becoming global citizens

bring out her best.

STRATHCONA
contents

From the Principal
Creating global citizens .................................................................3
Farewell to Year 12 students ..........................................................4
Mellor House & ELC ......................................................................5
Tay Creggan .................................................................................6
A global perspective from Tay Creggan
School Community .......................................................................7
The Arts .......................................................................................8
Global Citizens ............................................................................9
Exchanges and Tours .................................................................10 – 11
Sport Wrap ..................................................................................12 – 13
Duke of Edinburgh, Friends of Snowsports, Rhythmic Gymnastics & Brownlow Medal Breakfast
OSA News ..................................................................................14
Special Thanks ...........................................................................15
from the principal
– creating global citizens

Diogenes, the Greek philosopher, stated, ‘I am a citizen of the world’. While his known world was a much less expansive and known one than ours today, Diogenes displayed the type of global consciousness which is no longer a matter of individual choice but an imperative for all of us in the 21st century.

In this era of globalisation, migration is reaching unprecedented proportions and media and trade increasingly bring distant people and cultures into contact. While individuals and societies can savour the rich intercultural learning and exchange of ideas and advances, there are also challenges as we seek to integrate the new and the unknown.

A new kind of ‘global learner’ is emerging. These people are able to reflect and act on issues of global significance, they are adaptable and able to deal with complexity and diversity and communicate in new ways. The challenge and opportunity for schools is to engage students both intellectually and experientially, providing them with the knowledge and skills not to just fit in, but to be able to assess and debate matters so they can thrive as global citizens with rich and meaningful lives. Ultimately, our hope would be to empower them to help change the world for the better.

At Strathcona we are intent on helping our students to become such ‘global learners’.

– The growing emphasis on interdisciplinary programs in the Senior School, such as the SEED (Seek, Enrich, Engage, Diversify) and I-Learning (Interdisciplinary, Interconnected, Inquiry-based Learning) assist students to consider events and issues from a broader perspective. The push for more interdisciplinary learning should not undermine students’ gaining of knowledge and mastery of essential disciplinary skills. Rather, disparate disciplines can be drawn together so students practise the type of assessment and debate needed so that they can examine what they value and create meaning in their lives in the global context.

This approach builds on the creative learning approaches in the integrated studies units of our Junior School and extension activities across year levels.

– Throughout the curriculum our teachers are emphasising the habits of mind, cognitive skills, personal attributes and interpersonal sensibilities students need to drive learning, facilitate innovation and enable them to work and get on with others. Encouraging inquisitiveness, critical thinking, problem solving, risk taking, collaboration, creativity etc. will enable our girls to deal with complexity and promote their ability to be global citizens. Teachers are taking ownership to assist students in transitioning to become interconnected and responsible global citizens of the 21st century.

– Schools are needing to inculcate media and information literacy skills that were not on educators’ radar a decade ago. Here, the work of our Information Resource Centre, Advanced Learning Centre and Learning Technologies and IT Servicing are central to resourcing our teachers for their course planning. The ongoing infusion of technology into every aspect of the School will enable the accessing, synthesising, application and sharing of knowledge essential to today’s learning for students.

– Through our social service initiatives, students are encouraged to think of the needs of those beyond the boundaries of their local community. Service activities assist not only in building social conscience but enable students to gain a sense of agency. It is not just a matter of fundraising but of learning to give in practical ways and discerning the needs of others. I commend our students on their commitment to supporting the work of associations such as World Vision, Oxfam and the Cancer Council, on their ongoing child sponsorship support and on the assistance they have provided to the School of St. Jude, Tanzania and the Possible Dreams International Choir from Swaziland.

– The International and Interstate Links Program plays a significant role in opening up opportunities for students to interact with groups beyond their locality. By their involvement in diverse contexts, young people can come to appreciate and respect cultural differences and build resilience. This year’s inaugural service tour to the Solomon Islands built relationships and provided rich learning for our students as they shared their talents and resources and led activities among students in a developing nation. For the students and staff involved, this would have been a life-changing experience.

These examples give insight into some of the ways that Strathcona is working towards placing learning in the context of both global understanding and individual’s awareness of self as a “global learner” and “global citizen”. It is recognised that the more that students feel that their education is both meaningful and useful, the more they will enjoy their learning experiences and prepare themselves to be productive citizens.

Helen Hughes
When I was finishing Year 11 and anticipating the prospect of embarking on my final year of school, I wrote a note to my future self about the next 12 months. Among other things, this note said, “it’s going to be challenging, but also the most rewarding thing you’ve ever done — it will give you an ATAR, but also friendship and an experience unlike anything else.” When I read this now, I am shocked at how accurate this prediction was, and how it not only applied to my final year, but also to my entire Strathcona experience. Now, as the Year 12s emerge from the School that shaped us into the confident, poised and ambitious women that we are today, it is an exhilarating concept to think that the world is truly what we make of it.

Although we’ve spent this year cocooned in SACs, hours of study and over-consumption of milo and muffins I know that the time has come to hang up our uniforms and step out into the big wide world. This year many girls had the opportunity to vote in the Federal election, giving us a taste of the influence that we can have on the world. To think that the girls we stood next to in assemblies will one day be running the country, campaigning for change and forming the ideas that will influence lives is startling. Yet seeing the character and ambition in the girls around me, I know that this is not too far away.

When we leave the School for the last time I can say with absolute certainty that we won’t remember the nerves before an English SAC, or the nights spent studying when we could have been watching The Bachelor, or the racing hearts minutes before starting an exam. What will be remembered are the AFL matches that were won and the debates when the Strathy girls put the Scotch boys in their place! Most of all, we will remember the company of the 71 other girls in our year level, laughing at lunch time over a Greek lamb wrap from the canteen and shamelessly dancing to K-pop.

The culture at Strathcona is something that will stay with us forever, and I can’t thank Mrs Hughes and Mrs Farmilo enough for their unwavering support, as well as Mr Pannam and Mr Bradshaw for constant guidance throughout the year.

It has been a privilege to lead the Strathcona class of 2013 in their final year at school. The past 12 months have opened new doors for every Year 12 girl and have shown me just how quickly a year can pass. Yet the most shocking thing of all is that no matter where we were 12 months ago, we have never been more prepared to begin our lives outside of Strathy … and not even my Year 11 self could have predicted that.

Charlotte McKinnon – School Captain

class of 2013 valedictory dinner

After an emotional day, ’stage five’ (as Mrs. Hughes likes to consider it) of Celebration Day had finally arrived; the Valedictory Dinner.

Hosted at Kooyong Tennis Club, our final farewell began as families, staff and students warmly mingled together, while the Strathcona Stage Band supplied entertainment. As we took our seats, students were surprised with an engraved bracelet as a keepsake of the past six years; reflecting upon the many memories that have been made, expressing gratitude to every member of staff for their guidance, and wished the graduating class of 2013 the very best for the new journey that lies ahead of them.

By the end of the evening, the constant cliche we have all heard so many times; that Year 12 ‘passes in the blink of an eye’ finally came to fruition.

Our journey at Strathcona had suddenly come to a close. However, making it to our Valedictory Dinner was an absolute testament to what we have achieved as a year level over the past six years, and what we will all individually achieve in the years ahead.

On behalf of the graduating class of 2013, I would like to express our gratitude and thanks to the Strathcona Family Association and to the parents who organised such a wonderful evening.

Jessica Westcott – Deputy School Captain

rose assembly

The year 12s had always heard how emotional the legendary Rose Assembly had been in previous years, but nothing could prepare us for the welling up of emotion we experienced. Seeing the Preps in their School dresses made us aware of just how far we had come on our educational journey and how much we had grown, both intellectually and physically. We were so impressed with the gravity that the preppies treated the situation and how focused they were on the task at hand.

The experience was particularly moving for the four Year 12 girls, who had themselves handed over roses when they were in prep. At the end of the assembly when we looked up to the balcony and saw the choir serenading us with the Benediction, nobody could stop the tears from flowing. It was a strange sensation to be sitting in Featherstone Hall for the last time, and it was fitting that our last assembly was the most moving and memorable one.

Laura Collins – Deputy School Captain
You don’t have to go far from home to have an impact on the world. That’s the rationale behind a number of Mellor House experiences and programs.

The Year 2 class and a number of other talented musicians visited the Lynden Nursing Home to spend time with the residents and entertain them with a range of musical items. The residents thoroughly enjoyed the music program that featured solo and ensemble pieces. Our girls, too, gained much from the experience. They knew that they had been a special part of the day for the residents and could see the need for those in restricted circumstances to be valued, visited and prioritised.

The National Early Years Learning Framework, outlined in ‘Being, Belonging and Becoming’ focuses our attention on helping children become connected with and to contribute to their world. In the Early Learning Centre children learn to cooperate with others and negotiate roles and relationships in play episodes and group experiences setting foundations for future citizenship. We broaden their understanding of the world in which they live by engaging in a variety of rich and meaningful inquiry-based experiences.

A group of Year 5 girls were awarded 3rd place in the VITTA ‘3in6 Video Challenge’. They created a 3-minute video on the topic of ‘ICT the Door to the Future’ within a 6-hour time limit. Their movie was very clever and creatively structured. Our young video makers know that creative use of technology enables them to share their thoughts and ideas with the world. Computers, iPads and other devices make movie creation so much easier than was possible only a few years ago.

The girls in Prep, Year 1 and Year 2 visited CERES to learn more about sustainability as part of their Integrated Studies unit ‘Reduce, Reuse, Recycle’. They learned that everyone has a responsibility to take actions to care for the environment and that there is a lot they can do at home and school to care for our world.

Every global citizen is unique. Our Prep students looked at how unique they were by creating a cut-out copy of themselves. They looked very closely at the special features that make them a ‘one-off’ then set about creating their ‘double’ to display. As well as learning more about themselves, the girls also learnt to appreciate the differences of others.

Chris Phyland & Heather Henson
The academic course at Year 9 seeks to inform and empower students to become more knowledgeable, critical and hopefully, more compassionate about what has occurred in the world yesterday, today and most importantly, what will occur in the future.

In the International Studies course, students have examined the global population expansion and its ramifications on the movement of people and natural resources. Girls have explored the controversial and complex issue of immigration and the implications of refugees in Australia, and have discovered that this is a multi-faceted area of domestic and international and humanitarian politics.

Again, on the international stage, students studied the causal factors surrounding the chemical warfare in Syria. They have considered the complexities in the role of the international community, particularly Russia and the USA, how each should respond to the consequent inhumane treatment of people, but also respect the sovereignty of that country.

The students have also analysed the extensive damage and necessary shut down of nuclear energy power plants affected by the tsunami in Japan and how its government continues to try to find solutions to deal with the continuing radioactive leakages. This led to further discussions on the long term sustainability of this form of energy source for Japan and other countries, given its location in areas where earthquakes and tsunamis are not uncommon. Students questioned the fiscal and moral complexities in the use of underage labour employed by large international companies in developing countries. The girls reviewed substandard and unsafe working conditions, due in part to the incessant demand for inexpensive products, driven by today’s consumer-based society. The need for these companies to ensure working conditions are truly safe has been another issue the girls examined.

In Interschool Debating, the topics challenged the girls to rationally argue issues such as: ‘Should there be reserved seats in parliament for Indigenous Australians?’ which has implications for many indigenous people of the world.

In Geography, students discussed food security and the need to protect our primary resources and industries for our future population. This led to an awareness of just how interconnected our global economies have become.

A focus on the theme of prejudice this year was undertaken in our English classes. Covering racism, sexism, ageism and anti-Semitism, students thoroughly discussed the nature of prejudice through their study of the graphic novel Maus and the Australian novel Bye Beautiful. A number of other texts including poems, films, short stories and newspaper articles also enhanced the students’ understanding and knowledge. The girls responded to these ideas through a variety of written and oral forms.

Our Science classes have focused on environmental issues and the need to ensure that our planet Earth remains ‘healthy’ for our future generations. Topics debated in class varied from the greenhouse effect, to global warming and the size of our ecological footprint. This was paralleled in an I-Learning activity which had the girls produce a small video via their iPads on the topic ‘We can make a difference’.

In History, the study of the movement of people through the study of slavery in England and the USA, as well as the Chinese arrivals at the goldfields assisted the students to comprehend the current diverse racial mix of a number of countries, and the ways in which many of these minorities have been treated. This, of course, connects strongly with our study of prejudice in English as well as the study of the treatment of our own Indigenous people in Australia, which is a component of the Year 9 Australian History course.

The diverse curriculum at Year 9 enables students to expand their global understanding through contemporary and relevant topics that stimulate vigorous debate with teachers and peers.

Geoff Wriedt – Head of Tay Creggan
Strathcona girls desire to encourage and bring about change to those in our world who experience a struggle to have access to clean water, good sanitation, medical expertise, education, clothing and citizenship. Early this year, several Year 12 girls were instrumental in the organisation and ‘dreaming’ to participate in hosting the Possible Dreams International Choir, led by Dr Maithri Goonetilleke, Executive Director/Founder. Possible Dreams International (PDI) works in 32 remote and rural areas of Swaziland. At least 70% of the country lives in extreme poverty and a further 84% of these people live in remote and rural areas. Swaziland has the highest prevalence of HIV/AIDS in the world and at least 10% of the population are orphaned children under the age of 15. In the rural areas of Swaziland there exists an insidious cycle of extreme poverty, lack of education and HIV/AIDS leading to the world’s lowest life expectancy and fastest death rate.

How privileged Strathcona was to have PDI Choir members enthusiastically visit classes and engage in learning as well as share their stories. The spirit of Strathcona was clearly evident as girls spontaneously engaged with Choir members in conversation, dance and song. It was very pleasing to see our girls organise and share with the choir in a very special evening meal, as well as witness their delight in hosting and participating in the evening concert. This opportunity allowed several senior students to bond with youth from Swaziland and give to them an experience whereby they could actively bring about change in the life of another.

The very first Solomon Islands Service and Study Experience offered to 14 girls, from Years 10 and 11, was a further opportunity for Global Citizenship. The Solomon Islands population is over half a million people, with an alarming population rate of 3.5% per annum. Across the Islands, amongst local youth there are issues of aimlessness, lack of community participation, poverty, drug and alcohol abuse, teenage pregnancy, illiteracy and poor youth activities. Yet, despite such daily struggles, a tenacity to overcome life’s obstacles and welcome visitors was apparent.

The spirit of Strathcona was clearly evident as girls adjusted to the remote conditions of village life. The local people bestowed their generosity by feasting us to cultural ceremonies, dances, pipe bands, choirs and tropical food. It was delightful to find masses of local children gather and charm us with their smiles and their eagerness to play, learn and sing. Strathy girls were active in teaching classes at the Florence Young Christian and Gwauoa Village Primary and Secondary schools, with the local Kinder, Primary and Secondary students. Although vastly different to the Australian education system, with large class sizes and few resources, our girls were innovative and brought with them a bundle of educational surprises to captivate the eager learners. We were honoured to learn that we were the first visitors to the Gwauoa school in its 45 year history. A particular highlight of our inaugural visit was the vibrant welcoming ceremony, where the village elders had trained senior students in cultural dances. At the concluding ceremony, the Principal expressed appreciative words and presented to Strathcona a banner to acknowledge our partnership along with the cultural gift of bridal money. The pledge of ongoing support was reciprocated by us with a financial donation to support the School’s ongoing educational program.

During our time in the Solomons we were also able to offer to local groups gifts of stationery, laptops, sporting equipment and craft supplies. Short Workshops in Mission (SWIM), World Vision, Buma Village Kinder and Women’s Ministries and Gwauoa Primary and Secondary Schools were most appreciative of these gifts.

Global opportunities such as those mentioned above, provide students with an occasion to be innovative in their desire to serve others. It also allows them to build strong cultural bridges and friendship bonds, to mutually share life experiences in a way that is personally meaningful and life changing.

Rhonda Burns – Chaplain
visual arts

In Visual Art classes at Strathcona we encourage the students to look at many different arts and cultures for inspiration. We encourage them to take time to learn the ways in which different cultures use techniques to give expression to the human spirit. In the annual Pre-Prep to Year 12 Art Exhibition there was a range of artworks which drew inspiration and used techniques from various cultures.

The Year 3 and 4 students visited the National Gallery in February to learn about and work in the style of the French Neo-Impressionists. Whilst the Year 6 students produced some vibrant artworks of waterlilies, using tissue paper and paint pens, after visiting the Monet exhibition. These gallery visits have proven to be a valuable learning experience.

In the Senior School the Year 7 students have been looking to Japan for inspiration. They have made Japanese Oribe ware containers using white earthenware clay, a restricted colour palette and clear glaze.

The Year 8 students have researched European artists, Hundertwasser and Klimt, to create fabric painted and hand dyed wall-hangings embellished with stitching, beads and buttons.

The Year 12 Art students have studied indigenous artist, Julie Dowling, as part of their Unit 3 research task, and in Year 11 VCD the students constructed environmentally friendly buildings using balsa wood, drawing inspiration from work in a variety of countries.

Helen McCormack – Head of Visual Arts

music

Performing in public is considered to be one of the most daunting and stressful activities that humans do and we are incredibly proud of our emerging and established musicians for their outstanding performances this year.

Our highly successful Concerto Evening was held in the newly refurbished Featherstone 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.

In August, 200 students performed at the 89th Annual Concert, including all of our Year 7s. For some of these students, it was the first time that they had either sung or played in a formal concert situation, so 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. The success of this function was also due to the fantastic work of the Friends of Music – we are all grateful for their tireless efforts and support.

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 the 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’. This series was most suitably held at Tay Creggan, where the beauty and ambience of the venue most certainly contributed to the atmosphere of all three concerts.

Georgina Nagy – Head of Music
Globalisation and Intercultural Understanding in the Curriculum

The Australian Curriculum lists seven General Capabilities that all Australian students should develop during their schooling. One of these is Intercultural Understanding. Globalisation has raised the importance of intercultural understanding, impacts on career opportunities and highlights critical issues of our times, such as: economic disparity, war, terrorism, natural disasters, pandemics, asylum seekers, supply of resources, globalised communication, and technology. In particular, careers that are ‘interaction intensive’ and those providing services for the burgeoning middle class of Asia dominate the opportunities available to our young people. So globalisation is both a significant influence on our curriculum and source of content as we strive to equip our girls to engage in this diverse and interconnected world. Some areas where globalisation is at the focus of our curriculum are described on this page.

Pat Menke & Melissa King

Globalisation – History and Geography

The inter-connectedness of economies and societies that we term ‘globalisation’ is not a new phenomenon. The expansion of international trade, most particularly from the eighteenth century onwards, linked the continents together and laid the foundations of our modern world. What is new however, is the speed and efficiency with which we can communicate with each other. The creation of new social networks and the rapidity with which ideas and information can be exchanged, or accessed globally, provide amazingly rich opportunities for our students. This also challenges us to prepare them to be ‘global citizens’. The introduction of a new ‘Australian Curriculum’ in both History and Geography directly recognises the importance of these developments. The approach in both of these studies in terms of content, skills and expectations, actively seeks to support students in the creation of a ‘world view’. Significant aspects of the course structures are geared towards supporting a conceptual framework that provides for a global perspective on responsibilities, issues and relationships.

Year 10 The Global Citizen

The International Studies course, The Global Citizen, encourages students to consider their individual impact as a global citizen, whilst developing their skills in the evaluation of current world issues. The role of the main global actors, including states, institutions of global governance, non-governmental organisations and transnational corporations, are examined with a focus on whether these actors possess power in the global political arena and, if so, how this power is implemented for the betterment of citizens globally. A unit on terrorism, as an example of a global crisis, offers the opportunity to explore the related concept of freedom fighting and the media’s role in this international issue. Ultimately, the Year 10 course allows students to formulate opinions and use contemporary evidence to support their views. Strathcona students are excited to use their increased knowledge of events happening in the world around them in day-to-day conversation and regularly seek opportunities to suggest solutions to current world issues and debate these ideas passionately both within and outside the classroom.

Rosa Phillips

United Nations Debating

Strathcona’s ongoing involvement in United Nations debating provides a group of dedicated Years 9 – 12 students with the opportunity to continue to build on their understanding of current affairs. The debating competitions involve students independently researching their assigned country in preparation for a debate where they express their state’s foreign policy in the format of the United Nations Security Council. The format allows students to work in teams, collaborate with peers from other schools, further their public speaking and negotiation skills and ultimately develop an understanding of how global issues can be addressed. Strathcona has continued to achieve highly in the State Grand Final for three consecutive years. Yet, the biggest benefit of this style of debating stem from the opportunity for young people to collectively solve global issues and have their voice heard in regards to diplomatic, economic and social outcomes for the globe’s citizens.

Pat Menke & Melissa King

Year 12 Global Politics

The VCE Unit 3 and 4 Global Politics course offers the investigation of a broad range of current issues and allows students to continue to develop their evaluation skills through the analysis of specific world events of the 21st century. Through a seven-week study on China, students explore the national interests and foreign policy instruments used by this potential superpower in the Asia Pacific region. Students are challenged in the study of the two ethical debates on the universality of human rights and arms control vs. disarmament. Similarly, a focus in Unit 4 is on global crises, with students this year considering the causes, responses and ongoing challenges to the European Sovereign Debt crisis. Strathcona students have embraced the content of this course with enthusiasm and broadened many of the skills needed by young people in today’s world. In addition to being able to analyse and research the content, students have presented to their peers, formed individual opinions, compared and contrasted points of view and built up an understanding of the plethora of specific terms used in the field of international politics. Each and every student will complete the course with an in-depth understanding of the benefits and challenges of living in a globalised world, together with the skills needed to solve these problems in the years to come.
Life in Australia as an Ewha Exchange Student

When I first nominated as an exchange student going to Strathcona for a year, I was very excited because it was the thing that I really wanted. However, at the same time I was very nervous and worried about being in a foreign country by myself for such a long time. In the early days of the year, Australian life was harder than I thought. First of all, language was so difficult. Also, view of the street and life pattern was very different from Korea and people were all new to me. I was always very lonely. However, I tried to think positively to overcome my loneliness. Also I always tried to have fun in any situation. Over the time, I overcame my hard time and now I am very happy to be in Australia. My best thing in Australia is meeting lovely people. Teachers are always trying to help and friends are very nice and friendly. Also, I am so happy that I met the Doran family. They always look after me and treat me as if I am part of their family. They give me lots of love everyday. I am so thankful for them.

My ultimate reason for coming to Australia was to learn English. However, I think I am learning more valuable things than just learning English here in Australia. By this opportunity, I thought about my future further, became more mature and met great people. I really want to come back to Australia one day.

Su Hyun Yun – Year 10

China Staff and Family Tour

In Beijing, we started with the stunning architecture of ‘The Egg’, the National Centre for Performing Arts. Its nickname comes from the shape but what surprised us was the delightful yin and yang pattern created with its reflection in the water surrounding it. Water represents ‘wealth’ in Feng Shui and we were to see a great deal of water, from China’s mighty rivers and brimful canals to the large moat of the Forbidden City, the enormous lake at Wuxi (in which all of Hong Kong could be fitted) right down to the gold fish-filled ponds and basins outside buildings. Fish too have much cultural significance as a symbol of surplus. While in Beijing, we also visited the ethereal Temple of Heaven which was fascinating as was also seeing groups of retired Chinese people active in the gardens doing Tai Chi, dance, singing, card games and more.

The impact of Tiananmen Square right next to the Forbidden City brought the fascinating history of China alive for us while we were amazed by the scale of what we were seeing. The twelve-lane roadway in front of the city echoed the thickness and height of the ancient city walls, and although high rises surrounded us there was always a feeling of space and an abundance of graceful green trees, including occasional slender willows within the city. Despite the rapid urbanisation and building over the last twenty or so years there is a sense of greenness and space which is delightful. Pedicab rides and a home cooked meal in an old Hutong home gave us fascinating contrasts. Tasting new foods such as delicious lotus or sampling beautifully shaped dumplings made us realise how different authentic Chinese dishes are compared to what we often eat at home, as did the wonderland of the city’s Art Zone. The pandas in the zoo only had to give themselves a scratch or munch on bamboo to keep our adoring attention!

The astounding Great Wall took everyone’s breath away, for some of the climbers quite literally, as they powered up the enormous steps, but so did the Beijing Acrobatic show, particularly the sight of five motorbikes zooming around in what seemed a ridiculously small space inside a spherical cage.

Visits to Xi’an’s famous Terracotta Warriors as well as The Muslim quarter with its busy market showed us another side to Chinese life. Haggling in the markets was definitely a technique to be learned! Our stay in Xi’an also included a visit to the Wild Goose Pagoda, once home to a vast library of Buddhist books which were sadly burned during the Cultural Revolution.

Our Tour leader, Mandarin teacher Peixia Mo’s home town of Wuxi was green and pretty and we enjoyed climbing up to see one of the world’s tallest statues of Buddha. The staff and students at our sister school Wuxi No 1 could not have been more welcoming and it was impressive to see all the students perform their exercises to a song which we instantly recognised as one of Kylie Minogue’s!

Visits to factories creating exquisite jade and stoneware, lacquerware, cloisonné and pearls, as well as seeing silk being made were enthralling, as was the Shanghai museum. Our night river cruise on the Huangpu showcased the magnificent modern architecture and lights of this more westernised city, while another perspective was provided by the spectacular view from the dizzy heights of the 100th floor of the Shanghai Financial Centre.

Many thanks to Peixia for her leadership in running a superb tour. Thank you to the group members for creating an enjoyable and memorable trip.

Prue Clarke
Messages from Dunedin

This photo is Baldwin Street, Dunedin, NZ, the steepest street in the world. It is very cold in Dunedin, but the scenery of the mountains is beautiful! I went to Queenstown and faced my fears when I bungee jumped off a 43 metre high bridge.

Elizabeth Hodgetts – 10C
(Lizzie represented Strathcona at our exchange school in New Zealand this year with Becky Choi from Korea.)

I am really happy that I could come to New Zealand on exchange. Before I came here I was a little bit nervous, but everyone is really nice and New Zealand is a beautiful country. I am having a wonderful time here.

Bob ‘Becky’ Gum Choi – 10B
(Becky is the first Ewha student from Korea to take part in the Strathcona/Columbia College, Dunedin, New Zealand Exchange)

Year 8 Rockhampton Exchange

Everything about the experience in Rockhampton was great. We were thoroughly surprised to see the size of the school, considering Strathcona has 400 more students than Rockhampton Girls’ Grammar. It was significantly physically larger than Strathcona. The boarding house was very comfortable and we found it easy to settle in. They fed us very well! School started at 8.20am and, with our compulsory hats on our heads and curiosity in our minds, we headed off to our first class.

We went on a five-day camp to Fairbairn Lake, Queensland. Over the five days, we completed numerous enjoyable activities including rock climbing, orienteering, high ropes, low ropes, swimming in the lake and raft building! They were all so much fun and it gave us four Strathy girls a great opportunity to make new friends.

At the end we agreed that it was the people we met that made it a wonderful experience! We left with great memories, new friendships and stronger friendships with each other, assured that we had just made the most of a wonderful opportunity interstate.

Clare Dryker, Bella Hunt, Sarah van der Hock & Estelle Warren – Year 8

Soshin Visit

This year was the third time we have been a host family for the Soshin school visit to Strathcona. Our Soshin Student, Momoko, was very friendly and was eager to practise her English. She fitted in very easily with our busy lives and was appreciative of the outings we did with her. The highlight for her was probably attending the Year 10 Social at Tay Creggan, where she was able to socialise with boys; something that rarely happens in Japan at that age. We keep in touch with our three past Soshin students, the first of whom, Sumire, came to visit us in February this year as a 20 year old International Studies student. It is a very rewarding and enriching experience for the whole family.

Ann Balla – Year 10 (Paris)

PLC Armidale Exchange

On Saturday, 17 August four Strathcona girls headed off bright and early to Melbourne airport to start our exchange journey. We first flew to Sydney airport, then took a Qantas Link plane to Armidale Regional Airport. On arriving in Armidale, we met our host families and went home with them for the weekend. On Monday we came back to PLC. The first few days at school were full of meeting lots of people, experiencing a new curriculum, getting lost in the large school grounds and making many friends. By the next week we were all pretty settled into the new schooling environment. Living at the boarding house was a very different yet fun experience for all of us. It felt strange not going home after school and living with some of your classmates. We had to learn the set schedule quite quickly. On weekends we did lots of fun things such as ride horses, visit cattle, go to national parks, go downtown, watch a parade and watch movies. We all thoroughly enjoyed every bit of our exchange experience at Armidale and we’ll never forget the memories.

Ava Dullard, Selina Giles, Stevie McGregor, Amber Sinclair
Growing up in 2013 means that you have instant access to everything. From the day's weather to the location of the best café to get a latte. With social media like Twitter and Facebook the way adolescents communicate with each other is instant, constant and at times faceless. One thing that being involved in sport can provide is an opportunity to be involved as part of a team and an opportunity to communicate face-to-face. The emotions when scoring a home run or shooting a winning goal are not just for TV montages and elite athletes. Sport provides young girls with an opportunity to work as part of a team for a common goal. There will be times of pure happiness when winning and times of disappointment when losing, but it is a shared experience that keeps you connected to those around you. How individuals handle themselves in these situations are lessons that cannot be taught through an app or a tweet. Sport provides a unique canvas of communication that comes from participating and experiencing the highs and lows that it presents, and it can also allow us to connect with others, in a way that is fast becoming far from the norm.

Kim Bate – Head of Physical Education

Duke of Edinburgh’s Awards

In front of me is a girl who has created entertaining Japanese video lessons about colloquial language, using a blog site. She has recognised the demand for understanding daily sayings, proverbs and slang that foreigners wish to practise before they land in-country with only the formal school Japanese that they’ve learnt. I saw this girl on Youtube.

In front of me is a musician who has used her home-recording software and instruments to upload her compositions to the world. They had no money to record an album or market their band. They have found a niche audience; a collection of fans from around the world who appreciate their music and share dialogue directly with the composer. I saw this band on Myspace. I heard them on the radio.

In front of me is a girl who’s returned from the Kokoda trail, exploring an historical pathway significant in her own family’s history. Using social media to raise awareness of her journey, she was sponsored by family and friends who contributed donations to the local PNG communities through mycause.com.au. I accessed this story through a QR barcode.

In front of me is a girl who searched for volunteering work using projects-abroad.com.au to find a placement in Cambodia that both gave her practice in Physical Therapy work that contributed to her future career, and assisted in providing experienced care in a place of need. I saw this girl’s story on Facebook.

In front of me are 100 girls who are completing their Duke of Edinburgh’s Award. They are finding new ways to connect to the world, inspired by a project that is not for grades or performance, but for sense of self and community. These are the girls who are fundraising and collecting pencils for the Solomon Islands, they’re creating a canteen for our Tay Creggan campus, they’re exploring new countries to broaden their horizons, and finding time to contribute to mission houses throughout Melbourne.

The above anecdotes are examples of just how connected our students can be with the world, and how their actions may create a ripple across the planet.

Gold Duke of Edinburgh’s Award participant Cassie Cohen (Year 12 2012) contacted me recently mentioning that she had met a number of Award participants in her camp placement in the UK. She was surprised at the breadth of the program, seeing evidence of the Award scheme reaching both sides of the planet. I don’t know what’s more remarkable: the fact that the program has influenced youth around the globe, or that Cassie, a fresh Strathconian graduate has chosen to spend her own time away from everything familiar to her, in order to help others.

Liesl Woods – Outdoor Education Coordinator
Friends of Snowsports

2013 was a successful year for Strathcona Friends of Snowsports and we were delighted to welcome many new families.

Strathcona was proudly represented at the 2013 Victorian Interschool Championships at Mt Buller by 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, a fantastic week and wonderful support from parents—parent support is the essence of our success and very much appreciated.

In 2013, Strathcona had 60 gymnasts the gymnast, apparatus and music. Where the routines are choreographed to

They perform routines to musical accompaniment in small groups and in larger display events.

The gymnasts work individually, in pairs, trios, with ropes, hoops, balls, clubs and ribbons. Apparatus handling skills through their work build self-esteem and improve skills such as self-discipline, concentration and, most importantly, team spirit. Gymnasts learn to

As a result of the competitions, a number of gymnasts have been selected in the Victorian State Training Squad for 2014 and many have won awards and medals which the Club is very proud of.

Thank you to the Friends of Rhythmic Gymnastics Committee who support all of our gymnasts, coaches and judges. In 2014, the Strathcona Rhythmic Gymnastics Club looks forward to welcoming more gymnasts to the Club and to our continued work with our current gymnasts.

For more information please contact Tiffany Kelly via email to: tkelly@strathcona.vic.edu.au

Rhythmic Gymnastics

Rhythmic Gymnastics is a graceful sport that combines dance, gymnastics and acrobatics. Rhythmic Gymnastics helps develop coordination, strength, balance, flexibility, posture and musicality. It can build self-esteem and improve skills such as self-discipline, concentration and, most importantly, team spirit. Gymnasts learn apparatus handling skills through their work with ropes, hoops, balls, clubs and ribbons.

The gymnasts work individually, in pairs, trios, small groups and in larger display events. They perform routines to musical accompaniment where the routines are choreographed to provide a balanced composition between the gymnast, apparatus and music.

In 2013, Strathcona had 60 gymnasts participating from our 3 year old kindergarten classes through to our Year 11 students. The gymnasts have trained between one to four sessions per week. All gymnasts perform in club displays and the majority also in competitions.

Strathcona gymnasts have participated in a variety of competitions this year including: Club Invitational, Judging Invitational, State Pennant Competition, Junior and Senior State Championships and National Championships.

Up There Cazaly and One Day in September.

Brownlow Medal Breakfast 2013

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, which guests enjoyed having a photo taken with. Once again, past parent and an original founder of the Breakfast, David Parkin was in attendance. Our Master of Ceremonies was Gerard Whatley and the panel consisted of Gillon McLachlan, (AFL Deputy Chief Executive Officer), Todd Viney (former Melbourne Demons Player), Jack Viney, (Melbourne Demons player) and Debbie Lee (Melbourne FC Community Manager). In what is becoming a tradition at the Breakfast, Mike Brady rounded off the morning with a number of open floor discussions.

Social events in 2013 provided the Team and their families with an opportunity to get to know each other—we also had fun holding Snowcone and Snowball stalls.

Friends of Snowsports proudly produce the Strathcona Business Directory for the School community each year. This is a great way of promoting your business.

I farewell Snowsports after 13 wonderful 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 so good to see Friends of Snowsports recognised and grow and I thank Mrs Hughes for her ongoing support and the Committee for all their valuable efforts—Deb Griffiths, Nadine Goldsmith, Cathy Catlow and Chris Phyland.

Elisha Catlow – Captain 2012 & 2013 (On behalf of the Friends of Snowsports Committee)
## births

Penny Andrews (Green ’90) and Brendan, a daughter, Gabrielle Eva on 12.2.13. A sister for Jessica.

Jackie Arbuckle (’95) and Tony Robinson, a son, Gilbert Michael Robinson on 3.7.13.

Rebecca Dell (McDonald ’98) and Robert, a son, Lucas Peter on 24.5.13. A brother for Adam.

Caroline Holly (Noble ’92) and Mark, a son, Nicholas William, on 25.5.13.

Carly Jackman (Mott ’91) and Andrew, a son Harvey Eric on 24.6.13. A sister for Macy.

Susie Morgan (Moran ’97) and Stewart, a daughter, Amelia Eve on 4.7.13. A sister for Leah.

Vanessa Rule (’97) and Seth Paddle, a son, Jacob Kevin Paddle, 07.13.

Laura Winterbach (Berg ’00) and Etienne, a son, Jackson on 5.9.13.

Katie Wong (Hunt ’06) and Jerry, a son, Josiah Daniel on 21.11.13.

## marriages

Samantha Candy married Andrew Rolle on Saturday, 2nd March 2013 at St Dominici’s Camberwell and later at Collingwood Children’s Farm. Honeymooned in Thailand and Base Camp Everest.

Tanya Pell (’02) married Stuart Jamieson on 19th January 2013 at Ocean Grove Baptist Church and later at Bellarine Estate.

Amy Gardner (’02) married Ian James on Saturday, 23rd November 2013 at St Faiths in Glen Iris and then at Tay Creggan. Judy McMaster conducted the service in partnership with The Rev Stephen Pash from St Faiths. Amy’s sisters Joanne (’04) and Clare (’06) were bridesmaids and Claire James, sister of the groom was ‘best woman’. Ian and Amy are living in Guildford, Surrey, UK and Amy is working with KPMG in London. Tori Wood formed a band and they provided great music at the reception, and there was lots of fun and dancing.

Deborah Baskill (Allen ’68) passed away in August 2013.

Ruth Falvey – flute teacher, passed away on 2nd December 2013. She gave dedicated service to Strathcona.

Kathleen Sherwin Grigg (Osborne) passed away on 19th November 2013 aged 89. She was a Strathcona pupil for her entire schooling and returned as a prep teacher from 1944 to 1947. Kathleen maintained close contact with Strathcona over the years.

Boyd Tyner (’28) passed away on 23rd April 2013 aged 92 years. Boyd attended Strathcona from 1926 to 1928 with his elder brother Bruce. Boyd and Bruce transferred to Scotch College when Strathcona became a girls only school. Boyd ran his own grain business for many years, only retiring when he was well into his 80s. Boyd had two children, Graeme and Ann, eight grandchildren and 12 great-grandchildren.

## 2014 reunion dates

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Function</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb</td>
<td>Thurs 20th</td>
<td>15 Year Reunion* (1999)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 6th</td>
<td>10 Year Reunion* (2004)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 13th</td>
<td>5 Year Reunion* (2009)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Sat 15th</td>
<td>1943 – 54 Luncheon</td>
<td>Senior Centre Gallery</td>
</tr>
<tr>
<td></td>
<td>Thurs 8th</td>
<td>25 Year Reunion* (1989)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 29th</td>
<td>30 &amp; 35 Year Reunions* (1984 &amp; 1979)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 19th</td>
<td>20 Year Reunion* (1994)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 17th</td>
<td>45 Year Reunion* (1969)</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Sat 16th</td>
<td>40 Year Reunion (1974)</td>
<td>Tay Creggan 7 – 10pm</td>
</tr>
<tr>
<td></td>
<td>Fri 24th</td>
<td>50 Year Reunion (1964)</td>
<td>Canterbury Campus 10.30am</td>
</tr>
<tr>
<td></td>
<td>Thurs 13th</td>
<td>Pre-42 Lunch</td>
<td>CPAC Canterbury Campus</td>
</tr>
<tr>
<td></td>
<td>Thurs 27th</td>
<td>1 Year* (2013)</td>
<td>CPAC Canterbury Campus</td>
</tr>
</tbody>
</table>

*6.30pm – 8.30pm functions

## vale

5 Year Reunion

25 Year Reunion

30 Year Reunion

40 Year Reunion

1968 Reunion

50 Year Reunion

Enjoy a range of finger food and drinks plus surprises and reminiscences! Open to Strathy girls starting Year 7 in 1969 through to Year 12 in 1974 – and all those in between.

Enquiries to Jann Daly at smartart@tpg.com.au, Sue Griffith at suegriff@tpg.com.au or contact Elisabeth Chalmers (cro@strathcona.vic.edu.au) or 03 8779 7516. Please forward this message on to others in the year group who may not be in contact with Strathcona.
donor list

building & maintenance fund donations

Mr D Abbruzzese  
Mr R & Mrs K Abrahams  
Mr W & Mrs C Ahearne  
Mr R Arif & Ms R Javed  
Mr G Ashton & Ms E Sutton  
Fr M & Mrs M Astall  
Dr D Austin-Clark & Dr K Sheppard  
Mr D & Mrs J Barry  
Mr P & Dr J Baz  
Ms S & Mrs A Baruah  
Ms A Belkin  
Mr S & Mrs M Benchick  
Mrs L Beveridge  
Mrs P Boci  
Mr B Boce  
Mr C Binnie & Ms K Peart  
Mr A & Mrs D Birks  
Mr A & Mrs B Blagojevic  
Mr D & Mrs L Blake  
Mr V & Mrs M Bodl  
Mr G & Mrs E Bowden  
Mr R & Mrs G Bradley  
Mr A & Mrs L Bramich  
Mr D & Mrs L Bricker  
Mr J & Mrs L Brughiera  
Mr C & Mrs K Buckmaster  
Mr G Butt & Ms L Dalley  
Mr I & Mrs J Butler  
Mr G & Mrs G Hunt  
Mr S & Mrs M Hunt  
Mr H Hughes  
Taylor-Hough  
Mr J Hough & Ms K Gibson  
Dr D & Mrs L Hallett  
Dr T & Mrs K Hamilton  
Mr H Hamilton & Ms L McKie  
Dr G Slack & Ms H Harrison  
Mr S & Mrs L Hasler  
Mr B & Mrs H Hasler  
Mr S & Mrs G Hawkins  
Mr D & Mrs C Henderson  
Dr P & Mrs K Henchick  
Rev J & Mrs S Holdsworth  
Mr S & Mrs V Holloway  
Mr J Hough & Ms K Gibson  
Mr C Hough & Mrs S Taylor-Hough  
Mrs H Hughes  
Mr & Mrs M Hulme  
Mr G & Mrs G Hunt  
Dr P & Mrs H Hunter  
Mr D & Mrs M Ireland  
Mr R & Mrs S Italiano  
Mr A & Mrs L Jarrett  
Mr N Jones  
Mr P & Mrs M Jones  
Mr M & Mrs E Joseland  
Mr D Jovent & Mrs S Maclell  
Mr P & Mrs V Joyce  
Mr J & Mrs J Kadzik  
Mr R & Mrs S Keane  
Mr & Mrs K Keays  
Mr J & Mrs J Kelly  
Mr H Kinsella & Mrs I Royer  
Mr T & Mrs M Kogionis  
Mr K Kontaxis & Ms Y Wadsworth  
Mr K & Mrs S Kost  
Mr W & Mrs L Ladgrove  
Mr A & Mrs M Lawson  
Mr A & Mrs L Lee  
Mr C & Mrs A Legge  
Mr D & Ms K Le Page  
Mr G & Mrs A Leyden  
Mr J & Mrs J Li  
Rev J & Mrs C Lim  
Mrs D Little  
Ms M Spinks  
Mr C & Mrs H Lloyd  
Mr P Lodge & Ms A Calderwood  
Mr R & Mrs G Lorr  
Dr P & Mrs S Lovas  
Mr I & Mrs J Lyon  
Mr R & Mrs K Macafee  
Mr M Finke & Mrs K Macleod-Fin  
Mr P & Mrs L Mance  
Mr G & Mrs M Martin  
Mr P & Mrs M McAlpine  
Mr R & Mrs F McFee  
Mr P & Mrs B McGregor  
Mr J & Mrs A McKay  
Mr H and Mrs S McKee  
Mr S & Mrs M McKenna  
Dr C McKenzie & Mrs K Hawthorne-McKenzie  
Mr S & Mrs M Mo  
Mr J & Mrs R McKinnon  
Mr S & Mrs J McKnigh  
Mr G & Mrs S Morrissey  
Mr I & Mrs B McLean  
Mr D & Mrs M McLeod  
Mr G & Mrs A Mellor  
Mr D & Mrs J Melville  
Mr P & Mrs S Merrylyser  
Mr P & Mrs R Milne  
Mr L & Mrs S Mirabile  
Mr B & Mrs A Mitchell  
Mr D & Mrs R Morarty  
Mr J & Mrs S Morris  
Mr S Morrison & Ms P McGowan  
Mr P & Mrs G Morrison  
Mr D & Mrs A Moss  
Mr A & Mrs Y Mudgway  
Dr F Murphy & Ms C Coyne  
Mr K & Mrs S Murphy  
Mr G & Mrs J Joyce  
Mr A & Mrs J Sears  
Mr A Newman & Ms A Rosemeyer  
Mr A Newman & Ms J Brown  
Mr G & Mrs D Norman  
Mr C & Mrs V Narrowsby  
Mr G & Mrs M Nattrig  
Mr R Ohaig & Ms K Burr  
Mrs H O’Keefe  
Dr T & Mrs J Oldham  
Mr C & Mrs T Olorenshaw  
Dr M Palit & Dr S Lie  
Mr J & Mrs T Pappalardo  
Mr S & Mrs J Parker  
Mr W & Mrs E Parry  
Mr M & Mrs N Perkins  
Mr M & Mrs J Perree  
Mr M & Mrs T Perro  
Mr A & Mrs N Pienkan  
Mr M & Mrs J Pitendrigh  
Mr L & Mrs M Plant  
Mr S & Mrs J Plowman  
Mr C Prentice & Ms C Brown  
Mr T & Mrs D Price  
Mr S & Mrs J Prior  
Mr C & Mrs S Rendige  
Mr A & Mrs M Riley  
Mr C & Mrs E Rodriguez  
Mr R & Mrs K Rogers  
Mr A & Mrs J Rollnik  
Mr D Romaniello & Ms L Perry  
Mr D & Mrs N Rosenberg  
Mr J & Mrs S Rowland  
Mr B & Mrs J Rudd  
Mr B Bryne  
Mr G & Mrs R Saligari  
Mr R & Mrs B Sallows  
Mr I & Mrs K Savers  
Mr P & Mrs E Schenck  
Mr D & Mrs T Schwarz  
Mr J & Mrs F Seddon  
Mr K & Mrs C J Senior  
Mr R Shahab & Ms A Meadow Shahab  
Mr T & Mrs M Shaw  
Mr W & Mrs S Shaw  
Mr S & Mrs J Sheridan  
Mr J & Mrs C Shinkle  
Mr M & Mrs M Simco  
Mr S Simon & Ms S De Borroli  
Mr P & Mrs J Simpson  
Mr D & Mrs T Sinclair  
Mr G & Mrs S Sloane  
Mr J & Mrs J Slusher  
Mr J & Mrs K Smouphrou  
Mr D & Mrs E Stephenson  
Mr F & Mrs K Steverlynck  
Dr W & Mrs S Strother  
Mr R & Mrs M Tanner  
Dr & Mrs J Tant  
Mr Z & Mrs X Zhao  
Mr S & Mrs J Thal  
Mr C & Mrs M X Pan  
Mr L Zhu & Ms M Jang

library fund

Ms A Lee

OSA scholarship

Ms J MacDonald  
Prof & Mrs Spicer

other donations

Bell Charitable Fund  
Beth Smallwood Hearing Impaired Scholarship Fund  
Invergowrie  
Melbourne Insurance Brokers

brownlow breakfast sponsors

Budget Rent A Car  
Canterbury Ashburton &  
Surrey Hills Community Bank  
PMDL  
Capital Finance  
Dobsons  
WOW! Travel  
Grant Day James  
Marshall White  
Adams Print
90th anniversary events

the fair
29 March
Tay Creggan: 30 Yarra Street, Hawthorn Vic 3122
10am – 4pm
Craft, plants, home-baked goodies, books, historic tours, rides & live entertainment

celebration dinner
14 June
Manningham Function Centre: 699 Doncaster Road, Doncaster Vic 3108
7pm – 12 midnight
Celebrate, catch up with friends and join in the launch of Strathcona in the 21st Century Dancing from 10pm

gala concert
12 August
Melbourne Recital Centre: Cnr Southbank Bvd & Sturt St, Southbank Vic 3006
7.30pm
A gala concert featuring music ensembles from the Senior and Junior School

annual charity event weekend
29 – 31 August
Get a group together and help to raise much-needed funds for our 2014 Annual Charity Partner, Cancer Council Victoria. You can host a High Tea, organise a Girls’ Night In or a Group Bike Ride.
Whatever the event, let’s join together to Give Our Best to the community.