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COVER IMAGE
2015 Student Leadership
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ALLIANCE OF GIRLS
SCHOOLS AUSTRALASIA

The Alliance of Girls' Schools Australasia is a not for profit organisation which advocates for and supports the distinctive work of girls' schools in their provision of unparalleled opportunities for girls.

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IMAGES:
(LEFT) SLC2015 STUDENT LEADERS CREATE THE CONFERENCE THEME IN BODY LETTERS ON SOUTHPORT BEACH
(BELOW) JUDITH POOLE WITH ABBOTSLEIGH STUDENTS



GENDER EQUALITY

FROM THE ALLIANCE PRESIDENT

THE YEAR 2015 CONTINUES TO HOLD PROMISE FOR GIRLS THRIVING IN GIRLS' SCHOOLS. IN A RECENT REPORT BY THE ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD, 2015) ON GENDER EQUALITY IN EDUCATION SOME ALARMING STATISTICS WERE HIGHLIGHTED.

The OECD report says that just three per cent of Australian teenage girls contemplate a career in engineering or computing, compared to seventeen per cent of boys. The report blames girls' lack of confidence for their hesitation to pursue careers in maths and science even though they often outperform boys at school.

Many of our schools are addressing this issue with an emphasis on STEM subjects. Sharing ideas in how best to engage girls in these areas has been a focus of several branch meetings as well as documented in our *In Alliance* magazine (Vol. 50 April 2013). In girls' schools we have an opportunity to tackle these statistics and move girls beyond the stereotypical framework. Indeed many Alliance

schools are leading lights in promoting STEM and giving girls experiences to excite their imagination and critical thinking.

The report also claims, "High-achieving girls are more likely to suffer from high levels of anxiety than high-achieving boys. Given girls' keen desire to succeed in school and to please others, their fear of

negative evaluations, and their lower self-confidence in mathematics and science, it is hardly surprising high-achieving girls choke under — often self-imposed — pressure."

Raising girls' confidence, promoting intellectual risk-taking and providing opportunities to build resilience is a focus in many of our schools. We are well aware of the debilitating effects that high anxiety levels among girls often create. I encourage our members to openly collaborate on how best to create environments where girls thrive intellectually and have a healthy approach to wellbeing.

The Executive of the Alliance has been considering research opportunities in this area. One of our strategic goals is to provide leadership in girls' education through cutting edge research. Grant money is available for research and the Executive is actively negotiating with a project partner to facilitate research within the Alliance on the topic of anxiety and wellbeing.

Another part of our mission is to provide leadership development for those working in girls' schools. I would like to encourage all members of the Alliance to consider sending middle and senior leaders to the Aspiring Leaders Conference to be held at Bond University from 28 to 30 May. This biennial conference builds leadership capacity in our schools and promotes networking to strengthen collegial relationships. The AGM of the Alliance will be held on Friday 29 May before the conference dinner where I will be passing the baton to the next president. I look forward to sharing time with those who are able to attend. ▲

JUDITH POOLE

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FROM THE EXECUTIVE OFFICER A LIFE-CHANGING EXPERIENCE

Over the past seventeen years more than 2000 young women have participated in the Alliance's student leadership conferences. Their feedback echoes a recurring phrase – 'life-changing'. So just what is a life-changing experience for a young woman about to enter her final year of secondary school as a school leader? This is how one student described her experience.

This week has probably been one of the most incredible, life-changing experiences of my life. I have learnt so much and challenged myself further than I would have thought possible. At the start of the conference my goal was 'To improve my leadership skills and knowledge, experience a new environment, and meet new people with similar interests from around the world' and I think I achieved all of these and more.

The conference was definitely very challenging and full on but I am so proud of the way that I, and every single girl, in our own ways, stepped up to that challenge. I am honestly so grateful for the opportunity and to everyone that worked tirelessly to make it happen. These women all inspire me so much and I hope that they know just what a difference they have made, not only to me, but also to all 153 of us and everyone that we will meet and transform as a result throughout the rest of our lives. — Lorane Gaborit, Queenwood School for Girls, NSW.

The five-day residential conference, hosted by Bond University on Queensland's Gold Coast and facilitated by yLead, featured team-building and character-testing activities, inspirational guest speakers and practical workshops. The girls also participated in sessions where vulnerabilities were revealed, thoughts and feelings shared, and lasting friendships formed.

THE ALLIANCE IS DELIGHTED TO ANNOUNCE THAT BOND UNIVERSITY WILL BE HOSTING THE 18TH ANNUAL STUDENT LEADERSHIP CONFERENCE, WITH YLEAD AGAIN FACILITATING. WE LOOK FORWARD TO WELCOMING NEXT YEAR'S YOUNG LEADERS TO SLC2016 ON 5-9 JANUARY.

For many girls the highlight of the conference was the influential line up of guest speakers. From motivational speaker Robyn Moore and 2014 Young Victorian of the Year and co-founder of Thankyou Water, Daniel Flynn, to Secretary General of the Australian Olympic Committee Fiona de Jong and US social entrepreneur Francine LeFrak – the girls were incredibly fortunate to share the stories and wisdom of each of these speakers.

And of course no visit to the Gold Coast can be complete without a beach experience. Sadly the weather was neither 'beautiful' nor 'perfect' as the tourism promotions promise but this certainly didn't diminish the girls' enthusiasm. With a helicopter



(ABOVE) 2015 STUDENT LEADERSHIP CONFERENCE, BOND UNIVERSITY

hovering overhead, the girls were challenged to create body words in the sand. Without a complaint or groan every girl literally threw herself into the sand – their exuberance and willingness to complete every challenge was quite breathtaking.

Our theme this year was 'Empower' – the process of becoming stronger and more confident. This message was made tangible for the 150 student leaders who came from schools in Australia, New Zealand, the Philippines and the United States of America. The girls

were encouraged to consider not only the impact they will have as leaders this year and in the future but how they can also empower their peers and others in their school communities.

Ultimately empowerment comes down to confidence. This confidence is fostered in a single-sex environment where girls feel empowered and free to take risks. Supported by their mentors and peers, and encouraged by inspiring guest speakers, the girls were able to be themselves, reveal any doubts, face challenges and set goals for their schools and themselves in 2015. ▲

LOREN BRIDGE



GAIL KELLY FROM THE CLASSROOM TO THE BOARDROOM

The Alliance profiles our Patron Gail Kelly, who retired as Westpac's Chief Executive Officer in February this year after 35 years in the banking industry. As a role model for professional success, champion for gender equality and advocate of workplace flexibility, Gail's life-lessons will resonate for everyone endeavouring to "live a whole life". And she has sage advice for young women contemplating their professional futures.

Gail Kelly's first foray into the work force, as a secondary-school Latin teacher in her native South Africa, taught her a salutary lesson. "As much as I loved teaching and I love education, I didn't feel like I was doing a good job. I lost confidence and ended up feeling deeply unhappy. I recognised that I needed to make a change either in my attitude or in what I was doing. You owe it to yourself to love your work."

This realisation led to a career change into the banking industry, and Gail rose from the position of teller to the top echelon of the business world as the first woman to head an Australian bank. She has made the Forbes World's 100 Most Powerful Women list for the past seven years – last year at #56, just behind Angelina Jolie (#50) but in front of Aung San Suu Kyi (#61) (Forbes, 2014). Throughout all her professional

achievements Gail has remained family-orientated, raising four children with her "fantastic husband" of 37 years Alan, and dedicated her time and energy to serving the community. A passionate advocate for education, equality and empowering people to help themselves, she serves on the Prime Minister's Indigenous Advisory Council and is CARE Australia's Women's Empowerment Ambassador.

So, is Gail Kelly a superwoman? No – although being blessed with a fortunate physiology in needing only four hours sleep a night probably helps. Gail says that the "key to success is loving what you do and being pretty focused on what matters. You have to make choices with regard to your life and your career. I prioritise my whole life, not just my work life. There is nothing more important to me than my family".

Lamentably, women in leadership positions who have achieved and contributed as much as Gail are still very much in the minority in Australia. Women hold 19.3 per cent of board positions in ASX 200 companies (as at 31 December 2014) and only a fraction – the figure hovers around three per cent – of these companies have female CEOs. While these statistics remain underwhelming, there is good news. The percentage of women on boards of ASX 200 companies and the proportion of women comprising new appointments has increased significantly in the past five years, with the current figures being the highest ever (AICD, 2014).

While the momentum for systemic change does seem to be gathering pace, what needs to be done to ensure a level playing field for our talented and ambitious girls? Gail offers practical strategies for the way forward. "We spend a lot of time in Australia debating and talking about women on boards. It is a very important debate. We need to have adequate representation of women on boards, because it tends to be a pull-point through which everything else develops. When I got to be a CEO I said: 'Right. I'm now going to tackle gender inequality head-on. I'm going to make a difference, and lead by example, and actively put in place policies and practices to support women.'"

Fundamentally, addressing gender inequality entails removing obstacles so that people are chosen solely on merit. Part-time employment, telecommuting, flexible hours, parental leave, career breaks, mentoring, pay equity and diversity targets are some of the ways

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BOND UNIVERSITY

*Rating the most five stars out of any university for educational experience in the 2013 Good Universities Guide

Rosie Viner - BOND UNIVERSITY AND ST HILDA'S ANGLICAN SCHOOL FOR GIRLS GRADUATE

“MANY WOMEN WANT TO BE 100 PER CENT READY TO TAKE ON A JOB BEFORE THEY ARE PREPARED TO PUT THEIR HAND UP. MY ADVICE TO YOUNG WOMEN AND THEIR CAREERS IS BACK YOURSELF. THERE ARE PEOPLE OUT THERE WHO WANT TO SUPPORT YOU. ASK FOR THE OPPORTUNITIES. DIG DEEP WHEN THOSE OPPORTUNITIES COME YOUR WAY AND HAVE A GO. GATHER ALL YOUR COURAGE IN YOUR HANDS. YOU’VE BEEN OFFERED THIS OPPORTUNITY BECAUSE YOU ARE WORTHY. USE ALL THOSE TALENTS YOU HAVE OF LISTENING AND TAKING FEEDBACK ON BOARD AND GROWING EVERY SINGLE DAY. YOU DO NEED A DETERMINATION AND A PREPAREDNESS TO WORK HARD; BUT BACK YOURSELF.”

that progressive employers can ensure that enough talented women are in the selection pool for promotion to leadership roles. Gail believes that the gains Westpac has made in this area — women currently hold 44 per cent of the executive and managerial positions — are due to greater workplace flexibility and setting diversity targets. “Achieving equality in Westpac, and more broadly in Australia, is not just a matter of being fair or doing the right thing. It also makes good business and economic sense. Increased workforce diversity, not only in gender, but across a range of areas, translates to direct economic benefits like increased productivity, engagement and performance.”

While workplaces need to do more to support women in the professional arena, women also need to be their own champions. “I absolutely believe that if you empower women you have a happier, healthier, more empowered society. It was really only in later years that I developed confidence and was more prepared to back myself and to take a risk. My mother was a big believer in backing yourself. Empowerment and self-empowerment are very important,” Gail says.

Gail’s advice aligns closely with what girls’ schools foster in our young women: optimism, determination, diligence and self-confidence. This, along with her conviction that education empowers women and girls

to be the best that they can be, means Gail is an ideal patron for the Alliance in our mission to advocate for and support girls’ schools to provide unparalleled opportunities for girls.

So what does “retirement” mean for Gail Kelly? Unsurprisingly, Gail says that she will not be “put[ting] my feet up at home. I am very excited about the next stage of my life”. While she has made “no decisions yet”, Gail intends to “make a contribution” and the not-for-profit sector will continue to benefit from her business acumen, generous spirit and prodigious energy. Gail has been at the vanguard of the cultural changes that are necessary to take our girls from the classroom to the boardroom. An inspiration to many, what she does next will be exciting to see.

MICHELLE JAMES

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MAKING A DIFFERENCE STUDENT ALLIANCE NETWORKING GROUP, NSW

In 2014, under the umbrella of the Alliance of Girls’ Schools Australasia, a Student Alliance was formed with the vision of connecting girls from girls’ schools across Sydney to share their thoughts and discuss issues of concern to them. Our aim is to challenge and enrich the knowledge each student has about her world, as well as to empower her in knowing there are others in the community with shared views who are willing to work together and support each other to make a difference in their schools, their communities and the world. We had a fantastic start with over 90 students from thirteen schools participating in the Student Alliance in 2014.

The success of the Student Alliance is reliant on student engagement through actively participating, voicing opinions and setting the direction for each meeting. It was evident as the year progressed that the group was growing more and more cohesive. A

consistent following of girls attended each term and the bonds of strong friendships were forming between them.

The Alliance liaison staff from each school also played a crucial role in establishing the Student Alliance. They worked hard behind the scenes at their schools to create awareness, build connections and prepare for meetings.

At the end of the year the girls were given the opportunity to provide feedback. The main points raised were that they wanted more time to discuss issues, more speakers and more activities.

With the girls’ feedback in mind, our first meeting for 2015 was hosted by Dr Amanda Bell at The Women’s College, Sydney University. We had over 115 girls attend from fifteen schools across Sydney listening to eight inspiring young women talk about their social justice work. Five of the girls were past students from participating Alliance schools. Amelia McCarthy (PLC) spoke about starting her own business while studying, Hannah Cheese (Brigidine St Ives) asked girls to “give to others”, Sarah Cohn (Ascham) spoke about the need to “be passionate”, Kate Durnell (Catherine McAuley) argued that we should “fight for the equality of women in the world”, Casey Thomas (Loreto Normanhurst) conveyed the message that “doing something small can make a huge difference”. Three women representing the Women’s College gave the girls the message that social



(LEFT) STUDENT ALLIANCE MEETING AT ROSEVILLE COLLEGE DISCUSSED THE REPRESENTATION OF WOMEN AND GIRLS IN AUSTRALIAN SOCIETY

today. We are also developing the Student Alliance individually in our schools.

At Mount St Benedict one of our biggest goals is to expand the number of Student Alliance representatives at the College. We also intend to have a group of students who contribute at a College level. This group will be briefed about the discussions that occur each term and together we will work on how we

justice does not have to be raising money, it can be raising awareness through other means, stepping outside your comfort zone and volunteering for organisations.

The Student Alliance has a wonderful line-up of speakers and events planned for 2015 and we encourage Alliance schools to send their students and join this empowering group of young women.

GEMMA MCDERMOTT, STUDENT ALLIANCE CO-ORDINATOR AND DEAN OF PASTORAL CARE, LORETO NORMANHURST

FROM MOUNT ST BENEDICT COLLEGE STUDENTS

The Student Alliance Networking Group gave us the opportunity to grow as individuals through the conversations we had with each other about issues and concerns facing young women today. Through sharing the videos we had created about our schools, we discovered that while each school is unique, we share many similarities - more than we had realised. As participants, we also appreciated the guest speakers who shared their insight and experiences about leadership.

We started the year, by looking at the qualities of a good leader, reflected on what kind of leaders we aspired to be and explored how to achieve this. From these discussions, we realised that we had some of these qualities but also needed to understand how to embrace and develop our skills, and utilise them in a positive way in all areas of our lives.

As we got to know other members of the Alliance and we became comfortable with each other the depth of our discussions began to develop. We always left each meeting with questions to ponder and were grateful for the opportunity to have a forum to share our thoughts and opinions with like-minded girls.

At our final meeting for the year we reflected on the year and the direction we would like this group to take. We enjoyed the guest speakers that we listened to and the input the Alliance members brought to each meeting. Next year we hope to communicate more frequently and so identify ways that we can make a difference and promote change through education about the issues that relate and impact young women

can implement initiatives for the College community. We are excited about these future initiatives and we have already been thinking about ideas that we can put in place at the College.

BEING A PART OF THE STUDENT ALLIANCE NETWORKING GROUP THIS YEAR HAS BEEN AN INSPIRING, EDUCATIONAL AND MOTIVATING EXPERIENCE. WE HAVE GAINED AN AWARENESS AND PASSION FOR THE ISSUES THAT AFFECT US AS WOMEN AND WE HAVE GAINED FRIENDS WITH WHOM WE CAN HAVE CONVERSATIONS AND LOOK AT EXPLORING POSSIBLE SOLUTIONS. THIS EXPERIENCE HAS EXCEEDED OUR EXPECTATIONS SO FAR. WE LOOK FORWARD TO NEXT YEAR AND FUTURE YEARS.

FROM LORETO NORMANHURST STUDENTS

The Student Alliance is a forum where girls from Years 9, 10 and 11 at girls’ schools from around Sydney come together to discuss issues affecting young women in today’s society and particularly within the school environment. We have discussed issues such as women in the workplace, sexualisation of women in the media, domestic violence, derogatory language used against women, bullying, and initiatives that empower women, for example the Like a Girl campaign. Within the coming year, the Student Alliance is hoping to expand and put our ideas into practice by launching campaigns aimed at empowering girls and women. ▲

2015 MEETING DATES:

- Term 2** Tuesday 5 May, St Catherine’s School, Waverley, 4.30pm to 6.00pm
- Term 3** Tuesday 21 July, Ascham School, Edgecliff, 4.30pm to 6.00pm
- Term 4** Tuesday 13 October, Brigidine College, St Ives, 4.30pm to 7.00pm



(LEFT) SLC2015 STUDENT LEADERS CELEBRATE AT THE CONFERENCE DINNER

THE NEW PHILANTHROPY

US social entrepreneur Francine LeFrak was guest speaker at the Celebration Dinner for the 2015 Student Leadership Conference. Francine spoke about her innovative approach to philanthropy, the “soulful economy” and her non-profit venture Same Sky.

From Rwanda to the United States and beyond, Francine LeFrak is changing the conversation in philanthropy and entrepreneurship through her non-profit Same Sky.

“We are consuming on this planet at such an unsustainable rate, and unless we start being more conscious of one another and really putting ethics at the forefront, then we are going to keep heading in the wrong direction,” said LeFrak, speaking to the Alliance of Girls’ Schools Leadership Conference at Bond University in January.

Bond University, the official education partner of the Alliance of Girls’ School, is also the first institutional partner to sign on with Same Sky.

With Australia essentially being worlds apart from the initiative’s origins, LeFrak says this reach highlights Same Sky’s universal relevance and power, reinforcing the message that empowering women is exactly what she was put on this earth to do.

The multiple Tony, Emmy and Peabody award-winning producer of social issue films turned to venture philanthropy in 2008 following Hollywood’s lack of interest in producing another film on the Rwandan genocide of 1994 once *Hotel Rwanda* was released.

“When you truly believe in something, no matter what obstacle is in your way, you feel like you just have to go forward,” said LeFrak.

At the deep end were 250 million Rwandan women left desolate and hopeless after being raped during the

genocide, with 70 per cent of these women estimated by the United Nations to have contracted HIV.

This hit hard for LeFrak, who is chair of the Women’s Leadership Board at the Harvard Kennedy School and the founder of The Francine A. LeFrak Foundation that aims to promote the empowerment of women.

However, running parallel to this was a different story; the sky LeFrak was looking at was the same sky the Rwandan women were under.

“Countries that receive aid are statistically worse off, so I got this idea to give the women that had been left behind a job – a hand-up, not a handout,” said LeFrak.

“Friends always said I had a good eye for jewellery, so after a year of deliberation I came up with this idea to employ women to crochet jewellery.”

Since 2008, Same Sky jewellery has been acting as a ribbon to the cause of eradicating extreme poverty by promoting a marketplace for the ethical shopping movement.

Artisans in Rwanda and the US, where 45 million people live below the poverty line, create jewellery for remuneration of the selling price. This can pay for one year’s healthcare, school fees, or even just access to clean water and food.

LeFrak notes how one of the Rwandan artisans who was gang raped in the genocide and couldn’t speak when they met now leads the women; another’s HIV numbers have changed so dramatically because she’s working that this past year she gave birth to a HIV-free baby.

“I believe so much in the power of women working in collectives,” said LeFrak.

“These women are moving out of government housing, operating their own side businesses, opening bank accounts, putting their children through school – and above all – are productive and happy”.

At the centre of LeFrak’s proposition is the fact that two-thirds of the world lives below the poverty line, with much of this being driven by the way we consume.

“We are so busy trying to get a bargain when we shop that we leave our compassion and empathy behind, and forget the majority of the world lives on less than \$2 per day”.

“The green movement, organic movement, and the shared economy are all gaining traction – the soulful economy will raise the consciousness of consumers even higher to elevate lives in dividends.” ▲

LAURA DAQUINO

This article is an edited extract from “Soulful Economics” to be published in Bond University’s *The Arch Magazine*, Winter 2015.

MEMBER PROFILE: MERICI COLLEGE, CANBERRA, ACT

Merici College is an inclusive Catholic College for young women in Years 7 to 12, in the heart of Canberra. It is a technology-rich school built on a tradition of best practice in girls’ education. It achieves consistently excellent results which reflect strong student engagement in learning, innovative classroom practice and academic rigour. A vertical pastoral care system creates a safe environment and is coupled with a well-researched program which addresses issues relevant to adolescent girls.



Q&A WITH PRINCIPAL LORETTA WHOLLEY

WHAT WOULD YOU LIKE PEOPLE TO KNOW ABOUT MERICI COLLEGE?

Behind the 1950s tradition-filled walls lies a rich, vibrant, socially conscious and faith-inspired community of teachers and students who seek to make a difference in the world in which they live. They do this through:

- A Religious Education Program that connects a strength of faith with life experiences which is complemented by a holistic Christian Service Learning Program that seeks to connect faith and Gospel values to the student’s personal response to the needs of the poor and the marginalised in our society.
- Creating, delivering, reviewing and renewing a diverse curriculum that promotes equivalence in education and precision in subject matter that challenges higher order thinking but at the same time addresses individual student needs.
- Offering cutting edge, open plan learning areas and flexible learning spaces where team teaching is enhanced; enabling teachers to collaborate and reflect on their practice. Teachers are able to empower their students to want to learn. As a result, students take more responsibility for their learning and teachers and students work more cooperatively.

- Engaging co-curricular opportunities in sport, the cultural and performing arts programs, indigenous education, sustainability and academic extension activities.

- A welcoming community that understands and appreciates the diversity of our world – ensuring that students have access to supportive services including psychologists, Defence Transition Mentoring and an Aboriginal Contact Teacher.

HOW DOES MERICI COLLEGE FOSTER INNOVATION AND INITIATIVE?

Staff are required to actively support their colleagues through interacting via a mentor program where the teachers are encouraged to engage in professional dialogue and research to improve their teaching pedagogy and delivery of their subject content. The program involves goal setting, introspective conversations and an opportunity to reflect, scrutinise and respond effectually to events in the classroom.

The Hospitality students and staff prepare meals from the garden - unprocessed, organic and delicious. We are a flagship school in sustainability practices and a model for others to follow in the area of healthy eating and healthy living. We maintain a high yield organic garden that supports our healthy canteen and we continuously monitor our reduce-reuse-recycle initiatives to complete the vision of our sustainable



school policy. The students play a vital role in all these activities. They are included in the planning and maintenance stages and play an integral role in the implementation of any changes in the program.

WHAT INNOVATIVE PROJECTS ARE YOU CURRENTLY WORKING ON?

We are embarking on our Strategic Plan for 2016-2018 to focus our direction and vision for excellence in women's education. This masterplan will invite creative vision from the staff, students and parents of Merici College to re-invigorate the school environment to complement the innovative teaching and learning already taking place in each classroom. It is a great opportunity for the school community to have input into the design and use of the College's facilities.

IN YOUR OPINION, WHAT ARE THE THREE TOP ISSUES FACING EDUCATORS IN GIRLS' SCHOOLS?

At Merici College our girls are encouraged to reach their full potential, to embrace their gifts and talents so that their future is more wondrous than they dare to dream. However, they contend with issues relating to mental health, gender stereotypes and sexualisation of women. Unfortunately, girls today often feel they need to resolve their dreams with society's expectations of who they should be. The girls are required to cope with continual changes in contemporary communication and media trends, including reality television and print media where stereotypes in gender and position are reinforced. Even though they have greater opportunity to communicate and connect with their peers, girls today are faced with relational issues, sometimes resulting in anxiety and depression. We address these issues at Merici College through an engaging and creative



(ABOVE) PRINCIPAL LORETTA WHOLLEY

Pastoral Care Program and Student Retreat Program where the girls are given the tools to respond to these challenges and to connect with their spiritual dimension, as well as fostering a sense of community and a heightened awareness of their own giftedness and that of others. We provide them an opportunity to come to a fuller understanding of who they are and where God is leading them in their lives. Through our rich traditions, our Ursuline charism and our vibrant, caring community, the girls at Merici College are nurtured to become extraordinary women of the future. ▲

ALL STEM-ED UP ST MICHAEL'S COLLEGIATE SCHOOL, TASMANIA

In the twenty-first century, as technology continues to evolve and offer remarkable new opportunities for communication and connection, students at St Michael's Collegiate School in Hobart are being offered an innovative new course as part of our existing STEM program. This course aims to engage students in innovation, creation and design, with real world application and opportunities.

STEMED (Science, Technology, Engineering, Mathematics, Entrepreneur and Design) is an holistic approach to learning that places students firmly in the driver's seat. In the newly developed course, Year 9 students will be guided through the core process of creating iPhone apps and using 3D printing technology.

In addition to the primary skills of learning how to program an app, students will be responsible for the creative design, marketing and distribution of each app. By broadening the focus to include the practical implementation of their work, students are able to gain invaluable skills that are useful in a wide variety of vocational situations.

The first ten weeks of the course are also part of the STEM Connections Project run by the Australian Curriculum and Assessment and Reporting Authority (ACARA). St Michael's Collegiate is among thirteen schools across Australia invited to participate in this project. It aims at assisting ACARA to develop support material and ideas for schools around Australia to engage in STEM education.

In the first unit of the course, students use the programming tool Xcode to create their apps. The engineering process consists of:

- Defining the problem
- Researching background information
- Specifying requirements
- Brainstorming solutions
- Selecting the best solution
- Building a prototype
- Testing and redesigning

The first app to be developed by the students has a design brief of providing information and orientation for newly arriving students at the school. This app will contain key information, presented in a variety of forms, with the purpose of making the adjustment to life in the school easier. Included in the app will be features such as an interactive map with GPS, navigation instructions for how to get to each classroom, information about each teacher and calendar reminders. These sections will allow students to extend on their mathematic knowledge of Cartesian planes and graphing skills, database structures, as well as programming statements such as while loops, if-then statements and other fundamental programming structures. By explicitly teaching these techniques students will then be able to



(ABOVE) YEAR 9 COLLEGIATE GIRLS, OLIVIA MARTYN AND HOLLY DEVEREAUX, DEVELOPING IPHONE APPS

use them in the development of their own apps later in the year. It will also provide real world applications and extensions for several of the concepts they are learning in their core Science and Mathematics classes.

Integral to the course is the focus on transferring theoretical knowledge to practical application. During the course of the first unit, students will meet with industry groups involved in project design. In these meetings there will be a focus on how to work productively with clients and engage with others in a professional manner. The students will use this knowledge to interview a client, receive a brief and develop a design for their app. They will then program and launch the app on the iTunes store. They will also meet with the marketing manager of the school to discuss how to produce professional products, branding and continuity in design.

The evolution of 3D printing technology offers a range of exciting and innovative opportunities. Design software can be used to create precise and specified designs and then the 3D printer builds the end result. 3D printing has been used to create car parts, smartphone cases, fashion accessories, medical equipment and even artificial organs.

In the second part of the course the students will be using 3D printers to prototype a solution to another real world problem of their own choosing. They will again complete the engineering process and design their solutions on Google SketchUp. Each design will be printed up on 3D printers and the prototype tested and redesigned as necessary.

In this process, the focus will be on the creation of products that are smart, functional and address a genuine need. For example, students may identify an issue with current headphones, which often fall out during running or gym exercise. By designing a universal clip that attaches the ear bud of the headphone to the ears for use while running, the problem can be easily solved. Such solutions have wide appeal, relatively low costs and a very authentic application to real life.

The course will also have a significant focus on

financial literacy. As each student's products are to be marketed and launched on iTunes they will be required to fully cost their product. They will calculate costs of materials, time and distribution to set a realistic price that will encourage people to buy their product while still ensuring a profit. Crucial to this process is knowledge of contracts related to intellectual property and legal requirements. For each project students will draw up a contract looking at division of labour, splitting of any profits, and delivery of products within an agreed time frame.

The educational and vocational opportunities offered by this course are extensive and significant. By recognising the spectrum of skills that are required in the STEM industry and approaching each topic in a holistic manner, students will be equipped to perform in the twenty-first century landscape in a highly successful manner. As students develop their understanding of the connections between each STEM subject, they will be able to implement their knowledge and skills in a variety of situations and contexts. Importantly the course offers students real world opportunities to engage in collaborative problem-solving – that core new skills area of this century.

#GIRLSINNOV8 CODE CAMP ST CUTHBERT'S COLLEGE, NEW ZEALAND

In January St Cuthbert's College held New Zealand's first girls-only residential code camp, #GirlsInnov8. Designed to give girls a chance to create with technology, #GirlsInnov8 allowed 32 girls from Years 9 to 13 the opportunity to meet others who share their technology interests and to develop skills through exploring coding languages and their applications.

We all know that girls are capable of anything, and there is not, and should not be, any limit to what they can achieve in study, careers and life.

If girls never have the chance to explore, learn and create with technology then there is little chance they will choose to pursue it as a career.

It is estimated that 75 per cent of the fastest growing occupations require the knowledge, skills and understandings incorporated in STEM subjects (Australian Industry Group, 2013). This course aims to engage and encourage our young girls to see a future in STEM industries. In an academic and technical industry that has been traditionally dominated by men, we aim to equip our female students to see the potential contributions that they can make in the fields of creativity, innovation and technology. The bottom line is that engaging students in opportunities such as this demystifies innovation and provides them with an effective, energising and empowering way to realistically explore the risks, benefits, trials and tribulations, and the pleasures of participating in the innovation journey. ▲

GLENN CARMICHAEL
STEM PROJECT LEADER

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The #GirlsInnov8 concept was born out of this realisation and quickly garnered industry support. Technology companies including the Institute of IT Professionals, Microsoft, Rush Digital, Mind Kits, Gather Workshops and Code Avengers offered various measures of support from managing the registration process to sponsoring parts of the program to committing time to teaching the girls.

Attendees heard from a number of trail-blazing women in the IT industry, who shared their experiences and pathways to success. Some of these remarkable women were: Hasini Ratnasekera, software developer at Fiserv; Ghada Vanerpool, digital marketing manager at Yellow; and Julia Raue, CIO at Air New Zealand, who was so supportive of the initiative that Air New Zealand sponsored three places for girls from low decile schools.

The program enabled participants to create 3D models and then 3D print them, develop robotics skills through programming arduino bots, learn HTML and CSS plus some jquery coding as a team, and acquire simple game development skills. More than that, the

program made the girls realise that technology could be fun, challenging, rewarding, collaborative and exciting.

The camp offered both day and overnight places. For the residential coders who spent two nights together on the St Cuthbert's College campus, evenings offered the chance to talk with other students about the day's learning and share technology passions.

15-year old Francesca Orchard-Hall attended the camp with a view to learning about the coding that makes robotic surgery possible.

"Medicine is embracing robotic surgery more and more. In the future I'd like to train as a brain surgeon, so I wanted to develop an understanding of the programs that make robotic surgery a reality, which #GirlsInnov8 has definitely helped me to do," said Francesca.

Feedback received from girls who attended the camp and their parents has been strongly supportive. There are plans for a second camp in 2016 and myriad ideas to roll out at St Cuthbert's over the next twelve months.

These ideas include three separate coding clubs catering for St Cuthbert's students from five to eighteen years of age. Each club will use different learning platforms to help students understand coding at an age appropriate level, building on knowledge as they progress through each stage.

#GirlsInnov8 has proven a positive experience for each attendee and has successfully managed to effect some change in participants.



(ABOVE) 3D PRINTED ARTWORK DESIGNED BY #GIRLSINNOV8 ATTENDEE

The initiative has exposed girls to a traditionally male dominated industry and illustrated paths they can follow or forge for themselves in this sector. Most importantly it has encouraged participants to imagine, build, create and innovate and that is the most satisfying result.

For more details about #GirlsInnov8 initiative in 2015 and 2016 visit: www.girlsinnov8.net ▲

KLARIS PHILIPSON
DIRECTOR OF TECHNOLOGIES

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CULTURAL IDIOSYNCRASY

M3ARCHITECTURE, BRISBANE, QLD

We are products, as well as shapers of culture. Similarly, architecture is a product, and a shaper of culture. This is akin to holding a mirror up to ourselves and then observing our behaviour. Sometimes we may not like what we see! However, it is possible for architecture to hold a mirror up to the positive attributes of a culture, and reflect them back, with mutual benefit.

All places of learning have a culture, even those that are recently formed. Some have a deep understanding of where they have come from and where they are headed. Conversely, others operate on intuition. In either case, the culture of an entity results in architectural consequence. This has very positive implications, and wonderful potential when handled carefully.

This requires the right balance of fixity and flexibility. It is important to understand where and when to deploy each, to the benefit of the whole, and to the benefit of the present and future. While misplaced fixity stifles and narrows, misplaced flexibility results in the proliferation of blandness. For good reasons, there is considerable emphasis placed upon flexibility. However, in our experience, there is insufficient emphasis on fixity, a great breeder of idiosyncrasy, identity and culture.

While most schools have considerable similarities, they also have their differences. Sometimes those differences are extreme, and at other times subtle. Idiosyncrasies are fertile departure points in conceptually positioning a school. They are cultural descriptors, generally with architectural consequences. Within a rich and idiosyncratic narrative, what might often be considered 'similarities' become nuanced.

Often in master planning, issues pertaining to culture and identity manifest in the public realm. This may include the external perception of a school, the experience of a school from common paths of travel, the visual language chosen, functional elements that define culture, the role of landscape, and the spaces between buildings. Such considerations define a sense of place, and are great opportunities to reflect the culture and aspirations of an institution.

This is especially true of the social spaces of a school. In many respects school campuses are like big houses or small cities, where the social space is the heart and soul, and the place where collective culture is most identifiable. Just as in a house, the placement of a social space is crucial, so as to be inclusive, accessible and desirable. At best, they offer both prospect and refuge in equal measure. They are places to see and be seen, large enough to capture a significant proportion of the school community, yet structured so as to enable friendship groups



to find their own place within the whole. The buzz of morning tea and lunch is a wonderful spectacle when handled appropriately. Fringe spaces are also vital, offering the opportunity to sit beyond a main space and over look social theatre. These are the places in schools where overtly idiosyncratic design is greatly beneficial, the notion that culture feeds architecture, and architecture fosters culture, with the strengthening of both over time, binding generations.

m3architecture has undertaken master plans and building programs for various schools resulting in a range of idiosyncratic outcomes. Two of them have been briefly summarised here by way of example.

Brisbane Girls Grammar School has a long and proud history (140 years), with a focus on exceptional scholarship. It is a microcosm of the city and its site has a density consistent with the city fringe. Its foundation building, known as the Main Building, has heritage significance and the centre of the site includes mature fig trees and terraces. The presence of the city, rail and inner city bypass can be felt, giving a distinctly urban quality to the campus. The master plan identified the primacy of the Main Building and the foundation landscape, resulting in the simple principle of ongoing densification around a green heart. Buildings that have resulted from the master plan are 5-6 storeys plus basements, negotiating the 20m site cross fall. The Creative Learning Centre is one such building, six storeys with a cafeteria on the fourth floor, the glue of the building. The building is porous, connecting to four floor levels of garden terraces. The 'void' includes balconies, stairs, bridges and roof terraces, pre-empting paths of travel and socialisation. While some students occupy the internal cafeteria, many more sit distributed in space throughout the six storeys. The result has been called many things; Hogwarts, Escheresque, an ant colony! The scale of the whole verges on monumental. However, the scale of each fragment within it is attuned to small friendship groups.

Mt Alvernia College, also in Brisbane, was founded in 1956 by the Missionary Franciscan Sisters of the Immaculate Conception. It consistently

Photography: Christopher Frederick Jones



(LEFT) MT ALVERNIA COLLEGE

(RIGHT) BRISBANE GIRLS GRAMMAR SCHOOL

references Assisi and its surroundings in the naming of house groups, buildings, education and annual pilgrimages, with each day finished in prayer. A master plan was developed taking inspiration from the life of St Francis, Patron Saint of flora and fauna. It was conceived as a school based around three gardens: a productive garden, a garden for gathering, and a garden for recreation. The productive garden is substantial, and forms the front entrance to the school, flanked by administration, the carceri, lunch area, cafeteria and Home Economics. It is a place of learning, nourishment, productivity and beauty. The main social space sits adjacent to the tuckshop

('cucina'), and releases north into the garden. Conceived as an oversized floating picnic rug, it is broken up with a multitude of columns that create spaces within the whole. Though the picnic rug is the focal point, socialisation spills out into the garden and surrounds. Consistent with the Franciscan spirit, a sense of hospitality, generosity and togetherness is palpable.

The culture of each school manifests in highly differentiated, idiosyncratic outcomes, with memorable spaces that reflect and shape collective socialisation. Ultimately this has an effect upon the individual, their participation in the collective and relationships that evolve over time. ▲

MICHAEL BANNEY
DIRECTOR

MICHAEL BANNEY is one three founding partners of Brisbane-based architectural practice m3architecture. With extensive experience in masterplanning, design development and construction detailing, Michael's project specialties include educational facilities. m3architecture's work seeks to develop the unique conditions of each project to create distinctive and specific outcomes. The practice has been recognised at both national and international level, with numerous publications, awards and exhibitions, including representation in the Australian pavilion at the 2006 Venice Architecture Biennale.



WE ARE WOMEN AND WE CAN MAKE IT HAPPEN CANTERBURY GIRLS' SECONDARY COLLEGE, VIC

March 8 is International Women's Day – a day to celebrate women's place in society and to raise visibility for the continuing push for gender and sexual equality. On 2 March I was lucky enough to join young leaders from other Victorian girls' schools for the International Women's Day breakfast at Parliament House. The guest speaker was the inspiring and friendly Debra Knight, managing director of Crivelli Fine Coffee. As a woman in finance, she was all too familiar with inequality in the work place, and this drove her to start her own business. Debra Knight embodies this year's IWD theme – Make It Happen. Questions followed Ms Knight's address and provided a wonderful opportunity to hear from other young leaders. The insightful, personal and forward thinking questions really showed me how many young women are passionate about women's rights. I found it incredibly uplifting. We are living in a society where feminism has gained the connotation of 'man hating'. Inequality is everywhere. The gender pay gap in Australia is between 15 and 19 per cent. There are places in the world where women still can't vote, can't drive, and can't even leave the house without a man's permission. I have female friends who are forced to wear makeup to work, and to leave their top buttons undone. I know people who believe that all feminists are sexist. Meeting these influential women and young leaders made me realise that hope is not lost. I was extremely moved and excited to see people cared so much about changing the world and educating young women to the reality we face. This generation will keep fighting for women's rights. I know that we will see equality one day because we are women, and we can make it happen.

GEMMA KENYON
CO-CAPTAIN

GROWING TECHNO GIRLS FROM A YOUNG AGE SELWYN HOUSE SCHOOL, NEW ZEALAND

Computer Science jobs are among the fastest growing and highest paid and yet across the world women are significantly under-represented in this area. Recent New Zealand research reveals that the contemporary computing industry is predominately a male domain and the proportion of women employed in many computing occupations is decreasing, despite recent efforts to attract more women into the industry (Hunter, 2012). The proportion of women studying towards computing careers is also declining and evidence of pay discrimination within the industry is one factor affecting the choices women make regarding careers and education in computing (Hunter, 2012).

More women in computing would help boost productivity in the industry and bring benefit to New Zealand's economy. On the global level IT is one of the fastest growing sectors in the US economy with an estimated 1.4 million new job openings projected by 2020 (Caffell, 2014). Over two-thirds of these jobs could go unfilled due to an insufficient number of computing graduates – a shortage that could be eased by encouraging more women into the sector (Caffell, 2014).

Promotions like "girls can do anything" have failed but the education sector is still committed to ensuring that girls will have every opportunity to participate in this field, equipping them with the skills required to undertake study and eventually taking advantage of the positions and the opportunities that this field offers for girls' future careers.

So, what does this look like in practice from a committed school perspective? From their very first day at school, five-year olds at Selwyn House School are introduced to programming and coding within the class curriculum. Squeals of glee can be heard from the junior space as girls have hands on weekly sessions in Robotics. Girls are engaged in construction and programming through a range of tools including WeDo, Scratch and Beebots. These experiences enable them to learn and apply mathematics and problem solving concepts in a fun and creative way.

In Years 3 and 4, as part of the Maker Programme, girls are introduced to Design



(ABOVE) JUNIOR GIRLS USING BEEBOTS

Thinking and this enables them to solve problems using a range of technologies including the 3D printer. Girls are learning prototyping and the importance of grit and resilience in learning. A Year 3 student reflects:

My first design failed because I didn't think about gravity so the top collapsed. My second design failed too but my teacher and my friend told me to keep trying. My third design worked. I felt so happy.

Further up the school, girls progress from Beebots to more complex Robotics tools. They program robots to complete rescue missions or play soccer with an illuminated ball with infrared sensors. What an exciting way to apply real life problem solving and higher order thinking skills! The Year 7 and 8 girls create websites where they share their learning using HTML and CSS. The experience of writing computer code is extremely challenging but the girls display a growth mindset showing determination and perseverance to complete tasks.

The school's latest computer science venture is an after school All Girls' Code Club. Run in conjunction with Code Club Aotearoa, this is the first All Girls' Code Club in Christchurch and is taught by volunteer programmers from Wynyard Group and E2digital. This opportunity is offered to Year 6-8 girls in our wider community who are passionate about computer science. The girls are deeply engaged in learning complex applications of Scratch as well as HTML/CSS and Python.

We all know that today's students barely remember

a time before the Internet, email or digital media. Using technology such as Robotics is a great way to ensure our learners are creating, not just consuming information technology. We feel confident that our girls are learning the computer science skills and knowledge that will help them thrive in this fast-changing world.

More importantly we need women in the IT industry to ensure women have an influence on product design and to ensure gender diversity in the workplace. A twenty-first century education is based on developing problem solvers, creative thinkers, experimenters, knowledge sharers and task oriented learners. Providing an education based on STEM (science, technology, engineering, mathematics) subjects ensures women develop twenty-first century skills and knowledge in context and applied to real world issues.

By providing highly motivating and meaningful activities from a young age girls will naturally develop a positive, creative and innovative perception of computing. They will realise the opportunities technology provides, see it as a viable career and form a belief that they can shape the future. ▲

DR LYN BIRD
PRINCIPAL

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INSIDEOUT: INNER DEVELOPMENT OUTER EXCELLENCE PERTH COLLEGE, WA

Positive psychology – to the uninitiated, it sounds like a contradiction in terms. Yet this principle is gaining traction around the world – especially amongst educators who are keen to help students achieve their personal best.

The traditional perception of psychology – of classifying problems and identifying what is wrong with people – is changing.

Within the last ten years schools have begun to recognise the benefits of positive psychology and move away from a focus on academic success to place a larger emphasis on the other side of the coin: wellbeing, and identifying the factors that lead to ‘flourishing’ students and staff – people who are happy, resilient and able to perform at their peak.

At Perth College, a positive psychology model and the development of character strengths underpin the School’s tailor-made InsideOut self-leadership program.

InsideOut is now in its fourth year and was created specifically by Perth College to ensure its students graduate with the skills to lead themselves – even if

they do not go on to become leaders in the community.

Workshops, seminars and guest speakers specific to each year level – from Kindergarten to Year 12 – complement classroom activities and the pastoral care program. These aim to help the girls become more resilient, emotionally stronger and confident, improve general wellbeing and cope with challenges, especially as they begin forming their own identity during adolescence.

InsideOut Director, Deb Perich, said the School recognised each girl had her own unique set of qualities and strengths that could be boosted with the right opportunities and guidance.

“We aim to enable every student’s abilities and talents to be seen, heard and experienced,” she said.

“InsideOut enhances the girls’ leadership skills, encourages them to understand their personal leadership style, inspires them, and helps them to learn through experience.”

In the younger year groups, the focus is on girls developing their social and emotional intelligence. The girls are taught the basics of communication, how to express themselves using words, and how to identify and understand emotion.

Students from Years 3 to 6 learn to identify their strengths, manage friendships and develop resilience. They participate in workshops through the GirlPower

(LEFT PAGE) THE 10-DAY ADVENTURE CAMP IN THE MURCHISON REGION CHALLENGES GIRLS IN YEAR 10 AND IS A HIGHLIGHT OF THE INSIDEOUT PROGRAMME

(BELOW) PERTH COLLEGE SENIOR SCHOOL STUDENTS PUT THEIR PUBLIC SPEAKING SKILLS TO THE TEST AT A COMMUNITY FUNDRAISER



friendship program, which originated in Canada and for which Perth College is the Australian directorate.

From Years 7 to 9, girls learn to connect with their core beliefs and values, understand their strengths, manage stress, develop confidence and be positive.

The specific techniques of positive self-leadership are introduced from Year 10; the goal is to make students’ personal and school lives more effective and meaningful. Girls learn how to utilise their character strengths, serve others and lead, while preparing for life beyond Perth College.

In partnership with the University of Western Australia, InsideOut enables the Year 10s to take control of their lives by setting SMART goals, increasing positive emotions, improving motivation and promoting positive thought patterns, leading to constructive behaviours.

A two-day workshop led by Professor Kerrie Unsworth of the UWA Business School culminates in an Amazing Race-style adventure through the Perth central business district, where the girls put their newfound knowledge and skills into practice.

“The impact this initiative has is significant,” Professor Unsworth said.

“Our studies showed the confidence of the students who completed the workshop in 2013 increased in the following year and for the girls who participated in 2014, their leadership, leader identity and confidence all rose

at the end of the program.”

Another highlight of InsideOut for the Year 10s is a 10-day adventure-learning camp, during which the girls take responsibility for themselves by planning their own routes, food drops and communications.

As they enter Years 11 and 12, students draw on their experiences to continue to apply their self-leadership skills and learn how to promote their positive qualities and strengths in preparation for life after graduation.

InsideOut also offers ongoing opportunities for teachers to develop personally and professionally in their fields, and to also help them embed in their teaching aspects of the programme relevant to their year groups.

Dr Suzy Green, founder of The Positivity Institute, is a Clinical and Coaching Psychologist based in Sydney who is working with Perth College to help the school develop a culture of positive psychology that permeates both the student body and staff.

She has been coaching a group of 30 teachers about the benefits of mindfulness, recognising and utilising character strengths, the impact of emotions on behaviour and stopping negative thoughts.

“Research has shown teacher wellbeing impacts on student wellbeing, so training staff in the principles of positive psychology is essential to creating flourishing students and a flourishing school,” Dr Green said.

Students and staff will soon undertake wellbeing surveys; this follows a survey conducted in early 2014. Additionally, most of the senior academic staff and Executive have completed a survey which is now being rolled out to remaining staff to help them understand and explore their strengths.

“Our strengths play an important role in our daily lives and research has shown our greatest successes are the result of using these unique strengths,” Dr Perich said.

“Nurturing your strengths is shown to be both energising and satisfying, and is linked to increased happiness.”

Having recognised the benefits of embedding positive psychology in InsideOut and aspects of the academic and co-curricular programs, the school is preparing to host a Positive Education conference in October, in partnership with the Positivity Institute and endorsed by the Positive Education Schools Association.

“In the four years since the InsideOut program was established at Perth College, our research and anecdotal evidence have demonstrated the significance of wellbeing as core to educational outcomes for girls across all age groups,” Dr Perich said.

“Promoting the science of wellbeing and positive psychology to the wider community will enable a larger group of students and educators to flourish.” ▲

LAUREN UNDERHILL
COMMUNICATIONS MANAGER

FROM SCHOOL TO COLLEGE: CONTINUING THE LEADERSHIP DEVELOPMENT JOURNEY

ST MARGARET'S ANGLICAN GIRLS SCHOOL, QUEENSLAND

Since the early 1990s, the increasing attention on university college student leadership development in higher education has been evolving as trends have converged to support a renewed focus on developing critical leadership outcomes in students. This movement has gained momentum in recent years as the emphasis on accountability for learning has increased and the spotlight on young women and their potential as emerging leaders to influence global economic growth and gender diversity.

St Margaret's Anglican Girls School saw the opportunity to support leadership development of young women as they transition between school and university, as well as leveraging off its boarding infrastructure and its knowledge of educating girls and young women. As an exciting innovation, St Margaret's College was established as a residence for young women pursuing tertiary studies, along with the introduction of the signature Student Success Program, which focuses on building leadership capabilities, socially responsible citizens, opportunities for employment and academic support for success.

INNOVATION AND EVOLUTION

St Margaret's College opened its doors in February 2015. The College is a unique 25-bed residential accommodation for young women pursuing tertiary studies in Brisbane. The College is owned and operated by St Margaret's Anglican Girls School and set in a quiet garden enclave adjacent to the school grounds. The College is open to all young women and they do not have to have attended St Margaret's, although this is seen as an attractive option for former students. Not only do the students enjoy the beautiful boutique accommodation, they have access to the Student Success Program. This value-added program, aims to enhance the tertiary journey for the young women through access to academic support, leadership learning programs for emerging talent, social responsibility programs, and development of employability skills.

COLLEGE LEADERSHIP DEVELOPMENT: THE CONTEXT

Higher education leadership programs have evolved to reflect reciprocal models (Parrent, 2013) with growing emphasis reflecting business and industry models focused on teams and collaborative practice (Dinh, Lord, Gardner, Meuser, Liden & Hu, 2014). The student civic engagement movement (Hartley, Saltmarsh & Clayton, 2010; Bureau, Cole, & McCormick, 2014), and service learning and

volunteerism have influenced the paradigm shift to current practice models. The empowerment of social identity groups and their distinct leadership needs (Bordas, 2007; Hoppe, 1998), coupled with changes in communication modes have greatly shaped the nature of contemporary leadership education programs. The emergence of new leadership associations, conferences, and resources for leadership educators has also led to the development of new trends in leadership models for university college students (Komives, Dugan, Owen, Slack, & Wagner, 2006; University Colleges of Australia, 2015). All of these trends over the past 20 years have come together as a societal mandate for higher education colleges and universities to develop socially responsible leaders.

THE COLLEGE IS A SAFE PLACE FOR SCHOOL-TO-TERTIARY TRANSITION AND PROVIDES A WELCOME ALTERNATIVE FOR PARENTS, PARTICULARLY THOSE IN RURAL AND REGIONAL AREAS, SEEKING SUPPORT FOR THIS TRANSITION.

RESPONDING TO THE CHALLENGE

The gap between research and practice and an unclear picture of the leadership development needs of university college students, has led to uncertainty regarding the influence of the college environment on leadership development outcomes (Dugan & Komives, 2010). The St Margaret's College Student Success Program framework aims to address these issues and build on contemporary practice models to enhance leadership development and the preparation of engaged citizens.



STUDENT SUCCESS PROGRAM FRAMEWORK

The Student Success Program supports and enhances aspects of learning and development that are central to a contemporary university education. The program is a supplementary platform to the broader college experience, based on evidence emerging which indicates the benefits of leadership development programs to enhance the self-efficacy, civic engagement, character development, academic performance, multicultural awareness, skill development, and personal development of students (Benson & Saito, 2000; Komives, Owen, Longbeam, Mainella, & Osteen, 2005; Renn, 2014). The program is woven into the college experience, not simply as an insular component of an overall student experience.



The Student Success Program Framework has four domains including Academic Support; Leadership Learning for Emerging Talent; Social Responsibility; and Employment Development. Each domain is inter-related with activities delivered to enhance the learning and development outcomes of each student.

BUILDING CAPACITY FOR STUDENT SUCCESS

The core focus for leadership development in the university college setting in the current environment needs to address the social, intellectual and creative

capital of young women in the twenty-first century. Colleges and universities must build emerging student leadership capacity and respond promptly and positively to the changing workforce demands which graduates will face in today's global job market. Through carefully articulated educational, experiential and professional objectives the Student Success Program will be responsive to the changing landscape and provide an integrated approach to support students as they transition from school to university and life beyond graduation.

The provision of accommodation and programs for tertiary students is one schools' response to adding value to current school offerings. The College is a safe place for school-to-tertiary transition and provides a welcome alternative for parents, particularly those in rural and regional areas, seeking support for this transition. The School community has responded favourably to the initiative, proud that the school has been involved in such an innovation, but also pleased that the school has offered parents a viable and nurturing alternative to their graduating daughters. ▲

DR KYLIE ARMSTRONG
ST MARGARET'S COLLEGE

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EXPLORING INNOVATION IN ENGINEERING ABBOTSLEIGH, NSW

As we move through the twenty-first century, it is clear that talent development and innovation sit at the heart of most nations' global strategies for sustainable prosperity (Marshall, McGee, McLaren & Veal, 2011, p.17). Enmeshed with this contextual backdrop is the educational pull towards focusing our attention and efforts on the areas within Science, Technology, Engineering and Mathematics, otherwise known as STEM. Australia is not divorced from this educational trend. These converging contexts provide both the impetus and the imperative for ensuring our children acquire the knowledge, skills, and habits of mind that are essential in advancing the twenty-first century STEM frontier.

CASE STUDY – OUR PROJECT

Abbotsleigh students are consistently exposed to opportunities in Mathematics and Science, which afford them new ways to deepen their knowledge and understanding through hands-on investigations and individualised, self-directed projects. The educational desire to extend the investigative processes the students learn here is manifested in the Abbkart Project, which involves exploring the principles of engineering and the opportunities to be had with technology.

Abbkart offers an opportunity for our Year 6 students to construct a billycart through working in collaborative, heterogeneous groups. When first presented to the girls, the project was met with scepticism. However, this did not last long as excitement grew around being tasked with the construction of the billycarts. Discovering that the billycarts would be put to the test under racing conditions at the Abbkart Derby helped in sustaining the enthusiasm shared amongst the girls.

Year 6 teaching team and our students. Students constructed pre-fabricated models of their billycart. This enabled them to develop the required skills for building their life-sized billycart. Mr Farrell provided explicit instruction for each step of the construction. Technical terms were defined and explanation was offered. This process provided valuable information for student groupings. It determined the level of support students required when using power tools and the degree to which students could follow instructions, problem-solve and work independently.

Availability of Resources

Our first foray into the world of billycart building was made simpler by the provision of materials prepared by the Design and Technology department. The girls were able to concentrate on the technicalities of construction, rather than attempting to use materials that may have proven unsuitable.

Access to Modern Tools

Access to the Design and Technology rooms and facilities provided safety glasses, drills, bolts, wheels, timber axles, seats and ropes. By building a prototype, our students developed competencies and confidence in using unfamiliar power tools and could confidently identify the screws and bolts required for assembling their billycart. They could now name an axle, describing its purpose, and make decisions about the length of rope they were required to cut which enabled all team members to steer their billycart effectively.

Enabling Conditions

The Design and Technology department soon echoed with the whirring sound of multiple drills boring their way through lengths of timber, of voices problem solving their way through construction and, at times, frustration when it didn't all go to plan. The most important observation, however, was in seeing the students' locus of control for learning shift from their teachers to themselves. Within each of the groups a level of autonomy and confidence was observable, as was a growing ability to resolve small yet unpredictable dilemmas that occurred as a result of construction errors; bolts loosening, axles positioned incorrectly, wheels not tightened to safety requirements. With construction problems resolved and billycarts creatively painted, the girls were ready to race.

ABBKART DERBY

Derby Day at Abbotsleigh was treated with excitement by most and trepidation for some. However, the desire to participate with their group and test their billycart overrode any lingering fear. The camaraderie within each of the teams was obvious as was the support of the grade. Commenting on the process, the girls made note of how surprised they were by both the process and the learning it achieved:

We started by making a model of the kart then used drills, string, planks of wood and wheels to make the real thing, learning about the simple structure of a go-kart, which actually had a lot

more to it than some of us thought! We also learnt that we had to listen to everyone's thoughts and opinions. It was a great test of teamwork, determination and perseverance.

THE LEARNING

Research reveals that there is a marked gender difference in attitude towards STEM careers. A survey of 15-year old Australians found that 46 per cent of males plan careers in IT or engineering, compared to 8 per cent of females (Australian Office of Learned Academies, 2013). There is no doubt that our girls are not short of STEM related skills – some of which are independent thought, problem solving and the ability to ask critical questions. If we are to nurture student interest in STEM related subjects and endeavours, as well as influence their study and career choices, then a continuation of Abbkart and similar projects is imperative.

Opportunities that develop intellectual discipline and the ability to solve novel, ill-structured problems are not easy to create; however, the outcome for our students is well worth the effort. We want our students to discover their talents and to embrace what they love. But how do they know what they love if they haven't been exposed to a range of experiences? We want our students to explore the human consequences of innovation and research. How can we teach them that they too can be innovators?

In order for our students to continue to develop their skills of logic, inquiry and creative problem solving, opportunities for personalised and collaborative design will and must continue to be offered. Students will be encouraged to 'grow' their ideas, to be innovators, to hypothesise, design and test. Developing diverse STEM experiences requires authentic challenge and the support of an intellectually engaging learning community that, through word and deed, will encourage our students to flourish. Abbkart was one such experience that will continue to develop and evolve to suit the needs of our students. It reminds us of what can stem from STEM, as we empower young women to extend themselves beyond the fields and areas of inquiry that might otherwise traditionally draw their focus. ▲

LYNNE NOLAN
JUNIOR SCHOOL TEACHER

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(ABOVE) BILLYCARTS DESIGNED AND BUILT BY STUDENTS ARE PUT TO THE TEST IN THE ABBKART DERBY

The 2013 Position Paper published by the Office of the Chief Scientist, entitled *Science, Technology, Engineering and Mathematics in the National Interest: A Strategic Approach*, makes clear the need that exists for schools to combine the challenge of providing the foundation for STEM practitioners of the future with developing a scientifically literate and numerate society. What's more is the underlying tenet that stresses the importance of inspirational teaching in schools, and the crucial role this plays in nurturing student interest in science and influencing their later study and career choices.

PREPARING OUR STUDENTS

An undertaking of this size and nature, and of meeting the unique needs of 96 diverse learners, demanded considerable thought and design around the project. The students required instructional support, available resources, access to modern tools that supported the learning, and conditions that enabled them to flourish.

Instructional Support

Head of Service-Learning, Michael Farrell, a design and technology specialist supported the

IS YOUR SCHOOL A LEARNING ORGANISATION?

This may seem like a strange question to ask about a school – after all, student learning and educational outcomes are core business. But in reality, for schools to achieve their aims and continuously improve they should consider what it means to become learning organisations. Ultimately, “each person involved in schools needs to see themselves as continuous learners modelling the love of learning and life-long learning practices they desire for their students” (Cooper & Boyd, 2007, pp. 10-12).

“A learning organisation is one in which people at all levels, individually and collectively, are continually increasing their capacity to produce results they really care about” (Karash, n.d.). Another way of saying this is that learning organisations develop the habit of learning as they work together to achieve their shared vision. To recreate schools as collaborative learning communities or learning organisations, there is a need for focused and sustained professional learning, reflection and dialogue.

Where does your school stand on the journey towards developing this habit? The following questions all address indicators of a learning organisation:

- Is there a strong sense of mission and common values across the whole of your school?
- Is there an interdisciplinary team approach to achieving the mission and goals?
- Is there an appraisal system that aligns with the plans and goals of the organisation?
- Are you using effective consultation to understand the learning needs of the organisation and its people?
- Do individual performance goals align with the school's strategic direction and values?
- Are professional learning and development activities aligned with performance goals?
- Are you actively evaluating the effectiveness of professional learning activities from an individual and team perspective?
- Do you seek and give constructive feedback as part of performance processes?

To develop the habit of learning as an organisation, professional learning programs should ideally be linked to a whole school development strategy and the future direction of the organisation.

ARE YOUR LEADERS EQUIPPED TO LEAD YOU ON THIS JOURNEY?

Today's school leaders are required to build collaborative schools that will enable achievement of key goals through a process of whole school development and improvement. This requires leaders to motivate, direct and influence so that they work together willingly to achieve the goals of the organisation. All members of a community should be capable of exercising leadership in different contexts

and the more that leadership is encouraged, the more it flourishes. But how is this really achieved? To be effective schools must:

- nurture effective leaders who understand their impact
- ensure that leadership development is learning-centred, and responsive to the diverse nature of the school environment
- ensure that leadership is distributed and collaborative with teams led by the principal, working together to accomplish the vision and aims of the school
- ensure that the practices and capabilities of leaders evolve as leaders move through their careers (AITSL, 2014)
- encourage “shared leadership that develops responsibility in all members of the community, that helps people respect the need for operating for the common good and that both challenges and supports people through the change process” (Cooper & Boyd, 2007, pp. 10-12).

It is precisely this emphasis on shared leadership that is required to move the school community towards becoming a learning organisation.

The CIRCLE Post-Graduate Study in School Leadership Program (Bachelor of Education, Professional Honours), delivered in partnership with University of Tasmania, is designed with these principles in mind. This on-line program is designed to provide aspiring and emerging school leaders with rigorous, relevant and practical preparation for leadership roles in twenty-first century schools. Program participants are challenged to reflect on their own personal leadership capabilities and evaluate the leadership culture and capacity of their current school context. With reference to the educational leadership literature, they must plan leadership development programs to address the identified needs.

It is vital to the continued success of our students and the sustainability of our teachers and school system that we strive to be learning organisations. Implementing school-wide programs of professional learning where all staff participate, collaborate and share best practice with each other is one of the keys to building this type of culture. ▲

DR GILLIAN HEARD AND KAREN SELL

Dr Gillian Heard and Karen Sell are Learning and Development Consultants with The Learning Community (www.thelearningcommunity.com.au) and are lecturers in the CIRCLE/University of Tasmania Post-Graduate Study in School Leadership Program.

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THE SAME BUT A LITTLE BIT DIFFERENT: SOUTH HOUSE PROGRAM RUYTON GIRLS' SCHOOL, VIC

Inside an old house, built over one hundred years ago, the Year 4 girls at Ruyton are writing a new chapter in the rich history of the school with the introduction of the South House program. South House provides an opportunity for our Year 4 girls to 'step up' and to create their own space, to learn about themselves and others and to connect with the wider school community, the local community and the environment.



The first year of the program focused on the key question in the Australian Curriculum History Syllabus 'Why did great journeys of exploration occur?' This led the girls and teachers on a journey of discovery and will continue to act as a provocation for the program's development in years to come. South House developed out of a desire to support the girls in becoming more aware of themselves and their place in the world. It aims to raise their awareness of their impact on others, their community and the environment. We wanted to challenge the girls as they move from egocentricity towards a more outward view. It is our belief that this formative stage requires careful consideration and a unique focus to build the skills, attitudes and understandings that will enable each girl to thrive within the social setting that school provides.

While the middle years of primary school can be overlooked, it is our belief that they provide a great context for powerful learning. The overarching concept that drives the program is connection, and within that concept we focus on community, identity, relationships and sustainability. Each concept is explored through authentic experiences that enable the girls to see the world beyond themselves and school. We want the girls to realise that they are powerful young people who can have a positive influence on the conscious shaping of their own identity, their relationship with others, the communities in which they live and learn and also on their environment.

The programme is geographically located outside of the Junior School, in the broader school campus. The girls move around the school with increased



independence and responsibility. Each girl needs to be organised and responsible for her learning and her resources in the various learning spaces that they inhabit for core and specialist classes. The girls interact freely with the senior girls around the campus, reminding them that they are part of a much larger school community. It is exciting to see the Year 4 girls looking up to and interacting with the senior school girls who are such significant role models to them.

The two Year 4 classes share an open plan learning space, designed across two levels. The central space is located at ground level, with a smaller space that can be used flexibly upstairs. According to our students “we work in groups and we often swap teachers as well. Sometimes we go upstairs, sometimes we stay downstairs and sometimes we

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are upstairs and downstairs!” (Year 4 student 2014). There is a full size kitchen, a kitchen garden and wood fired oven along with various smaller spaces indoor and outdoor that can be used for different purposes. The outdoor learning environment is connected to the indoor space and enables the students to care for the garden and maintenance of their surroundings, to tune into the seasons and to think scientifically every day of the year. Picture a home with its nooks and crannies; a welcoming feel and the buzz of everyday life and you can start to imagine this special place.

A priority of the program has been connecting with the history of the building, the school and the wider Melbourne area. A project last year led the girls to build connections with members of our own school community and to access resources and artefacts that have allowed them to map our history. This led to a fledgling connection with local indigenous elders, which we are hoping to build upon in the years to come. The students have connected with local non-profit organisations. Last year a very successful awareness raising campaign, led by the girls themselves, culminated in a visit to a local centre that provides food for the homeless. The girls were able to provide a number of meals to those who rely on community support. In the girls eyes: “We learn together about real life and we make action plans to make a difference. Our learning takes us

into the community on many excursions. It has all been connected to real life” (Year 4 student, 2014).

Each year the girls will be challenged to leave their mark on this program and also the physical space of South House. With the theme for 2014 “same but a little bit different”, the emphasis was on exploring ‘otherness’, that which makes us all unique. In Term IV the students worked with Kylie Dunstan, a well-known children’s author and illustrator, to create a collaborative artwork that will communicate to future Year 4 students the idea of ‘otherness’. We look forward to the contribution that subsequent Year 4 cohorts will make in shaping this unique program. The following comment from one of our Year 4 2014 students makes it all worthwhile:

We love looking deeper into things because it opens up our minds a bit further. We do a lot of things together and our ideas are heard. We don’t just look at something and move on, we go deeper in thought and in our questioning. We hear different perspectives from different minds. We all learn from each other and it makes our relationships stronger. ▲

NICOLE GINNANE
HEAD OF JUNIOR SCHOOL



and useful improvement to the school, we refused to be a school team that just painted a mural! Once the plan was set to construct the footpaths, the girls organised the material and labourers, managed the budget and just got stuck in! They all did a lot of manual labour in the six days, such as concreting, without complaint. The best part was before and after school though, when we played with the children. It didn’t matter at all that they didn’t speak the same language. Working in the community and interacting with locals in a non-tourist setting was one of the most impactful aspects of the expedition for the girls.

What the adventure did for them can’t be quantified, it was life changing. Even for myself, I’ve travelled widely and lived overseas, but this expedition blew my mind and taught me so much about myself. – Naomi Burge

It was very physically challenging and full on and it challenged a lot of the things we take for granted. It challenged my idea of necessity and what actually falls into that category. – Dale Fleming

One of the main things that I have learnt is how fortunate I am and how grateful I should be for my life. I learnt that for some people what we take for granted is a luxury. – Yuni Han

Over 250 students from several Alliance member schools across Australia and New Zealand have recently returned from expeditions to developing world destinations all around the globe and we hope that every one of them enjoyed the same journey of self-discovery and adventure. ▲

REBECCA CHRISTIAN
WORLD CHALLENGE



INTO THE UNKNOWN WESTLAKE GIRLS’ HIGH SCHOOL, NEW ZEALAND

Travelling overseas pushes you out of your comfort zone and into the unknown. Imagine doing that for the very first time as a student with a group of your peers by your side and the knowledge that as a team you will be responsible for the success of your journey! It takes courage for young girls to step up to that challenge, which is exactly what nineteen students from Westlake Girls’ High in Auckland did in December 2014 when they travelled to Morocco.

In Morocco the two teams, along with their school leaders Naomi Burge, Donna Pike and Linda Clouston, spent an exciting few weeks exploring the vibrant and colourful cities of Marrakech and Ouarzazate. School leader Naomi Burge reflects on their experience:

There were times I wanted to intervene, but if the expedition leader didn’t step in I kept quiet too. This benefitted the students immensely as they soon learned that they had to be self-sufficient and not expect the adults to sort everything out for them. I had the opportunity to go out of my comfort zone and learn new things about myself. – Expeditioner Kimberley Bellas

The concept of a student-led excursion is an

unconventional one but it allows for more powerful learning outcomes than traditional overseas school tours. These students spent many months before their departure preparing for their expedition.

We had weekly meetings where we watched DVDs about the destination country, learnt some Arabic language, had shared lunches of Moroccan food and so on. The work that the students did to save money for the expedition was crucial, as it exposed them to the job market, made them think of inventive fundraising ideas, and gave them a goal to be disciplined with their spending. All of these things combined had a strong effect on how they valued the expedition. – Naomi Burge

World Challenge participants often cite the community engagement phase of the trip as the most powerful and memorable. The students from Westlake worked within a village primary school in Tifoutoute, which is located about twenty minutes outside of Ouarzazate.

The concept of young students volunteering overseas has grown in popularity in recent years, as has the profile of international development as a discipline. For this reason it is important that travellers partner with local development organisations that have both the expertise and ownership to drive lasting change. In Morocco the students were able to work hand in hand with the local community to ensure that they had a genuine, positive impact.

The girls were quite taken aback when we went to the school and saw how lacking it was. This made them more determined to make a practical

AN AUTHENTIC EXPERIENCE ST STITHIANS GIRLS' COLLEGE, SOUTH AFRICA

In South Africa open days are traditionally opportunities for heads of schools and senior management to present the ideals and marketing selling points of their schools to prospective parents and girls, usually in a hall, supported by a presentation and backed up by a performance from a choir or orchestra.



(ABOVE) ST STITHIANS CULTURAL COMMITTEE

At St Stithians Girls' College, we believe that everyone can be a leader and that leadership is about service, and so our Open Day became an ideal opportunity for our girls to market their own school: a successful formula that has morphed into what we call "The Saints Experience".

Each of our thirteen student leadership committees comprises girls from Years 8 – 12. The committees represent the various pillars of our school: Academics (Peer Mentoring committee), Sport, Culture, Spirituality, four House committees, Round Square (an international organisation that we support), Community Service, Transformation (dealing, for example, with gender and race issues), Public Relations, and our newest committee, Jabulani (Spirit & Supporters committee).

In a typical Saints Experience parents and girls are met by members of our Public Relations committee and escorted to the registration table where their details are captured and they are presented with the Open Day booklet (which contains a map and interesting snippets of information about our school), a school magazine, pen and a promotional gift. This year we gave foam supporters cushions but in the past we

have given shoulder bags with the girls' motto for the year branded on the bag, for example "Together we soar in 20 – one 4".

Gathering in our amphitheatre there is a brief welcome by the Head Girls and the Head of School before the Chair of the Public Relations committee introduces her team of "tour guides". These twelve girls, complete with tour guide flags rally their group of parents and girls for the tour. The tour guides form the continuity to the experience and provide interesting information on route to each station or while waiting for the group in front to complete their presentation. On arrival at a station, they introduce their group to the waiting committee who make a short presentation, for example, on sport at the College. Each committee is carefully positioned in classrooms, labs, gym or halls to showcase the facilities.

The event is much like an expo with parents enjoying the "take-aways" in the form of information and the young girls collecting the "give-aways" ranging from cupcakes to beaded bracelets, keyrings, bookmarks and sweeties.

There are also two refreshments stations that form part of the tour, one in the school foyer where parents can engage with the Head of St Stithians, Head Girls and staff and also ask further questions they may have following their student-lead tour.

On completion of the tour feedback is provided so that we can improve the experience from year to year. This feedback is very useful when commenting on girls' leadership skills on the termly reports.

leadership skills on the termly reports.

One of the secrets to the success of this event is the involvement of girls from each year group. It is not only senior girls who run this event: students as young as 14 also volunteer to be student guides.

Reflecting on the feedback from parents, it is wonderful to see that each year they comment on the fact that the girls are so confident and that it is quite obvious that they love their school. It's a REAL experience, one that can be quite nerve-racking for the organiser, as there is no carefully crafted "marketing talk" presented by gifted orators; instead prospective parents engage with more than 100 girls during the morning and receive very honest responses to their queries.

"Great informative morning! Girls are all so well spoken and you can see they love their school." (Parent)

"I am blown away! This school grows well rounded, confident girls who clearly have soooooo much potential to change our country!!!!" (Parent)

"A novel way to introducing the school from a student's perspective." (Exchange teacher from India) ▲

KAREN PRINSLOO
DEPUTY HEAD

2015 EVENTS

- > **22 APRIL / VICTORIA**
Financial Health and Wellbeing
with Andrea Cincotta
St Catherine's School, Toorak

- > **12 MAY / NEW SOUTH WALES**
Indigenous students workshop
Abbotsleigh

- > **13 MAY / WESTERN AUSTRALIA**
Networking dinner with Cynthia Griffin
Penrhos College

- > **14 MAY / TASMANIA**
Tasmanian Executive Meeting
Fahan School

- > **14 MAY / QUEENSLAND**
Twilight Networking Event
St Margaret's Anglican Girls' School

- > **28 MAY / SOUTH AUSTRALIA**
Breakfast Meeting
Mary MacKillop College

- > **28-30 MAY / QUEENSLAND**
Aspiring Leaders Conference
Bond University

- > **29 MAY / QUEENSLAND**
Alliance AGM
Bond University

- > **22 JULY / VICTORIA**
Positive Education - Dr Judith Locke
Melbourne Girls Grammar School

- > **28 JULY / QUEENSLAND**
Twilight Networking Event
Brisbane Girls Grammar School

- > **30 JULY / TASMANIA**
Parliamentary Morning Tea
Parliament House, Hobart

- > **30 JULY - 4 AUGUST / TORRES STRAIT**
Women's Yarning Up
Hosted by Bond University

- > **6 AUGUST / NEW SOUTH WALES**
Positive Education - Dr Judith Locke
Wenona School

All information correct at time of printing.
Please visit www.agsa.org.au/events for any updates.

2015/16 CONFERENCES



1
ASPIRING LEADERS CONFERENCE
28-30 May 2015, Bond University
Gold Coast QLD AUS



2
NCGS: FROM STEM TO STEAM
Girls' Schools Leading the Way
22-24 June 2015, Richmond VA, USA



3
STUDENT LEADERSHIP CONFERENCE
5-9 January 2016, Bond University
Gold Coast, QLD AUS



4
GLOBAL FORUM ON GIRLS EDUCATION
Creating a World of Possibilities
7-9 February 2016, New York City, NY USA



5
REAL GIRLS, REAL WOMEN
Leading, Empowering, Celebrating
22-24 May 2016, Brisbane QLD AUS

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