our Year 11 and 12 Legal Studies students, and we also had a trip to the County Court in Melbourne where we observed the trial of two men facing charges of aggravated armed robbery.

The 2013 Federal election campaign obviously generated many discussion points for our Year 10 Commerce students. We also witnessed leadership tensions in both Federal and State government, with Kevin Rudd replacing Julia Gillard as Prime Minister in June, and Denis Napthine replacing Ted Baillieu as Premier of Victoria in March. We were very fortunate this year to have Mrs Frattaroli join the Commerce faculty, and our Year 10 students have gained a great deal from her passion and enthusiasm.

In 2013, there has been much to engage the Commerce students outside of the classroom. For example, six students, Gabrielle Coulthard and Olivia Witts from Year 12, and Lucy Brusamarello, Amy Cubit, Lauren Dubar and Joyce Lim from Year 11, attended the Footpath to Finance exhibition in August. Our students heard from women who have forged a successful career in the finance industry, and learned about employment opportunities available to women who have an interest in the fields of economics, accounting and commerce.

2014 promises to provide some fascinating material for students. Will the new government manage to move the budget into surplus? Will ‘direct action’ on climate change be more successful than the carbon tax? Will interest rates continue to fall, and will this help kick-start the economy? One thing can be said for certain, that our global economy is highly unpredictable. As economist John Kenneth Galbraith said ‘There are two kinds of forecasters: those who don’t know, and those who don’t know they don’t know.’

David Bradshaw, Head of Commerce
2013 has once again been a remarkably busy and vibrant year for Drama at Strathcona. The year commenced with exceptional creativity and outstanding House spirit at the annual Performing Arts Festival staged in February. The School Dance and Drama Captains were remarkably imaginative in their choice of theme and inspired the House Dance, Drama and Music Captains to unleash their own ingenuity to create inventive and entertaining performances that delighted their audience. The Captains worked with irrepressible vitality and displayed admirable leadership qualities in galvanising the passion and participation in their respective Houses. The evening displayed a wonderful array of music, dance and drama and was a joyous occasion to behold. We are always amazed at the calibre of the evening.

Our musical, this year High School Musical, was once again a thrilling and exuberant spectacle that showcased the singing, dancing and acting talents of our Year 8 to Year 12 students. Audiences flocked to the shows and spoke with praise at the abundant talent and jubilant energy on display. The sell out shows were testament to the high standard of the production. Praise must once again be given to Jason Parker and his dedicated and passionate team who come back to Strathcona year after year to impart their love for Musical Theatre. It is extremely uplifting to witness our students working collaboratively and with joy on such rewarding and uplifting projects.

In June, the Year 10 Drama students performed Sheridan’s The School for Scandal. The girls embraced the heightened theatrical style of Comedy of Manners and presented delightfully quirky caricatures that charmed their audience. The girls chose to set their production in the opulent 17th Century and achieved a visually rich and captivating production.

The Year 10 Drama and Dance Captains commenced Term 3 with three enormously busy weeks of feverish and gratifying rehearsals for the Year 7 House Dance and Drama Festival. This year, each House was given the theme ‘Villains. The Untold Story.’ The Dance and Drama Captains displayed amazing creativity and skill in devising imaginative, satirical and extremely entertaining performances. It is always delightful to see the younger students bonding with the older girls and receiving the benefit of their experience and talent. A heartfelt thank you to our dedicated Year 10 Captains who nurtured the girls so kindly during the lead up to the festival. The younger students relished the opportunity of performing on stage in such a supportive and encouraging environment.

Year 8 students, under the guidance of Jason Parker, showcased their acting prowess in a series of One Act plays in Term 3. The girls created beautifully sustained characterisations and brought their scripts to life with confidence and flair. Congratulations to the Year 8s and to all our wonderful Drama students who have thrown themselves wholeheartedly into so many activities this year. Your passion and joy for Drama are commendable.

Finally, a huge thank you to our wonderful School Drama and Dance Captains, Laura Young and Emilija Blagojovich. Their love for Drama has inspired others to step out of their comfort zones, to have fun and to grow. They have been exceptional role models, supporting all the Drama initiatives in the School and encouraging and affirming our girls to get involved, to strive for excellence and to have the time of their lives. We will miss their kindness, their amazing talent and their friendship.

Marisa Rowlands, Head of Drama
English

To be, or not to be, that is the question:
Whether ’tis Nobler in the mind to suffer
The Slings and Arrows of outrageous Fortune,
Or to take Arms against a Sea of troubles ...

Probably the best-known lines in English literature, Hamlet’s greatest soliloquy is the source of more than a dozen everyday expressions, as well as the nugget from which newspaper editorials and florid speeches are made. Other equally famous expressions that have made their way into our vernacular are ‘To thine own self be true’, ‘Though this be madness, yet there is method in it’, ‘Brevity is the soul of wit’, ‘Sweets to the sweet’, ‘Get thee to a nunnery’ and ‘The lady doth protest too much, methinks’ - just to name a few from this great text. It has been extremely rewarding introducing our VCE students to the Danish prince which is also the longest Shakespearean play and among the most powerful and influential tragedies in literature. It continues the English Department’s tradition of investigating life’s existentialist questions and gaining insight into the human condition and struggle over time and place.

As with our Year 8 Picnic at Hanging Rock multidisciplinary excursion, we again dressed up to greet the new Baz Luhrman adaptation of The Great Gatsby, as this popular text has made a comeback onto our Year 11 course. All the students made an excellent effort in their elegant finery, flapper fest and gangster gear, not to mention a few feather boas! Some of the outfits also included original fashion literary motifs with the coloured shirts, green light, Dr T J Eckleberg a stand out. These types of experiences demonstrate that learning can be fun and best enable our students to engage with their learning by making it relevant and meaningful to their lives. It is well known that students are then better able to construct knowledge and to make connections from school-based learning.

‘These types of experiences demonstrate that learning can be fun and best enable our students to engage with their learning …’

This was also our focus as staff continued professional development on the Australian Curriculum or AusVELS which provides a clear framework to deliver an explicit teaching and learning program. We have now worked through this document while updating and rewriting all our courses examining the Achievements Standards to align our reports. Work still continues on the Cross-curriculum Priorities and General Achievement aspects of this national curriculum. It is understood that a 21st century curriculum model prizes creating, evaluating and analysing and so we have endeavoured to define ‘thinking routines’ (Ritchhart et al, 2006) in our programs to support these skills. This involves relaying messages to students in the classroom about visible learning and thinking.

We also continue to offer other authentic experiences through the opportunity to view live performance. It is critical for students to see plays come alive with audience interaction as opposed to simply reading them in class. The Complete Works Theatre Company performed Romeo and Juliet and Macbeth to Year 9s and 10s, while they made a return visit for the Year 12s for our study of the Context, Identity and Belonging, with the seminal Australian play Summer of the Seventeenth Doll. Similarly, the Eagles Nest Theatre Company conducted workshops on the play Twelve Angry Men. They provided the Year 12s with different readings of key scenes and an invaluable resource to determine their own interpretation. Another highlight was the Bell Shakespeare Company workshops for our Year 11 students for Shakespeare’s Hamlet. The Year 11 and 12 Literature classes also stepped out for the evening to see A Comedy of Errors at the Fairfax Theatre.

The Writers’ Workshop continues to inspire our Year 8 students with all of them gaining from the day’s activities. Published Australian authors and poets, Gabrielle Williams, Lia Hills, Tim Pegler and Daniel Decrou, took interactive classes and provided a variety of writing strategies. Our aim is to stimulate more effective, descriptive and original creative writing. This has the desired effect for our Margaret Fendley Writing Competition. This year, Tim Pegler judged the submissions which continued to impress through a broader range of styles and writing techniques.

Congratulations to our winners: Joyce Lim (Year 11), Hannah Murphy (Year 9) and Alexandra McLeod (Year 8). Other place-getters were Molly Young (Year 11), Erica Clarke (Year 11), Chloe van Nierop (Year 10), Julia Tanton (Year 10), Stephanie Hayes (Year 7) and Krystal Ha (Year 7).
Finally, NAPLAN and the annual University of NSW English Competition saw us achieving outstanding results from Years 7 – 9. Our students have continued to perform on average better than the state average for students two years older. We have made use of the data each year to inform our teaching to ensure that our students, of all levels of achievement, attain high standards of literacy and language acquisition. This has culminated in exceptional Year 12 results. Our cohort of 2012 did us proud with four perfect scores of 50 with 62.8% scoring an ‘A+’ and 21.3% an ‘A’ and an overall median study score of 41. In Literature the median score was 43.5. Also, the Boroondara Literary Awards once again saw Strathcona students being recognised for their writing talents. The following students collected prizes: Claire Boland (Year 8), Georgetta Napier (Year 8) and Jacinta Zhu (Year 10).

Simone Boland, Head of English

Food Technology

The Food Technology staff at Strathcona have continued to enjoy the privilege of educating our students on the importance of healthy eating and its influence on health and wellbeing. Underpinning our teaching practice is the aim to ensure that students are equipped with a wide range of ‘hands-on’ practical skills to enable them to produce a variety of healthy and nutritious meals, now and in the future.

This year, we have been fortunate to have our valued member of the Faculty, Narelle Cameron, return from maternity leave to teach the Year 9 students at Tay Creggan. She will continue to work at Strathcona on a part-time basis.

2013 began on a very positive note for the Food Technology Faculty, with an excellent set of 2012 VCE results. Overall, 76.5% of the students achieved a study score of 40, which is the best outcome we have achieved to date. Notable achievements include: Sarah Canterbury – perfect study score of 50; Rebecca Gower, Chloe Nall and Meena Chockalingam – study scores of 47. We congratulate these students on their impressive results. Later in the year, Sarah Canterbury was presented with a Premier’s Award for her outstanding achievements in VCE. Only four other Food Technology students in Victoria received this prestigious award this year, and we congratulate Sarah on her relentless dedication and effort throughout 2012.

In Year 8, it is always a pleasure to watch the students develop their confidence as they adapt to the new kitchen environment and learn new practical skills. The four main Assessment Tasks have proved to be as popular as ever and the students have enjoyed being able to adapt and develop their own recipes for healthy muffins, pizza, vegetable parcels and Australian biscuits.

In Year 9, Mrs Cameron and the students have been achieving some excellent outcomes during the Food, Health and Wellbeing course. Most recently, the two Morning Teas, planned, cooked and served by the students, were a huge success and a great way to promote healthy eating habits.

‘Our commercial kitchen facilities at Tay Creggan have continued to provide an excellent learning environment for the Year 11 Hospitality students who have again produced work of a very high standard.’
success, with many family members enjoying the students’ hospitality and the food that they had prepared in the commercial kitchen.

Year 10 Food Technology continues to be a very popular choice, with the Nutrition focused practical skills course in Semester 1 and the Decorated Cake/Practical skills course in Semester 2. At the start of Term 3, 45 students were challenged to design and produce a Decorated Fruit Cake and the final products were outstanding, allowing us to display 30 decorated iced cakes at the Royal Melbourne Show.

Our commercial kitchen facilities at Tay Creggan have continued to provide an excellent learning environment for the Year 11 Hospitality students who have again produced work of a very high standard. We are currently planning our End of Year Dinner for teachers, parents and friends to showcase the students’ achievements in food preparation and service skills.

Overall, in Food Technology this year, it has again been most encouraging to see the level of enthusiasm and creativity from students. We extend our congratulations to them on their overwhelming enthusiasm and achievement in Food Technology this year.

I am also most grateful to Terri Oprean and Kerry Wilson for their excellent teaching this year. Thanks must also go to our industrious and talented Food Technology assistant, Noelle Boyd, who has continued to support all our programs with meticulous preparation. We look forward to a most successful 2014.

Claire Chambers, Head of Food Technology

Geography, International Studies and Global Politics

Geography is an important study that integrates learning from a range of different disciplines in order to create a holistic understanding of the world in which the students live. It is these interrelationships that form the basis of the study. Students are encouraged to see the links between disparate elements and develop an appreciation of the complexity and wonder of our planet and its inhabitants.

‘Students are encouraged to see the links between disparate elements and develop an appreciation of the complexity and wonder of our planet and its inhabitants.’

In May of this year, the new Australian Curriculum was endorsed by Federal and State ministers as a common base for the development of Geography courses. During next year we will be systematically reviewing all of our current courses from Year 7 – 10 and preparing for the implementation of the new curriculum in 2015. This will provide an exciting opportunity to introduce new content, new approaches and new learning materials. The new curriculum will also provide for a structured sequence of skill development from Years 7 – 10. Elements of the new curriculum will be incorporated into the program in 2014 as part of a staged implementation.

All students study Geography as part of the core curriculum in Years 7 – 10. At Year 10, the students have alternatives available and select from the electives: People and Places, Resource Management or the new Global Citizen course.

Geography encourages inquiry, and fieldwork remains an important aspect of the students’ learning experience. Students are able to observe different types of environments, collect their own data, and analyse and apply that data to solve problems. Fieldwork is integrated into programs in each year level. The Year 7 Geography students have conducted their ‘fieldwork’ research in and around the School. Year 8 students visited Toolangi State Forest for a full day excursion and investigated forest management issues in Mountain Ash forest and temperate rainforest environments. The Year 9 students have visited a dairy farm as part of a study of agriculture within the Australian primary sector. The Year 10 students in the People and Places Geography elective have completed fieldwork observing the urban environment of Beacon Cove in Port Melbourne. The students in the Year 10
Resource Management elective investigated the control and management of some of Melbourne’s waterways.

We encourage our students to think about real issues in real contexts. The International Studies option at Year 9 and the new Global Citizen elective at Year 10 both focus strongly on current events, and both have proven to be popular elective choices. Global Politics has been well supported as a Unit 3 and 4 VCE Study and it has continued to grow. It is available to both Year 11 and Year 12 students. The VCE results in this Study have remained strong.

“We encourage our students to think about real issues in real contexts.”

VCE Geography, as a Unit 3 and 4 Study, is offered each alternate year. The VCE Geography results in 2012 were good, and earlier this year, two of these VCE students, Tessa Pietsch and Klara Morey received certificates of congratulation from the Geography Teachers’ Association of Victoria. We look forward to the new VCE class in 2014.

At Year 9, students have continued to do well in the national Australian Geography Competition. Six students were awarded Distinctions and Alexandra Linehan is to be congratulated on being awarded a High Distinction.

A feature of Geography is that it promotes an interest in both global issues and informed citizenship. To encourage this aspect of the study, this year has once again seen Strathcona participate successfully in United Nations style debating. Mrs Melissa King is to be thanked for organising this activity, which included students from Year 9 to Year 12. In preparation for the State United Nations Youth Victoria, Evatt Trophy Competition, an in-house training afternoon was coordinated. We are grateful for the support of past students, Gemma Hallett, Cathryn Youings and Jaynaya Dwyer, who have previously represented Strathcona in State Semi Finals and Grand Finals. These former students were able to manage their busy university schedules and return to write resolutions and chair the debates. Their feedback and tips were invaluable to the students and we thank them for their ongoing support.

Eleven teams then participated in the State-wide Evatt Trophy competition. Each team of two students represented a member nation at a mock session of the United Nations Security Council (UNSC). The students independently researched their assigned country, before expressing their nation’s foreign policy in debate sessions, which were run almost entirely by the real Security Council’s rules of procedure. All teams are to be congratulated on their efforts, with three teams progressing to the Semifinal stage.

From the Semifinal rounds, the 15 teams to compete in the State Grand final were chosen, with the Strathcona team of Michelle Benington and Madeline Hallett being selected, for the second year running. The Grand Final was held at Parliament House, in the House of Representatives and involved a full day of debate, including two impromptu resolutions. It is an impressive achievement for these two students to have succeeded in reaching this level in the competition.

Four Year 9 students were also introduced to the UN debating through a valuable full day event run through the Boroondara
Gifted Cluster. All students were enthusiastic, and developed their research, public speaking and negotiation skills.

This has been a busy and rewarding year. We congratulate our students on the engagement, enthusiasm and creativity that they have brought to their learning. It is important also to acknowledge the professionalism and commitment of the Geography teachers who have been so supportive of our students.

Pat Menke, Head of Geography

Health and Human Development

Australians generally enjoy good health and are among the healthiest people in the world. Health and Human Development provides the opportunity to develop an understanding of the health status of Australians and those in global communities.

The health and development of Australia’s youth was the focus of Unit 1. Students investigated a range of topics relevant to youth. Guest speakers on homelessness, depression, thalassaemia and AIDS and HIV provided some of the highlights of this unit, and assisted students to consolidate previous knowledge learnt in class.

‘Health and Human Development provides the opportunity to develop an understanding of the health status of Australians and those in global communities.’

In Unit 2, students examined health and development throughout the lifespan. As part of the unit on prenatal development, the class visited the Mercy Maternity Hospital. A midwife facilitated a three-hour session on prenatal development. This was a unique educational experience providing students with the opportunity to see a placenta, a new born baby and to see first-hand birth variations, infant screening, and women’s health screening.

Unit 3 looks at diet and health, in particular, the National Health Priority Areas, with dementia being added this year. Unit 4 focuses more on global health issues and the students had the opportunity to hear from a past student, Clare Gardner, about her experience working with women in India. They were also privileged to have Malcolm Whilton from World Vision Australia speak to them about his first-hand experience helping in Haiti after the earthquake. These first-hand stories about working in developing countries and the hardship that many people are facing across the world brought home to our girls just how lucky we are that we live in Australia, but also shows that we can all make a difference in our own ways.

Terri Oprean, Head of Health and Human Development

History

History has a significant role to play in developing active and articulate citizens who are able to participate fully in our society. We encourage our students to discuss, to argue and to analyse events from different perspectives. We present opportunities for students to develop empathy and to consider the ethical and moral dimensions of issues.

The new Australian History Curriculum has been implemented this year at every level from Year 7 to 10 and this has provided new contexts for engaging and thoughtful learning. The Australian Curriculum now sets out the historical knowledge, skills and achievement standards for each of these year levels.

‘In order to support the broad learning goals of History and to build upon the classroom experience, we have sought to involve our students in a wide range of historical activities ...’

The introduction of a new elective course, ‘China in Revolution’, at Year 10 has offered students the opportunity to further develop their understandings in History, and to expand their knowledge and skills. The VCE still continues to provide the basis for the senior secondary curriculum and this year students have been able to study both VCE Australian History and VCE Revolutions. A number of students have chosen to do both studies. It is pleasing that VCE results have remained strong over the years.

In order to support the broad learning goals of History and to build upon the classroom experience, we have sought to involve our students in a wide range of historical activities, including participation in two national competitions. In May, the History students in Years 8 and 10 entered the Australian History Competition. There were some very pleasing individual results, but we must particularly congratulate Raffaela Skourletos of Year 8 on her outstanding achievement of being awarded a medal, as a Victorian State Champion. Participation in another type of competition, the National History Challenge, has now been integrated into the Year 9 program for all students. This activity promotes research
skills, creativity and independent learning, as students work to develop a presentation in response to a theme. This year, the theme was ‘Legends, Fact and History’. Three presentations were successful in being selected to go through to the Regional Finals. Congratulations are due to Caitlin Moriarty, Lauren Geremia, Brianna Pappalardo, Alexandra Linehan, Kiren Sandhu and Alexandra Lloyd for their fine efforts.

Other historical activities have included the Year 8 ‘Medieval Day’, held in November at Tay Creggan. This event allowed students to enjoy active participation in a range of experiences derived from daily life in the Middle Ages. To further extend the nature of the student experience of history, two theatrical productions have been introduced this year. In April, Brett Hunt presented his one-man show, ‘Fighting the Kaiser’ to all Year 9 students. In October, he presented ‘Dusted Off’, his response to the Vietnam War, to our Year 10 students and Year 11 VCE students. The Year 11 VCE students also hosted two speakers from the Vietnam Veterans’ Association. Each of these presentations provided a moving and highly personalised insight into the effects of war on individuals. All Year 10 students have visited the Jewish Holocaust Centre in Elsternwick, where they have viewed the exhibitions and been able to hear directly from a survivor of these events. Students found this to be a very moving but valuable experience.

Congratulations to all of our students. The enthusiasm, creativity, empathy and interest, that the students have so consistently demonstrated, means that we can look forward with great anticipation to the opportunities that 2014 will bring. We must also acknowledge the dedication of the History staff, who have worked with such professionalism to create the best possible learning environment for our students.

Pat Menke, Head of History

Learning Technologies

Once again there has been a very strong interest in the Web and Animation Design subject this year from Year 10 students, with a number of students choosing to learn some of the online publishing skills that have become a vital 21st century literacy skill.

The Year 10 Lights, Camera, Action course also continues to be very popular with students. In first semester, 19 students undertook the course and 12 students continued with the course in second semester further developing their expertise in the use of the STV studio and skills in video production.

The Tuesday night Year 11 and 12 VET/VCE Media class has again welcomed boys from other schools, this year from Wesley College and Forest Hills Secondary College.

Next year, two new electives will run at Year 9. The first of these will introduce students to iPad Development and will provide an excellent opportunity for students to develop apps for use by the School community. The second new elective is based on robotics and will be of particular interest to those students interested in pursuing a career in engineering, ICT or electronics.

iPads at Strathcona

2013 saw the use of iPads at Strathcona go from strength-to-strength. With the use of iPads at Years 9 and 10 and the use of personal mobile devices at Years 11 and 12, the number of students using iPads has grown. This year, iPads were introduced to students at Mellor House. Ten iPads were available to Prep and iPads were available to all students in Year 3. Next year, iPads will also be available to Years 1 and 2. iPads will be phased in for all students in Years 3 – 6 over the next three years.

‘2013 saw the use of iPads at Strathcona go from strength-to-strength.’

Professional Learning

Professional learning in the use of Learning Technologies takes place regularly both through informal sharing of knowledge and skills and through the provision of Professional Development sessions outside of school hours. The ICT Professional Learning program encompasses a wide range of both skills and technologies and is delivered by the ICT staff as well as those who have an innovative experience to share.
The STV Studio and multimedia classroom have had extensive use this year for STV content generated by our senior Media students as well as a number of the Year 7 and 8 SEED groups. It has been rewarding to see the exciting teamwork, thinking skills and problem solving that go hand in hand with TV production. We are very fortunate to have such good TV recording facilities within the School.

In addition to the use of the studio and recording facilities within the School, Strathcona has a long standing relationship with the production company Wilkar Productions, that not only provides support with the recording of School events, but gives interested girls the opportunity to gain valuable industry experience.

Senior media students continue to produce content for STV that the School community can access via Blackboard. STV now has over 500 videos online. Most of these clips are stories about Strathcona events but a number are training videos to help students and staff with the vast array of Strathcona hardware and software.

2013 saw the creation of an official Strathcona Media Crew and girls from Years 7 – 12 were invited to apply. Under the guidance of the Director of Learning Technologies and the Media Captain, the Media Crew worked to produce content for STV covering special events within the School as well as special features. Having a mix of year levels provides an excellent opportunity for junior students who have an interest in media production to not only get involved but also to have the opportunity to grow into leadership roles within the group.

The Strathcona Blackboard Learning Management System (LMS) has been a vital communication tool between teachers and students for over 10 years. It has provided Strathcona students with access to important curriculum material from anywhere they can access the Internet and at any time.

Presently, parents can access parts of the system via a generic login. There are plans to introduce individual logins that will allow parents to communicate with class teachers as well as monitor student requirements and achievements.

This year, a comprehensive ICT (Information and Communication Technologies) and IL (Information Literacy) program was delivered to all students in Years 7 and 8 during their weekly forum time. These sessions were designed to give students the core skills that they need to not only use technology effectively but to be critical and ethical consumers of information.

This year we achieved 1st place in the Senior division of the VITTA Video Challenge and 3rd place in the Primary division. Our winners were all presented with prizes in front of the Victorian Minister, The Hon Clem Newton-Brown, and their films were shown during ICT Week.

Adrian Janson, Director of Learning Technologies
Languages

This year, the Languages teachers progressed significantly with their use of ICT to deliver a wider variety of visual and audio input in the classroom. While we are keen participants in this rapidly developing area, we do enjoy having the opportunity to swap ideas and talk with each other face-to-face, thereby reinforcing our commitment to the importance of direct communication and sharing of understandings between individuals as a keynote to our role as language teachers with our students in the classroom.

Chinese

As the number of girls studying our newest language builds steadily, our Chinese teachers have been extending their use of iPads and teaching through gesture, as well as trialling interactive self-test materials. In addition, Ms Mo led the first Strathcona staff and family tour to China in September, as a way of further spreading knowledge and awareness of China across the School community.

French

The 2013 Study Tour to France provided 22 girls with the opportunity to experience French history, food, art, architecture and family life, despite the unseasonable weather. The new inclusion to our traditional tour, a visit to the châteaux of the Loire Valley, proved a highlight for all.

Our first two participants in a six-week exchange program arrived back to start Year 11, while the entire Year 11 class was then able to benefit from the arrival of their two host sisters in July. Strathcona will again participate in this exchange program in the coming year, as these longer stays provide students with a chance to extend significantly their language skills and knowledge of contemporary French culture.

Italian

Input from film, song and audio clips brought added fun to Italian classrooms this year, especially for the senior students. Songs, in particular, were used to reinforce and enliven the learning of their growing collection of verb tenses, and the girls were able to use their iPads to research additional language learning material which was then shared with other classes.

Year 8 students again participated successfully in the Swinburne Junior Poetry Competition and we congratulate especially Claudia Piva, who won 2nd Prize overall in the State. Distinctions were gained by 13 students. This was a great achievement, given that the students were competing against those from other schools who had been learning the language since the beginning of Year 7. In the Societa Dante Alighieri Italian competition, Lucy Brusamarello, Erica Clarke, Madeline Hallett, achieved High Distinctions. Briana Pappalardo and Olivia Lucarelli, Year 9 students, came 1st and 3rd, respectively in the Dante Alighieri Poetry Recitation Competition.

Finally, I extend my thanks to both the teachers and conversation assistants of the 2013 Languages team for the professionalism and passion which they bring to their teaching.

Veronica Swayne, Head of Languages
Mathematics

The Mathematics Department continues to encourage and motivate students to maximise their enthusiasm and joy of Mathematics through providing them with opportunities to develop strategies, experience challenges and gain a depth of understanding and confidence in important mathematical concepts.

At Year 7 and 8, the Mathematics Department has focused on further developing our teaching and curriculum to differentiate learning to cater for students’ individual needs. In particular, we have honed the teaching and learning activities and skills focus for students who struggle with their learning. We have also had a select group of students competing in the Australasian Problem Solving Mathematical Olympiad, which provides an opportunity for students to develop their strategies and problem solving and experience the joy of meeting mathematical challenges.

At Year 9, we have successfully introduced a mid year examination this year. The purpose of this examination is purely to give students practice in examination techniques rather than focusing on content. This is to allow students to experience how they handle the examination process and pressures, and to develop strategies to deal with any examination anxiety. The process was quite different to that for normal examinations, with teachers focusing on pre-examination work of students such as writing a summary sheet and attending revision sessions. Rather than receiving a result, students and their parents receive detailed feedback from the teacher and the student’s reflections.

There continues to be a strong enrolment in Mathematics at Strathcona, with nearly all students completing at least one Unit 3 and Unit 4 study. The 2012 Year 12 results were of a good standard with 36% of assessment grades being A+ or an A. In Further Mathematics, the median ATAR result was 31.9. In Mathematical Methods, the median ATAR score was 38.7. In Specialist Mathematics, 7 out of the 8 students achieved an ATAR result of 40 or above. Congratulations to the 2012 Year 12 students.

316 students from Years 7 to 10 and 15 students undertaking Year 11 General Mathematics A participated in the ICAS Mathematics Competition. All students participated well and 23 received Distinctions. Of particular note, the following students received High Distinctions:

- Xiaobing Liu Year 10
- Jacinta Zhu Year 10
- Eleanor Forwood Year 9
- Selina Giles Year 8
- Rachel Cordeiro Year 7
- Krystal Ha Year 7

Congratulations to these students for an excellent performance in this competition.

This year, we had a successful Year 7 Mathematics Games Day in Semester 2. The day focused on mathematical team problem solving and games. Some selected Year 10 students were involved as leaders, assisting the students and running sections of the day.

Next year, we will concentrate on reviewing and refining our out of class support programs for students, including a revamp of our tutorials and revision programs for end of year examinations.

Thank you to our committed staff who continue to provide valuable learning opportunities for all students through a stimulating and engaging Mathematics curriculum. Our students continue to challenge themselves in order to achieve their best and we commend all on their determination and focus.

Tracy Herft, Head of Mathematics

Physical Education

The Strathcona Physical Education Department believes that all young people should be participants in lifelong physical activity. The staff strive to enhance the learning experience of all students through engaging them in meaningful tasks that provide them with the skills to self-reflect and be managers of their own learning.

In 2013, staff have been provided with the opportunity to further develop best practice when it comes to iPad technology and the use of personal mobile devices. Through the filming of discrete skills in gymnastics or swimming, students are provided with an instant replay of their performance and can be provided with feedback and opportunity to self-reflect. In VCE Physical Education, apps have been used to complement the learning experience and this has provided students with access to everything from heart data collection to GPS mapping. Access to this type of technology allows students to bring the practical into the classroom setting, enabling them to deepen their understanding of the theoretical content.

The Physical Education department is embracing the use of this technology in conjunction with current trends in Physical Education and continually seeks to challenge students to continue to see the benefits that physical activity can provide to all aspects of their health and wellbeing.

Kimberley Bate, Head of Physical Education
Science

The Science department has made considerable changes to much of the science curriculum during 2013. With the introduction of the Australian Curriculum for Years 8 – 10, development of the Science Inquiry Skills and Science as a Human Endeavour strands have been a main focus throughout this year. Much of the curriculum has been redesigned for these years. Furthermore, Science in the senior years has undergone some changes. Teachers have been adapting to the new course structure of the VCE Sciences with changes made to the number of SACs and the removal of mid-year examinations.

Science Week was celebrated with the 12th Annual Scientists’ Breakfast, and the girls were treated to a special assembly item highlighting Australia’s achievements in innovation and scientific discovery. In addition, the Year 10 – 12 students were addressed by a Volcanologist and an Embryologist and were provided with some fascinating insight into working in the science domain. The Year 7 and 8 Environment Club aimed to increase the level of recycling by adding recycling boxes to many classrooms and held fundraisers to increase awareness of environmental issues.

‘The 2012 VCE results were again strong with many girls completing more than one Science subject.’

The extra-curricular component of Science courses has again been extensive. Science Club has been popular with the Year 7 girls, with new activities being undertaken. Excursions have included the Year 11 Physics camp, Year 12 GTAC excursion, and the Year 7 Zoological Gardens classification excursion. In addition, a new excursion was added to the Biology curriculum; the Year 11 class completed the BioEYES Project, an innovative, hands-on program. Over the course of a week students watched the transparent eggs of zebrafish (Danio rerio), change from a single-celled zygote to a larval fish. Students learned about the development, life-cycle, habitat and genetics of the zebrafish and its importance as a research organism in the fields of developmental biology, stem cells and regeneration.

The 2012 VCE results were again strong with many girls completing more than one Science subject. Charlotte Hawkins, Georgia Hunter and Rebecca Schwarz were all awarded Engineering Excellence Scholarships from Monash University. These scholarships are awarded to the highest achieving students entering an engineering course at Monash University. Strathcona students have been very successful in Science competitions this year and achievements have included:

- **ICAS Science Competition (Years 8 and 9):**
  High Distinction (top 1%): Kelly Bradley, Lucy Garnham, Selina Giles (Year 8), Eleanor Forwood and Alexandra Lloyd (Year 9)
  Distinction (top 10%): Taegen Coxhill, Isabella Hunt, Phillipa Mitchell, Eliza O’Farrell, Rebecca Phillips, Tess Plowman, Payton Seeto, Georgia Wong, Regina Yang (Year 8), Rebecca Gibbons, Annabel Marks, Delia McKeon, Nicola Price, Elinor Riley and Kate Skinner (Year 9).

- **Big Science Competition (Year 7):**
  High Distinction: Nicci Marie Dimatos, Nastasya Dimitriou and Emma Flynn
  Distinction: Sophie Chan, Rachel Cordeiro, Chloe Hulme, Sophie King, Amy Montgomery, Madeleine Morrison and Sarah Wanford

- **Science Talent Search (Year 8):**
  From the 13 entries, seven bursaries and three major bursaries were won. These three entries, won by Payton Seeto, Jessica Walsh and Regina Yang, are being entered into the 2014 Student BHP Billiton Science and Engineering Awards.

We are proud of the dedication of staff in their support of students and ongoing improvement of the curriculum. Several teachers completed Professional Standards initiatives aiming to improve student understanding of scientific concepts through the use of targeted teaching of vocabulary and effective use of graphic organisers.

*Pam Welsford, Head of Science*

*Erin-Rose Pandita, Acting Head of Science (Term 3)*
With multiple talents to explore and develop amongst our students, we have taken learning beyond the core curriculum to deliver vital elements of the School experience.

Community Service

This year, Strathcona was capably led by four Social Service Captains, Brooke Stephenson, Elisha Catlow, Bronte Shrinkfield and Katrina Dickinson. Their combined leadership ensured that we were able to have a most successful year for Community Service. Two very successful major fundraising activities, Possible Dreams International Choir (Swaziland) and the School of St Jude (Tanzania) annual Helptathlon were held during Term 1. Possible Dreams offered the opportunity for students from various year levels to meet Possible Dreams choir members and hear their amazing stories of daily resilience and hope. The theme of financial support for Africa’s children flowed into the Helptathlon, and the School was able to raise a substantial sum for these two charities in a very short period of time.

Once again, individual Forms organised fundraisers to raise awareness of and support for local, national and international charities. These have included such notable organisations such as the Cancer Council, A21 Campaign, Turn on the Tap, Kids Under Cover, The Good Friday Appeal and Oxfam. The 40-Hour Famine was creatively supported by many girls who learnt about poverty in Malawi and raised a generous amount of money for World Vision.

As a school, we have continued to support child sponsorship through Baptcare and World Vision. Mellor House and Main Campus currently support four children. Strathcona girls have appreciated learning about the life of women in the developing world and freely shared letters with our sponsorship children.

On behalf of our new friends in the Solomon Islands, I express appreciation to our Compass girls for their diligence in the collection of multiple pencils to hand out during our visit. As a school, we were also able to donate seven laptops for the mission work at SWIM Solomon, Buma Village Women’s Group and Gwaona Primary and Secondary School. The Solomon Island tour girls also raised a financial donation to provide educational tools to assist Buma Village Kindergarten and Gwaona School.

co-curricular areas
Finally, I extend my thanks to all our girls who, often in conjunction with their parents, have given of their time and effort to support the ongoing work of Social Service in the School. It is always most pleasing to make a difference in the life of others.

Rhonda Burns, Chaplain

Compass Award

The Compass Award – ‘Experiences that change lives’.

This prestigious program is offered to students at Strathcona in Years 5 to 8 as a voluntary activity. It is part of the year round co-curricular program and encourages ‘Learning, Discovery, Adventure … and Fun’.

In 2013, it was pleasing to note that just over 50 students took up the opportunity to be enrolled in the program. A large proportion of the girls who achieved a level last year, have now progressed into the next level, either extending their chosen skills or expanding their interests.

The Award gives students the chance to help others, make new friends and increase self-confidence. Students are free to choose their own challenging activities from four main areas:

- Physical Activity (e.g. sport or dance)
- Hobbies / Skill (e.g. art, music, cooking)
- Volunteering (e.g. at school or in the community)
- Exploration (e.g. an excursion, bushwalk or bike ride)

Once the activities are selected and goals decided on, the participants use their initiative to plan how they can achieve their personal goals. Participating regularly is the key. The program is structured over four progressive levels and is an excellent steppingstone into the Duke of Edinburgh’s Awards Program.

In 2013, leadership roles were awarded to Emma Brown, Olivia Stark, Jessica Hamilton and Andrea Litchfield. They had the opportunity to attend the Youth Award Leadership training day and spent the time developing skills and increasing their knowledge of the Award to assist and guide other Award participants in their endeavours.

During ‘Dukes Week’ in August, the leaders took part in the Awards Victoria fun run and the Strathcona Pencil Drive, assisting students in the Solomon Islands. Our leaders definitely fulfilled the theme, ‘Get up, Get out, live the Dream’. The highlight for the girls was their involvement in the Awards Victoria DVD, showcasing activities that can be undertaken.

I encourage students to join The Compass Award. Not only does it give them the chance to unleash their talents but encourages lifelong learning and provides ‘experiences that can change lives’.

Pam Allan, Compass Award Coordinator

Debating and Public Speaking

The year has again been rewarding in the Debating and Public Speaking sphere. Strathcona students acquitted themselves admirably, always presenting confidently and enthusiastically.

At Strathcona, we encourage all students to participate in the range of activities on offer. We believe that anyone can learn...
to speak in front of others – it simply takes practice and encouragement. The School’s Public Speaking Competition has all students from Years 7 to 12 present a prepared speech, and finals are held in Forum sessions and the School Assembly. Congratulations to the winners, Gabrielle Ebeling (Senior Section), Phillippa Turner (Intermediate section) and Isabella Thom (Middle section). Gabrielle also went on to represent the School at the Regional Finals of the Victorian Curriculum and Assessment Authority (VCCA) Plain English Speaking Competition (PESA), while Ashleigh Gale (Year 12) competed in the Rotary Ainger Public Speaking Competition.

Debating has also been of an extremely sound standard this year with many personal accomplishments. We had eight teams participate in the Debaters’ Association of Victoria (DAV) Interschool Competition held at Camberwell Grammar School. This enables students from Year 9 to 12 to prepare debates and secret topics on a range of topical issues such as that Greece should leave the Eurozone, that feminism is irrelevant to young women today, that we should ban academic streaming in schools and that the government should pay a salary to parents who stay home with their children. The students’ hard work and dedication is evident in these engaging debates. There are many aspects to a successful case from considering the complexities of a topic, and marshalling a range of arguments, to structuring and delivering a coherent team line. Finally, there is the manner and delivery of the team case, always a key strength of our talented speakers.

The preparation in our School class program enables Strathcona girls to always present eloquently and with assurance, establishing good eye contact, and varying the tone and pitch of their voices. This is certainly seen in the Junior Secondary Debating Program at Fintona. It has been a very successful program and participation has steadily increased so that this year we had a record number of thirty-five students from Years 7 and 8 who participated. We entered four strong teams, with solid successes in the Balwyn region. The following were nominated as ‘Best Speaker’: Kelly Bradley of 8D (nominated twice), Sophie Chan of 7C, Sarah Glover of 7B, Hannah Patience of 7C and Jessica Walsh of 8B. Each team was coached by a Year 11 student. Particular thanks go to Michelle Benington, Lucy Brusamarello, Madeline Hallett, Sophie Hulme, Joyce Lim, Elisia Killlick, Phoebe Stewart and Emily Waldron for their excellent team management, mentoring and advice.

Year 12 student leaders, Gemma Smith and Gabrielle Coulthard, are also to be congratulated for the leadership and organisational ability they have demonstrated throughout the year in preparing all teams for the DAV and the Inter-House competition. The competition was kicked off in lively fashion with the humorous debate against Scotch College that all men are clueless. Congratulations to Gilbert for winning the House Debating Cup.

Finally, the dedication and hard work of staff coaching these teams is appreciated. My thanks are extended to Mrs Young, Mrs Gazis, Mrs Bromby, Ms Thornhill and Mr Morrison.

Simone Boland, Debating Coordinator

Duke of Edinburgh’s Awards Scheme

Participation in the Duke of Edinburgh’s Award has risen this year, with many girls endeavouring to continue their Award by moving up to the Silver or Gold level. With 90 students enrolled in Bronze, 15 in Silver, and seven in Gold, the program is developing steadily and beginning to gain momentum.

This year, we had input from the Awards Victoria staff which helped to raise awareness for the award and connect the School with the wider community. Student leaders from Years 7 to 9 participated in Dukes Week, fundraising for charity and collecting stationery for Strathcona’s mission trip to the Solomon Islands’ schools. The representatives emulated the purpose of the Award through their selfless efforts. As a culminating event, the leaders joined in a fun run at the Botanical Gardens, celebrating with leaders from other schools. We had a lucky winner of the Dukes Roving Reporter competition that enabled Jessica Gair, of Year 10, to take part in regular blogging and interviews throughout the year on behalf of Awards Victoria. This followed stories of Award participants and suggested ideas for activities that might contribute towards students’ progress.

Jessica Gair, Year 10, won a competition to become Dukes Roving Reporter for the Duke of Edinburgh’s Award

‘The Duke of Edinburgh’s Award encourages girls to ‘bring out their best’.

The journey aspect of the Duke of Edinburgh’s Award intends to create independent thinkers; students who can problem solve, demonstrate resilience, and work together to venture in unknown territory. 2013 provided many opportunities for students to explore the natural environments of Victoria while gaining wonderful insights and memorable experiences. Students hiked through Wilson’s Promontory, Great Otway National Park, Yarra Valley and the Cathedral Ranges.
Excellent initiatives have been composed throughout the program, with a group of students participating in external courses to complete the ‘Skill’ component of the Award, while Year 9s lead by Eleanor Forwood, created a canteen for the Year 9 Campus, run by volunteers and raising money for charity. These undertakings exemplify the generous spirit in which the Duke of Edinburgh’s Award encourages girls to ‘bring out their best’.

Liesel Woods, Outdoor Education Coordinator

International and Interstate Links Program

Students involved in the wide variety of tours and exchanges offered this year have expressed their enjoyment of many new experiences, developing independence, appreciating cultural differences and taking up a variety of opportunities and challenges. Lifelong friends were made and some of the best times of life so far were said to have been experienced by Strathcona girls from Year 10 and 8 who participated in the 2013 International and Interstate Links Program. Most of our exchanges are reciprocal, with participating students hosting visiting students as well as travelling to experience school life at another school.

‘Lifelong friends were made and some of the best times of life so far were said to have been experienced.’

The hospitality of many Strathcona families has been appreciated by visiting students from our sister schools, Soshin in Yokohama, Japan, Ewha Girls’ High School in Seoul, Korea, as well as Somerset College, South Africa, Durham Academy, USA, Columba College, New Zealand, Meriden, Sydney, PLC Armidale, NSW and Rockhampton Girls Grammar, Queensland.

Students from France and Italy were hosted during Term 3. Becky Choi 10B and Su Hyun Yun 10A from Ewha, Korea, spent the whole year at Strathcona, hosted by the Doran and Stebbins families.

Host sisters developed friendships and participated in many excursions exploring Melbourne and surrounds with visiting students. Trinity boys and Ruyton girls travelled to some of the same exchange destinations as our girls and joined some of our city excursions. Twenty-five Soshin students willingly shared Japanese culture and customs with Year 7 and all Mellor House classes, as well as developing friendship with their host sisters and enjoying family life. Their participation in the Annual Music Concert and church and chapel services is always greatly appreciated.

Students representing Strathcona on exchange 2013

To PLC Armidale, NSW, 17 – 29 August:
Ava Dullard 8D, Selina Giles 8C, Stephanie McGregor 8A, Amber Sinclair 8D.

To Meriden, Sydney, 17 – 29 August:
Jessica Hamilton 8C, Emma Spurling 8A.

To Columba College New Zealand
31 August – 22 September:
Elisabeth Hodgetts 10C, Becky Choi 10B.
Host sisters for visiting NZ students were Katarina Weitkamp 9D and Danielle Killick 9D.

To Somerset College, South Africa
15 August – 1 October:
Lucy Arrowsmith 10D.

To Rockhampton, Queensland
29 August – 10 September:
Clare Duyker 8A, Isabella Hunt 8A, Sarah Van Der Hock 8B, Estelle Warren 8C.
Host sisters for visiting Rockhampton students were Alex McLeod 8A, Millie Cincotta 8D, Ruby Young 8A and Bridget Newman 8D.

To Durham Academy, North Carolina, USA
December 2013 – January 2014:
Maddie Brown 10D, Alex Crocker 10A, Anna Doyle 10C, Sophie Bruglieria 10D, Lily Sawers 10D.

To France, December 2012 – January 2013:
Laura Perree 11C and Kirsten Fearn-Wannan 11B.
We have been delighted to receive feedback on what outstanding ambassadors for our School our student representatives have been this year - passionate, enthusiastic, proud of who they are and their School!

In the Tours Program, a study tour to France was held for language students and a tour to China for staff and family members. Our new venture this year was a service/study experience to the Solomon Islands led by our Chaplain, Mrs Burns. Plans are underway for overseas study tours to Italy and China in 2014 as well as an 11-day Kakadu and Central Australia tour for Years 10 and 11.

Diana Little, 
International and Interstate Links Coordinator

Music

Performing in public is considered to be one of the most daunting and stressful activities that humans do. Musical performances require much technical skill on the instrument of choice, coupled with musicianship, the ability to communicate with an audience, the ability to work together with fellow musicians and, of course, the ability to harness the adrenaline and anxiety to actually perform. We are incredibly proud of our emerging and established musicians for their outstanding performances this year.

Our highly successful Concerto Evening was held in June in our newly refurbished Hall. This was the culmination of a semester’s worth of long, often difficult, rehearsals, where our younger orchestral musicians came to grips with unfamiliar art music. This was quite a challenge for our musicians, soloists and orchestral members alike. Our congratulations go to You Min Ahn and Scarlett Chen Year 8, Charlotte Pannier and Elizabeth Robinson Year 9, Vivian Chen and Mabel Chong Year 10, Megan Ha Year 11 and Grace Choong, Madeline Henderson and Rachael Zhu Year 12 for their outstanding performances as soloists on this occasion. We were all privileged to witness these performances.

Our Music Camp was held in July in preparation for the Annual Concert. It always amazes me how our young musicians are able to move so easily between styles, from Bach, Beethoven and Mozart at the Concerto Evening, Chopin and Schumann at Recitals and Chamber performances, through Simon and Garfunkel to the swung rhythms of Pastorius. It is fascinating to watch and listen to the girls during this weekend as they make these styles ‘their own’, with the older girls supporting and mentoring the younger ones. Once again, it was a joy to spend the weekend with this talented group of 90 students and staff, working together towards a common goal, amidst much laughter and fun. Two hundred students performed at the following Annual Concert in August, including all of our Year 7s. For some of these students, it was the first time that they have either sung or played in a formal concert situation. There was a great deal of excitement backstage, particularly for the Year 7s.

The Friends of Music Dinner was also held in August at Tay Creggan, with performances by Glee, Stage Band, Modern Jazz Band and various Chamber Ensembles contributing to the success of the evening, where all who attended had a most enjoyable time. I would like to thank the Friends of Music who work tirelessly to support the music staff and the girls. Through their tremendous efforts and generosity over the years, we have received many instruments, both large and small, and music, all of which have contributed to the success of the Music Program. The Friends are a never-ending source of encouragement, support, creative ideas and enthusiasm - we are truly blessed.

This year, we also introduced a Chamber Series of three concerts held on Sunday afternoons. Each concert was themed. The first, Australian Sign Posts, looked at Australian history and paralleled it with music around the world at that time. The second in the series was ‘Out of the Depths’ remembering Holocaust. This was a most moving afternoon where the music, performed by our Chamber musicians, was woven around several readings given by Alexandra Linehan. The third Sunday afternoon was ‘Tiny Tunes’ aimed at little ones under the age of seven. It was a delight to see these children so excited and wide-eyed. It was also delightful to see former students, now young mothers, bringing their little ones ‘back to Strathy’.

Finally, heartfelt thanks to our two talented Music Captains, Madeline Henderson and Rachael Zhu. They have been an inspiration to the girls, sharing their knowledge, their love and passion for music as they themselves have developed into wonderful musicians and performers. It has been a privilege for all of us to be a part of this journey with them. They will be greatly missed.

Georgina Nagy, Head of Music
Outdoor Education Program/Camps

Many smiles and stories evolved from the Outdoor Education programs this year. Year 7's Lady Northcote Recreation Camp experience brought in a new challenge of an overnight camp out and GPS orienteering (Geocaching) which were both embraced by the girls. The Year 8s' week at Camp Jungai, run by the Outdoor Education Group, brought students closer together, enriching their friendships and building new relationships through many team-building activities and carefully facilitated discussions. This was Strathcona's first year at Camp Jungai, and students were excited to dive into the new adventures of Rock Scrambling, White Water Rafting, and camping at the beautiful Cathedral Ranges.

With stunning weather and snow depth to last a month, the memories created were those that will last a lifetime!

At Year 9, the girls enjoyed their Ski Camp at Falls Creek. With stunning weather and snow depth to last a month, the memories created were those that will last a lifetime! The Year 10s were excited to venture to the Peninsula for a week of salt water thrills, exploring the ocean by kayak, surfboard, snorkel and dinghy.

The numbers on the Learn to Ski Day tripled this year, with 45 students having skied down Mt Buller's Bourke St by the end of the day! The Learn to Surf day equalled this participation level, getting in touch with the coastal environment and taking 'on board' the respect for it they gained while surfing.

The Outdoor Education program at Strathcona is continuing to develop in order to best suit the sequence and skills of the girls throughout their school lives. This year we introduced a trial of the Camp to Campus which will be implemented at Year 9 next year. This canoe, hike, bike journey, follows the Yarra River from its source to the Tay Creggan Campus. The girls involved were proud of their achievements in completing this journey. Many other four-day camps got the girls buzzing with stories and laughter throughout the year. The Duke of Edinburgh Award trips to the Great Ocean Road, Cathedral Ranges, Wilson's Promontory and Brisbane Ranges all provided students with a rejuvenated outlook on nature and its purpose within our lives, as well as our purpose within its life.

Liesel Woods, Outdoor Education Coordinator

Speech, Drama and Effective Communication

The Speech and Drama program engages students in developing performance, public presentation and communication skills through the teaching of performance texts. Students study texts (play scripts, monologues and poetry), engage in drama games, improvisation, mime, reading skills and public speaking. Speech theory is taught formally alongside performance work with introductory analysis of literature involving rhythm and structural aspects of poetry and character, plot and emotional themes in monologue selections. Breathing and voice care theory are also introduced at appropriate levels of study.

The Speech and Drama program continues to attract students across all year levels but remains most popular with students in upper primary and Year 7. As with instrumental studies, a small number of interested students progress into higher studies and sit for senior Trinity Guildhall examinations. All students are offered an opportunity to present for Trinity Guildhall practical examinations. While not compulsory, these examinations provide focus and encourage disciplined practice patterns. Most enrol for the Speech and Drama syllabus which combines Drama (character work) with storytelling, poetry and sight reading skills. Interested students can choose a straight Shakespeare syllabus or Oral Communication, as appropriate. Nineteen students presented for practical examinations in October.

A soirée is held for parents in late May. All students enrolled are encouraged to prepare a solo script from memory and to present to the audience. Mellor House students had further opportunities to perform throughout the year with concert assemblies and informal classroom performances.

The Eisteddfod by the Bay was again a popular event and a highlight of the year. Over two weekends in early June, 25 students presented 60 performances in age-related competition. Sections included the popular character in costume, poetry recitations and duologues. Our students again achieved outstanding results in the poetry sections, placing 2nd and 3rd in the Under 10 sections, and all three prizes in Under 12. A total of 32 awards (1st, 2nd, 3rd, and Honourable Mentions) were received. Importantly, the
students were supportive of one another, and represented the School with maturity and poise.

A small number of students participated in the Boroondara Eisteddfod in Term 3. Congratulations go to Georgia Prentice (Year 6) who won the under 15 Championship, and a $100 prize.

The program continues to see strong enrolments, high numbers entering for examinations and even larger numbers participating in Eisteddfods. Each semester offers core performance opportunities that focus student attention and ensure the program remains vibrant and engaging for students at all levels.

Fiona Marantelli, Speech & Drama Teacher

Girls Sport Victoria

Sporting Activities

There is a wide range of social benefits for young adults playing sport. They want to have fun, be active and healthy, and who can put a price on the importance of making friends and feeling as if you fit in? Sport improves mental and physical health and enhances community well-being. It also challenges young women to work in a group, and encourages them to think of others. Young adults like to feel part of a team and with sport they can feed off the energy, spirit and enthusiasm of their teammates. Participating in sport and other forms of physical activity can assist in building young women’s confidence as well as allowing them to gain a sense of achievement. For a lot of girls, sport is their chance to shine.

Swimming and Diving were the first GSV Carnivals for the year with the Swim Team qualifying for Division 1 and finishing 7th overall. Strathcona finished 3rd on the medal tally at the Finals Evening with 15 medals in total including one new GSV record. The Diving Team finished 4th in Division 2, winning the Senior Division, with three girls qualifying for the Finals Evening, coming away with one Silver medal. Close to 100 girls were involved in the Running Club throughout Terms 1 and 2 with just over 70 representing Strathcona at the GSV Cross Country Carnival, qualifying for Division 2 and placing 4th. The Athletics Team's spirit, commitment and willingness to sacrifice for their teammates was reflected in their performance at the Preliminary Carnival finishing 2nd overall and competing in Division 1 for the 3rd year in a row, finishing 8th out of 23 schools.

Thirty-three girls qualified for the Finals Night in 22 individual events and five relays, finishing 6th on the medal tally with ten medals; four Gold, four Silver and two Bronze.

2013 has been another successful year and offered girls of all skill levels multiple opportunities to get involved in co-curricular sport at Strathcona. 60 sport teams competed this year with several qualifying for Semi-Finals and Finals. The year began with many enthusiastic and committed Year 7 and eight girls wanting to be involved in Softball, with the Junior B Team qualifying confidently for the Grand Final and being awarded Premiers in a close match against OLMC. The Intermediate A Softball team also finished top of their zone and qualified for the Semi-Finals.

Term 2 was also very successful. The senior Water Polo team went through the season undefeated, qualifying for the Grand Final and winning the B Grade Premiership very convincingly. The AFL competition that proved so popular last year, also had a great season with confident wins from week to week, demonstrating determination and finishing runners-up in the B Grade competition. Both teams are looking forward to the challenge of the A Grade competition next year.

The run of Finals continued with the Junior C, Intermediate A, B and D as well as the Senior A and C Netball teams all qualifying for the Semi-Finals. The Senior Hockey team went one step further than last year, winning their Semi-Final, however, they lost their Grand Final in a very close match and were awarded Runners-Up.

Nearly 60 Year 7 and 8 girls attended trials for Junior Volleyball. We were able to enter a second team and accommodate all the girls who wanted to play. The Junior C Soccer team was also triumphant throughout the year finishing 2nd in their zone and making the Grand Final.

It is an exciting time in the PE and Sport department having so many enthusiastic girls doing so well individually and in their teams.

Megan Boyd, Head of Sport

‘Participating in sport and other forms of physical activity can assist in building young women’s confidence as well as allowing them to gain a sense of achievement.’
special achievements

The incredible achievements of our girls this year are cause for celebration. From the classroom to the sporting field, our students have excelled in various fields, always as exemplary representatives of our School.

Achievements in Academic Pursuits and the Arts

- **Anna Mitchell** and **Rebecca Schwarz**, Co-Duxes of 2012, received the Jean Lovegrove Award for Dux of Strathcona.
- **Anna Mitchell** and **Caitlin Wilson**, Year 12, 2012, received a Premier’s Award in English and Drama, respectively.
- **Caitlin Wilson**, Year 12, 2012, has been awarded the Australian Student Prize for academic excellence in the 2012 school year.
- **Sarah Canterbury**, Siena student taught by Claire Chambers for 3/4 Food Technology in 2012, also received a Premier’s Award.
- **Charlotte Hawkins, Georgia Hunter** and **Rebecca Schwarz**, Year 12, 2012, have been awarded Engineering Excellence scholarships from Monash University.
- **Madison Fairlie**, Year 12, was selected to perform her 3/4 Drama Solo at Top Class Drama.
- **Caitlin Wilson** gained entry into the prestigious Bachelor of Music degree at Berklee College, Boston.
- **Rachael Zhu**, Year 12, was awarded the Monash Prize.
- **Laura Collins**, Year 12, was awarded the Barbara Green Memorial Art Award.
- **Kristiane Burri**, Year 12, Italian language student, was a Finalist in the Discorso (Speech) Competition.
- **Jessica Westwood**, Year 12, and **Marnie Oblak**, Year 10, received the Australian Defence Forces’ Leadership Award.
- **Michelle Benington**, Year 11, has been awarded a prestigious Kwong Lee Dow Scholarship from The University of Melbourne.
- **Annie Biggins**, Year 11, was selected as a Melbourne Theatre Company ambassador, one of 25 students across the metropolitan area.
- **Keely Simpson-Bull**, Year 11, has been selected to attend the National Youth Science Forum at Australia National University, Canberra, in January 2014.
- **Jacinta Zhu**, Year 10, **Claire Boland** and **Georgetta Napier**, both in Year 8, collected prizes in the 2013 Boroondara Literary Awards in recognition of their writing talent.
- **Tess Exinger, Morgan Macleod-Finke** and **Anna Terry** of Year 10 were selected for the Monash Scholars’ Program.
- **Emma Koppelman**, Year 9, has been selected for The Australian Ballet School.
- **Raffaela Skourletos**, Year 8, won the State Division of the Australian History Competition for 2013. The Australian History Competition is prepared by the History Teachers’ Association of Australia and run in conjunction with The Giant Classroom.
Achievements in Sport

- **Sarah Chancellor-Goddard**, Year 12, was appointed Captain of the 2012/13 Victorian U18 Women’s Cricket Team which participated in the National Championships in January. Sarah was selected in the Australian National U18 Female team of the Championships, which led to an U18 National talent camp which was held in Brisbane at the Centre of Excellence. She was then nominated for the prestigious Commonwealth Bank Future Star Award. She then won The Cricket Victoria Lord Taverners’ Betty Butcher Award for the Emerging Player of the Year 2012/13. Sarah is currently in the final Victorian U18 squad for the championships in 2013/14.

- **Phoebe Sloane**, Year 12, competed in the Open Women’s Discus in the Oceania Region Athletics Championships held in Tahiti in June. Phoebe was one of the youngest members of the open section. She also competed in the Victorian Junior Track and Field Championships and won two Gold medals in the U20 Women’s Discus and Shot Put. Phoebe represented Victoria at the National Championships in Perth. In the Victorian All Schools Track and Field Championships in October, Phoebe became the U20 Girls Champion, winning the Gold medal in both the U20 Girls’ Discus and Shot Put. She will compete in the 2014 Australian Athletics Championships. This year Phoebe has also broken the Victorian VSS Year 12 records in Discus and Shot Put set in 2001.

- **Christie Donaghey**, Year 11, competed in the Victorian Artistic Gymnastics Championships. She was a member of the team that placed 1st, and she came 1st overall individually. She is the Victorian Champion at National Level 10.

- **Kate Donaldson**, Year 11, was selected in the GSV representative Hockey team and competed in a game against APS.

- **Isabelle Everist**, Year 11, was a member of the Under 19 Victorian Futsal team that competed in the National Schools Futsal Championships in Sydney from 29th Sept – 4th October. They finished 5th missing the finals by one point.

- **Meghan Parry**, Year 11, competed at the 2013 Australian Age swimming championships in Adelaide in April. In her 16 years age group she achieved 5th place in the 400m and 800m freestyle events and 6th place in both the 100m and 200m freestyle events. Meghan gained three silver medals in relay events – the 16 years and under 4x100m freestyle and medley relays and the 18 and under 4x200m freestyle relay.

- **Madeline Wild**, Year 10, won four Silver medals and three Bronze medals in the South Australian State Short Course Swimming Championships.

- **Bronte Hough**, Year 9, represented Victoria in the National Under 15 Girls Championships held in the September holidays in Busselton WA. Victoria finished third behind NSW and Queensland after having beaten Queensland in the penultimate round. This is Victoria’s highest placing in this age group for girls for many years.

- **Elizabeth Robinson**, Year 9, competed in the Victorian Rhythmic Gymnastics Championships. Her team placed 1st overall and she came 6th and 3rd in the Ball Final.

- **Ellie Robinson**, Year 9, competed at the Level 7 State Championships for Rhythmic Gymnastics and placed 4th overall, qualifying for two finals. She placed 2nd in the hoop final and 4th in the ball final.

- **Kate Boulter**, Year 8, was selected to participate in the National Championships as part of an 11 member squad and was the Team Captain. She participated in the 100 and 200 metre sprints and came within the top ten. Kate also participated in the relay event and her team finished 5th.

- **Taegen Coxhill**, Year 8, qualified for the 2013 Australian Age Swimming Championships in Adelaide in April. Competing for the Nunawading Swimming Club she competed in four individual events and came 2nd in the 14/under freestyle relay.

- **Isabelle Harris**, Year 8, won the Victorian Fencing Championship for Girls U13 Foil and went on to compete in the National Championship.

- **Phillipa Mitchell**, Year 8, participated in the South Australian Short Course Swimming Championships and received two Silver medals for 50m and 100m backstroke, as well as a Bronze medal for 50m butterfly.

- **Estelle Warren**, Year 8, qualified for the 2013 Australian Age Nationals Swimming Championships. Competing in Adelaide in April she contended both the 50 and 100 metre freestyle events. For the 50 metres freestyle she attained a 20th position overall with a time of 28:02 while in the 100 metres freestyle Estelle’s time was 101:62 which put her in 27th position overall.

- **Tamsyn Lovass, Georgia Watkins and Anais Krashow-Josefski**, (all in Year 6) competed in the Inter-School Cross Country Championships. In the Borroondara Divisional, Tamsyn came 1st and Georgia 3rd in their age group, qualifying them for the Eastern Regional Championship (EMR). At the EMR, Tamsyn finished 5th and qualified for the State final in which she placed 15th.

- **Lily Buckmaster, Natalie Buttery, Kate Forwood, Jenna Healy, Louise Johnson, Briony Mellor, Georgia Prentice, Emma Orelli and Sam Walker**, (all in Year 6), represented the School at the Victorian Netball Association State Championships. They played eight games over the day, recording five very convincing wins.

- **Zoe Rudd**, Year 5, competed in the National Junior Basketball Classic as a member of Hawthorn Magic (local representative basketball club).
2013 year 12 students

Emilija Blagojevic
Kristiane Burri
Elisha Catlow
Sarah Chancellor-Goddard
Lucy Chiodo
Grace Choong
Laura Collins
Gabrielle Coulthard
Jessica Cox
Allison Cran
Katrina Dean
Niamh Deighan
Maya Dharwadkar
Katrina Dickinson
Rebecca Dickinson
Laura Donaldson
Katherine Donnarumma
Rachael East
Clare Exinger
Madison Fairlie
Monique Fernandez
Arrainya Fernando
Ashleigh Gale
Eleanor Geilings
Catherine Gillies
Jessica Gosbell
Rebecca Gower
Minnpia Griggs
Alison Guertin
Guo Guo
Jessica Hamlyn
Briony Harrison
Madeline Henderson
Kaiva Kaimins
Sarah Keane
Tsz Yan Lam
Samantha Litchfield
Olivia Manson
Amy Martin
Sophie Mayer
Hannah Mcfee
Charlotte McKinnon
Caroline Morrison
Chloe Nall
Katherine Norman
Emily O’donoghue
Daphne Panayotides
Julia Pieters
Sophie Puika
Isabella Schmidtke
Georgia Scott
Eleni Serghis
Bronte Shinkfield
Phoebe Sloane
Gemma Smith
Rachelle Soumprou
Melanie Spry
Brooke Stephenson
Claire Stollery
Cassia Temple-Smith
Georgina Tobias
Jessica Westcott
Brielle White
Alexandra Wilson
Tessa Wilson
Olivia Witts
Chengyan Xu
Zheng Xu
Laura Young
Ziyan Yuan
Rachael Zhu
Si Min Zhu