



in Alliance

THE ALLIANCE OF GIRLS' SCHOOLS (AUSTRALASIA) LTD
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in Alliance

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in this issue



Student Leadership Conference 2003



In Alliance Editorial Deadlines for 2003

Volume 27

Thursday, 19 June 2003
Annual Conference 2003 & Passing the Baton (transition points in our schools)

Volume 28

Thursday, 28 August 2003
Keeping in Touch - alumni and community liaison

Volume 29

Thursday, 23 October 2003
Staff (inductions, review processes, aspiring Heads)

Copy on the above topics is welcome and should be submitted to Edwina Sear at The Alliance office PO Box 296, Malvern, Victoria 3144 or to esear.agsa@korowa.vic.edu.au

THANK YOU

We are greatly indebted to all the schools that have agreed to participate in our exciting research project. The work of your Alumni Office and the resulting return of completed questionnaires is acknowledged with thanks.

Dr Wendy Cahill and her team at The University of Melbourne are now entering the data and we look forward to further updates.

Suggestions for IN ALLIANCE

The Editor would be grateful for any articles or photographs for forthcoming editions. Suggestions for future themes you wish pursued would be welcomed.

Please forward your ideas to Edwina Sear at esear.agsa@korowa.vic.edu.au

FROM THE EDITOR...

...an exciting time in schools



Welcome to a new year. As always the promise of the bright, smiling faces together with new staff and new sets of parents provides a changed arena in which decisions must be made. It is always an exciting time to be in schools as the agenda for the year ahead is set.

The Alliance has been active, as AGSA has helped our student leaders set their targets for their exciting and challenging leadership year. Meeting at Pymble Ladies' College, 115 students came from each state and New Zealand and loved every moment! A pictorial gallery, together with accounts of the week are included in this edition. A number of our 2002 leaders have been asked to reflect on their year of leadership; what expectations they had and how they coped with all the year asked of them.

AGSA schools provide a wonderful opportunity for girls to take on positions of authority and influence. This is not restricted to their final year of schooling. We share with you some examples of how students are prepared

for leadership throughout their schooling. May we suggest that you share your approaches on the AGSA website chat room on: www.agsa.org.au Fresh ideas are always welcome in reviews of current practice!

Such is the interest in, and success of the National Coalition of Girls Schools National Conference in the United States, that the Executive has decided to send an Australasian student representative to the July Conference this year. Choosing a representative from the 103-member schools will be both challenging and immensely rewarding for the Executive as they read the fine CVs of potential delegates! The criteria for selection have been discussed and are shared with you in this edition.

Enjoy 2003 and may the Alliance be ever present in your thoughts as you harness the power of the collective strength of an ever-growing Alliance.

Nancy Hillier, Editor

AUSTRALIA DAY HONOURS 2003



JUDITH COTTIER AM

Judith Cottier is to be congratulated on the receipt of her Member in the General Division of the Order of Australia Awards for 2003. Recently retired from Perth College, Mrs Cottier was educated in Brisbane and early in her career went to Papua New Guinea as a missionary teacher.

These were extraordinary times and included first contact work in remote highland valleys where Mrs Cottier established village schools, trained teachers and was in charge of the whole educational programme. Together with her husband, she founded the Christian Training Centre at Popondetta, which trained indigenous community workers for both the National Church and the Government.

Returning to Australia in 1974, there were stints in Melbourne at Avila College and then as Head of Middle School at Mentone Girls' Grammar. At this time, Mrs Cottier was very involved in social justice issues, serving on the National Executive of World Christian Action. Appointed Principal of Perth College in 1987, Mrs Cottier was able to put into practice her beliefs that a girls' school should establish a less formal administrative structure and place relationships at the centre of its processes. As Judith says "most of my energy has been given to finding ways to balance institutional constraints with the provision of freedom for young women to explore women's ways of being and doing."

FROM THE EXECUTIVE DIRECTOR...

...a new level of operation for The Alliance



January dawned brightly for the Alliance. Putting holidays on hold for one week and descending on the Pymble site from all Australian states and both islands of New Zealand, the student leaders came to listen, laugh and learn. They came with varied expectations; perhaps other girls would be irritatingly intense or shallow in their friendships, to those who had already heard from past attendees of the wonders of the networking opportunities. They left Pymble very relaxed with forged friendships, which were, for so short a time, surprisingly deep and (if we go on past experience) lasting. As always, it is hard to believe they had known each other for a few short days.

Asked to comment on conference experiences, responses reflected the depth of understanding the girls have of the leadership role: the delegates:

- found themselves assessing the many speakers;
- now value the art of really listening;
- were made aware of their own relationships and interactions through watching others;
- felt the Conference had given them a CAN DO confidence. The terror of future roles had been dispelled with the knowledge of their new network to share and work through issues;
- learned that they were 'normal' just like everyone else, despite initial feelings following their election to office; the commonality of problems allowed freedom and ease of discussion;
- experienced an unexpected and immediate trust of others. Differences were appreciated as a common thread held all together;
- saw different leadership styles and learned to accept their own individuality-realising that each leader brings their own style and how differences in their leadership teams can be points of strength;

- commented that the Conference brought out the leader in them instead of putting the leader in them.

This time together allowed the girls to look at the bigger picture and gave them the tools to do so by participating on the same level as others who are in the same or similar situations.

Meg Moulton, Executive Director of our sister organization, the National Coalition of Girls Schools, came out to Australia to experience our Conference in the hope that NCGS will run a similar operation in the future. Her comment, "the experience was a privilege" summed up the week for Meg.

As always, I was delighted to be part of the experience. Our future is indeed a bright one with such a high calibre of students leading our student bodies.

Another interesting aspect of our year to date is the beginnings of data collection for our Alumni research. Having sent out 21,000 envelopes to our 49 schools participating in Australia, the replies are flowing in. We had greatly underestimated the extent of support for this research and are now looking forward to Wendy Cahill's analysis and the report, which we expect to be with us by the middle of the year.

With the Students' International Women's Day Breakfast happening in Melbourne and preparation for the Annual Conference at Loreto Kirribilli in May, there is much happening. On any day in the office, there are countless emails, phone calls and other communications as members seek clarification or opportunities to use their organization; this is as it should be so please continue this communication as I believe we are moving to a new level of operation.

I wish you well in your schools this year.

Edwina Sear, Executive Director



AUSTRALIA DAY HONOURS 2003

SYLVIA WALTON AO

We congratulate Sylvia Walton, Principal of Tintern Schools, Victoria on receipt of her Officer in the General Division of the Order of Australia Awards for 2003. This award was based on Mrs Walton's "service to education at secondary and tertiary levels, particularly through research into specialised curriculum and training programmes, as an administrator and as a contributor to the development of education policy in both government and non-government sectors."

Amongst her many areas of outstanding endeavours, Mrs Walton has been Deputy Chancellor of La Trobe University since 1997, Member of the Policy Advisory Council of the Principal's Centre within the University of Melbourne since 1995 and Chair of the Australian Principals' Centre. Her other awards include the Sir James Darling Medal for Education in 1998, the first female to receive the award and the first non-tertiary Darling medallist, and the Rotary International, Paul Harris Medal, awarded for service to education and young people generally in 2000.



PERSPECTIVES ON LEADERSHIP...

Reflective Leadership from our 2002 Student Leaders

Being in its fifth year and as the Student Leadership Conference matures, perhaps it is time for some reflective evaluation. Whilst most positively viewed by the student leaders, there are continuing questions concerning the need for additional conferences, for example, one for Head girls and another for other leadership roles in our schools. Experience to date though, suggests that the blend of participants from a range of roles is also one of its strengths...

Nevertheless the review of the Student Leadership Conference of 2003 renewed the suggestion for a range of leadership programs in our schools; not only to hone the skills of those elected to key roles, but also covering effective followership for Year 11s and developing leadership skills for learning leadership in Years 10 and 11. It will be interesting to reflect in coming years, the impact of this work. Comments from schools on the impact of the Conference on leaders would be most welcome and may be addressed to esear.agsa@korowa.vic.edu.au for further discussion.

Expectations of student leaders for these conferences include:

- Why we were chosen
 - The hope of getting more confidence and a clearer vision
 - Seeing a variety of leadership styles and accepting our own individuality
 - Realising that you don't have to fit a mould and that you can be yourself instead of fitting stereotypes
 - To be on the same level as others in the same situation
- "I've been different since getting the position..."

"Leadership is about unifying and empowering the team, not about conquering and dividing it."

A TEAM APPROACH...

...hearing the different voices

One of my first memories of being Head Prefect of Annesley College is sitting on the stage in front of 500 girls, thinking to myself how will I ever be able to lead and gain the respect of each of these unique and individual young women? Although I knew I had a very difficult year ahead of me, gaining my SACE certificate and at the same time, trying to represent the student body, I had no idea that I was going to gain so much from the experience. In my opinion it was not the speeches, the complementary lunches or the many appearances on stage, which made the position of Head Prefect so special to me. It was the people I worked with. This position taught me not only leadership qualities, but gave me confidence, the ability to understand and listen to the concerns of other people and it taught me to be able to work within a team of different age groups.

The task of organising various school functions was a great opportunity to learn about taking on a leadership role and working within a team of my own age group as well as staff members. I not only had the responsibility of making sure tasks were completed successfully, but I also had to ensure that each of the voices within the team was being heard and different opinions considered. From this I discovered how important it was to be able to put my own personal concerns and insecurities to one side in order that I could work towards ensuring that the team functioned productively. In other words it was an insight into how essential it is in a management role to de-centre and see one's self as one component of the working body and not the focus of all its activities. When I was working with staff members and other non-student members of the Annesley community I was not in a leadership role, but one in which I was representing my peers. In this position I had to differentiate between my own opinions and concerns and those of the students I was representing. This was not always easy since I often tended to have fairly strong views of my own.

Speaking in public seemed to be a daunting task when I first became the Head Prefect, although, since it was the centenary year of the school I knew that I would be taking on the major task of writing and presenting speeches to large audiences on many occasions. Within the first few weeks of my role, my confidence grew enormously. I now no longer stand in front of an audience, scared to speak, because I am afraid that I will not capture their attention or they may not appreciate what I say. I now feel able to stand in front of an audience and confidently voice my own opinion accepting that people will form their own opinions about what I have said outside of my control and that's the way it should be.

I feel fortunate that I have had the opportunity to gain from the experiences I have had as Head Prefect. It has been a very beneficial introduction for me into the way organisations function and it has helped me to see that women have an important role to play in these activities.

We acknowledge and thank Diana Turpin for this article



AN UNFORGETTABLE EXPERIENCE...

...seizing opportunity

"All our dreams can come true if you have the courage to pursue them." Unknown.

The 2002 Leadership Conference in Adelaide was an experience that I will never forget, and one of the most beneficial conferences I have ever participated in. As Clayfield College Vice Captain for 2002, the Leadership Conference prepared me for the year ahead by allowing me to understand the skills associated with not only leading a group, but first and foremost, leading myself. The activities undertaken that week built my confidence, whilst developing my own individual leadership style, as well as developing the leadership style that the School Captain and I were to use during our senior year.

As College Vice Captain, not only was I able to lead the College, but also a large part of my duty was to assist the College Captain. The 2002 Leadership Conference aided in this by not only demonstrating the importance in accepting different leadership styles and learning how to work in conjunction with them, but also allowed the College Captain

and I to develop our abilities together, and decide on the leadership style that was the best for us.

Finally, the Conference also provided an opportunity to meet other leaders with whom we could discuss our concerns, but more importantly, form friendships that would stand the test of time.

The 2002 Leadership Conference was one of the most beneficial events I have ever attended and I will never forget it as it provided invaluable information that prepared me for the year ahead, whilst building friendships with girls who are now my best friends. It is an opportunity of a lifetime, and one I am so glad I seized.

We acknowledge and thank Steph Packer for this article.



2003 Conference

UNIFYING AND EMPOWERING...

...Student Leadership at Clayfield College

Leadership is about unifying and empowering the team, not about conquering and dividing it.

With this in mind, students at Clayfield College identify with the notion that being given the right to lead brings with it the responsibility to serve the community. Recognising and valuing the diversity of talents, along with harnessing that diversity produces powerful teamwork.

The Vertical House system in place for Years 8 to 12 means students of varying year levels are closely linked in the spiralling development of both teamwork and leadership skills. With daily roll call in Pastoral Care groups and weekly House activities, both intra- and inter- house, students are afforded the opportunity to experience first hand, skills required in leading a team or in supporting the leader no matter which year level is engaged in organising the activity.

Weekly Chapel Services, year level camps in Years 8, 9 and 10, workshops in Years 11 and 12, lessons within the Personal Development Program, and involvement with Community Service Groups provide ongoing opportunities for students to initially recognise and subsequently develop skills in personal leadership as a step in the leadership journey. Personal leadership refers to:

- being in control of your actions
- identifying strengths and weaknesses
- having a vision and taking action
- committing to being the best you can be and
- accepting and coping with changes that occur.

Ultimately, each Senior at Clayfield College receives a Seniors' Badge and signs a pledge to carry out relevant responsibilities associated with leading the College student community. Designated positions, emphasising shared leadership in Year 12 include:

- 22 Prefects being assigned specific areas of responsibility across the areas of Chapel, Boarding House, Music, Sport and House
- the Sports Executive of approximately 16 individual team sport captains
- the Music Executive comprising leaders of various instrumental/vocal groups
- the Debating Captain
- Presidents/Board Members of numerous Community Service Groups
- Coordinator of a Peer Tutoring Program
- Senior Leaders within Pastoral Care Groups
- International Students' Representatives.

Leading the Seniors each year is the College Captain and College Vice-Captain. For each of the above disciplines there is a Staff Coordinator who meets regularly with the leaders. Examples of duties assigned to the Senior Leaders include:

- organising functions relevant to the specific area
- representing the College at official functions
- chairing meetings
- leading the College in Chapel
- speaking at Assemblies, College functions
- delegating tasks
- respecting the ethos of the College
- motivating team members



EAGLES



THE 2003 AGSA STUDENT LEADERSHIP CONFERENCE AT PYMBLE LAKE

ADVANCING



DOLPHINS



POSSUMS



Alternative uniforms ?

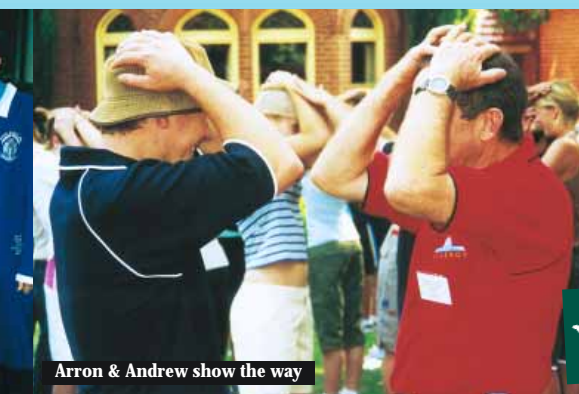




Uniforms assembled



T LEADERSHIP CONFERENCE ADIES' COLLEGE LEADERSHIP



Arron & Andrew show the way



STINGRAYS



Her Excellency
Professor Marie Bashir,
AO, Governor of
New South Wales



KINGFISHERS



NZ uniform sheep!



ECHIDNAS



Principals at breakfast L-R: Rosalyn Bird, Judith Wheeldon, Margaret White, Judith Lawson, Carolyn Blanden, Kem Bray

Not in photo but present: Gillian Moore and Barbara Stone



THE GOAL BEHIND THE CONFERENCE DESIGN...

THE GOAL:

To provide young women with an opportunity to develop themselves and their leadership of others through informative, fun, experiential presentations and sessions, which will add value to their participation in future school, community and career choices.

KEY OUTCOMES:

1. To understand the importance of and skills associated with learning to lead yourself first. What are my: beliefs and values. What is my: operating style and performance and the impact on the people around me, how other people see me.
2. To learn to sense, understand and effectively apply emotional intelligence.
3. To develop the ability to give and receive effective feedback.
4. To develop an understanding of the importance of flexibility in leadership so that you can respond to varying levels of support and/direction needed by different groups.
5. To develop effective influencing techniques that maintain integrity with others through: 1:1 interactions, working with small groups and addressing larger groups in presentations and speeches
6. To challenge your own self imposed limitations with considered and appropriate risk taking.
7. To challenge current thinking by presenting situations that encourages you to consider the "big picture" and to think creatively.
8. To enhance your self-concept-confidence, competence and character.

Divided into groups, the students gained assistance with multiple areas including:

- Dealing with difficult people
- Applying leadership
- Different ways of dealing with situations
- Public speaking
- Networking
- Different leadership styles and skills
- Making a group work cohesively when they basically don't like each other!
- Ways of getting large groups to participate enthusiastically
- Managing priorities and time
- Long term friendships
- Helping students overcome problems

We acknowledge and thank Arron Sullivan (Synergy) for this material

"There is magic in these girls and joy and mischief, as well as a sense of commitment, social responsibility and a determination to make positive change."

ANDREW MURRAY...

...make the most of it



I was handed this in the form of a handwritten note at the end of the conference. The person who handed it to me is one of those quiet, strong people who you come across from time to time – and somehow I believe that she would prefer to remain anonymous:

Dear Andrew and your fellow legends,

Thank you so much for your absolute impact into every task.

It's the most original curriculum I've ever taken part in and was entertaining, educational and useful. Your approach to every task was phenomenally bright with just enough contribution to lead us on our way. It's fantastic to have the connection with both girls and experienced leaders who have shared themselves selflessly in a common idea of improving support and building foundations for a wonderful new generation (potentially).

You all do such good in participating and making fun from any duty whether it be plain, or overwhelming. You've all come so far and we look up to you with the greatest respect, yet there is still so much more that you have broadened our imaginations with, and the same will always apply for you guys.

Good luck in building further trust and good humour in the world. You've hurdled that boundary that brings the children out of girls like us growing up almost too fast, and although there may be little evidence now, I certainly will take with me the benefits and memories of this amazing camp.

Good Luck.

There is a lot of insight contained here and it demonstrates the sort of quiet leadership that we sometimes overlook. Thanks for the feedback, it encourages and inspires me, and you know that I am talking to you!

In my "summing up" with "my" group, I became choked up and unable to speak, this was even before I received this note.

There is magic in these girls and joy and mischief, as well as a sense of commitment, social responsibility and a determination to make positive change. They are balanced in many ways, sometimes I believe this is in spite of their participation in formal education as it frequently manifests itself in our society.

Thanks again for the opportunity to participate in a small way in their leadership journey.

In closing, I'd like to reiterate what I said with so much difficulty to "the girls":

"I am fifty, you are starting out, make the most of it!"

We acknowledge and thank Andrew Murray (Synergy) for this article



LUCY STACKPOOL-MOORE...

...charting your future course



Lucy Stackpool-Moore was Head Prefect of Pymble Ladies' College in 1997. Receiving a scholarship to Harvard University, she graduated with an Honours degree in History and Literature and the History of Science. Her passion is working in education and international development and she is planning to continue her studies and to work with HIV education in Southern Africa.

Intimidated, honoured, daunted, fortunate, lucky, excited, nervous, curious, ambitious, hopeful, expectant. If I was sitting on the other side of this podium tonight, that is how I would be feeling. Indeed that is how I felt when I was first announced as the Head Prefect for PLC in 1997, and how I still feel when faced with a new leadership challenge. It is an amazing honour and achievement to have been elected or appointed as an officer bearer, prefect or leader for your final year of school.

This is only the beginning. You are standing on the brim of greatness and opportunity for the year.

Close your eyes. Imagine yourself walking out of speech day at the end of the year. It's hot and muggy, you have a couple of books under your arm that you have been awarded, and you have your parents in tow, chattering on about how nice the ceremony had been though maybe a bit too long this year. You feel exhausted, just back from "schoolies week", just finished the HSC exams, and you have just passed off your role, your responsibility, for someone else to fulfill next year. You feel relieved, but you also feel a deep sense of accomplishment, and pride, and success about your year. Imagine this moment, imagine this feeling.

Now open your eyes. Back to tonight. Now it is up to you to figure out how to get there.

First things first. I am not going to tell you how to be a leader. You are all leaders, and you are all sitting here in this lecture theatre because you have shown to others that you are worthy and capable of leading. Everyone is an individual, and everyone here is a leader who has a

unique and individual way of leading others.

I am by no means an expert on leadership, but I am an expert, in fact the only expert, about my own style of leadership, about the leaders who have inspired me, and about how leadership and responsibility have shaped the path of my life. And I am honoured to be here tonight to share with you the memorable lessons, snippets of insight and fun that I have had during my experiences as a leader, both here at PLC and in the 5 years that followed...

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous? Actually, who are you not to be? ... Your playing small doesn't serve the world. There's nothing enlightened about shrinking so that other people won't feel insecure around you ... as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others. (Nelson Mandela)

To condense everything I have said into two quips of advice for the year ahead... be yourself... and be inspired and inspiring; earn and offer respect where it is warranted.

"The very substance of the ambitious is merely the shadow of a dream." Have the courage to keep dreaming, to strive for the highest, and the wisdom to recognise your achievement when you get there.

I would like to thank Mrs Moore and the organizing committee here at PLC for the opportunity to join you all tonight, for the opening of this inspirational conference for Australia's young leaders of the future. In this time of worldly uncertainty, it is heartening, reassuring and inspiring to stand looking out at a wealth of talent, ambition, and hope for Australia's future.

We acknowledge and thank Lucy Stackpool-Moore for this article

LUCY VERCO...

...a rare experience



The Alliance of Girls' Schools Australasia held its annual Advancing Leadership Conference for the Student Leaders of 2003 in Sydney during January. Delegates from girls' schools throughout Australasia attended the leadership conference, which was hosted by Pymble Ladies' College and run by a company called Synergy.

Daily activities included workshops on emotional intelligence and self-awareness, as well as detailed discussions of suitable strategies to implement in each school in order to create effective leadership teams.

The group exercises varied enormously with some exciting physical challenges, including being strapped into a rescue stretcher and pushed along under the water in Pymble's pool, as well as dodging mock landmines in our thrilling team Mission. These activities strengthened the bonds forming between all of the delegates as well as giving us an insight into the nature of team work and leadership.

Powerful words of advice were passed onto us by our three keynote speakers who shared their experiences of being a female leader. Two former

Head Prefects of Pymble Ladies' College, Felicity Graham and Lucy Stackpool-Moore, shared their experiences with us in inspiring addresses. On our final day, Her Excellency Professor Marie Bashir AC, the Governor of New South Wales, addressed the delegates, sharing with us her truly amazing experiences and inciting us to aspire to greatness.

Our experiences in Sydney will be of great value to all of us as we fulfill our leadership roles this year. It was a rare experience to be able to meet and work with such a wonderful group of people. The lessons learned and the friends made will stand us in good stead in the future, as we become the leaders of tomorrow.

We acknowledge and thank Lucy Verco (Stingrays) for this article.

2003 p.17
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JULIA MINUZZO & HOLLY McDUGALL...

...confidence as leaders

In January, we had the pleasure of attending the Alliance of Girls' Schools Australasian leadership conference. This conference was an amazing experience that will stay with us for the rest of our lives. At the beginning of our week together, we felt a little daunted at the prospect of school leadership, not knowing where to start. However the conference gave us a great chance to expand our relationships and build a support network throughout Australia and New Zealand. The conference equipped us with new skills in teamwork, supportive leadership, emotional intelligence and many others that will help us through the challenging year ahead. The leadership conference has given us a newly acquired confidence in our own abilities as leaders, with skills and strategies and we are keen to

implement these at our school. The most valuable aspect of the conference, we felt, was learning how to develop and implement our own personal leadership style to its full potential. This lesson, that each leader is unique, with a different style, outlook and talents to offer, will help us through this year as we work on and develop ourselves rather than attempting to conform to an expected leadership standard. Thank you to the Alliance for a fantastic week. We hope, that, armed with these lessons we will be more effective and capable leaders.

We acknowledge and thank Julia Minuzzo (Clayfield College Captain) (Dolphins) & Holly McDougall (Vice-Captain) (Possums) for this article

FROM THE PARTICIPANTS OF THE SLC 2003...

...words say it all

- The experience was a privilege. Thank you.
- It was slightly daunting initially not to be with the people from your school however it ended up being very beneficial as we got to meet new people.
- We all worked together as an amazing team.
- I liked "leading me" sessions as they gave me such a scope of how my inner feelings and awareness can affect the people around me.
- The public speaking elective was great as it taught me ways in which I can fight the nervousness before speeches and ways in which I can increase my self-confidence.
- Through practical application you understand the different styles of leadership, how you personally lead and how you feel when you are the follower and the styles of leadership you like and dislike.
- I thought the fashion parade was a load of fun. I enjoyed it immensely. Our state had a huge number of people so we had to work in a team and everyone had to pay attention, we did that very well!
- Our uniforms aren't so bad after all...
- The issues session was really great and I loved hearing other people's problems and solutions.
- The food was probably the best "camp" food I've ever had.
- The meals were fantastic... nearly as good as home...
- The Mission demonstrated teamwork and how we can be leaders but not always exclusively at the front.
- The Mission helped me focus on the bigger picture and prompted me to realise the connections between the big and small picture.
- The Mission was a fun way of learning. It really brought our team together.
- The Mission was fantastic. Everyone trusted the other groups and we were really motivated. We worked well as a team and accomplished the task.
- Perhaps we could have had a session where we exchanged cheers/chants and ideas to build school spirit as I noticed this was a key concern for many of us.
- It was difficult to get a word in with the group I was in!
- Thanks crew. It's been fab...
- As a suggestion for the future, how to ask people for help; how to enjoy your leadership position and how to cope with the pressure placed on you.
- A suggestion for the future, how to handle the reactions of the people who just missed out on your position.
- I feel a real bond was made between us all that will continue this year.
- This changed my perspective on leadership from a person who 'stands up front' to a person who helps the group think for themselves and achieve things themselves.
- Each session amazed me because of the amount I took away from each of them.
- I learnt so much about the qualities of leadership from the amazing group of people I was working with.
- All the girls here are dynamic and full of fantastic ideas and have a lot of inspiration to offer one another.

"This changed my perspective on leadership from a person who 'stands up front' to a person who helps the group think for themselves and achieve things themselves."



UNIFYING AND EMPOWERING *Continued from page 5...*

- liaising between students and staff
- writing articles for College publications
- mentoring other students
- supervising activities
- advertising, within the College community, forthcoming events
- promoting and supporting College events with enthusiasm and commitment
- communicating easily and appropriately with all year levels
- demonstrating initiative in accepting responsibilities
- working under minimal supervision
- coordinating fund-raising activities
- leading by example
- exemplifying appropriate noise levels and table manners (Boarders).

To be supportive, our student leaders are encouraged to celebrate differences rather than emphasising separateness.

JOURNEY TOWARDS SPECIFIC LEADERSHIP POSITIONS

While the leadership journey begins in the early years in the Senior School, the formalisation of the journey and subsequent choosing of the Senior Leadership Team occurs in Year 11. A unit on Leadership within the Personal Development Program is undertaken in Term Two. Following this in Term Three, students are involved in a two day Leadership workshop when invited guest speakers, along with College staff, engage the students in a variety of theoretical and practical activities. Included in the workshop are sessions on the perspectives on leadership presented by motivational speakers from within the corporate sector.

Students during this time, choose to nominate to be part of the Senior Leadership Team and indicate expressions of support for their peers. The Executive of the College and the staff also indicate their expressions of

2003 Conference



support, with the Principal ultimately collating information and choosing the best combination of students for the specific positions. These leadership positions are announced at the annual Speech Night in Term Four. Even though the Passing of the Light Ceremony in the College Chapel symbolically passes the responsibilities from one year of Seniors to the next, it is not until Term One the following year when all Seniors receive their Senior's badge and where relevant, any other badge signifying a specific leadership position.

A two day Prefects' Camp/Workshop is held at the end of Year 11 when the 22 Prefects-elect spend the time understanding self and their peers a little more in order to significantly lead the entire Senior body and thus the College community in the following year. A strong component for the past two years has been in the area of Emotional Intelligence and we thank most sincerely the involvement of the experienced personnel from the Police Citizens Youth Club's Group Adventure Recreation Learning and Individual Challenge Group (GARLIC). Engaging in trust activities, building and paddling a raft, developing the team's vision for Year 12 and affirming a working agreement, are all part of the two-day encounter.

We acknowledge and thank Clayfield College for this article.

MEMORIES OF LEADERSHIP...

...developing a style

In January 2001 I set out, as the newly appointed Deputy Head Girl of Queen Margaret College in Wellington, to attend the AGSA leadership training conference. Looking back now I realise how much the four days spent with the other students really helped me in my role. At the time I had had some leadership experience through being a House Captain the year before, but attending the conference gave me insight into dealing with the problems I had faced and explanations of the behaviours I had already begun to see in the people around me.

On the first morning Mia Handshin came to talk to us and I was very inspired by her determination and motivation to succeed. She read a quote to us from the movie "Play it Forward" in which the teacher asked "What does the world expect from us (as young people). Nothing." however, she went on to explain how important it is for us to do something, and every little bit helps. Throughout the year I remembered this and I tried to think about my role in terms of changing the environment of our school, rather than just fulfilling the duties set out for me. This meant that even when things were a little hectic, I could think about the benefits I was giving to other people with the things I was doing.

One of the things we learnt about during the two days of course work was the Blanchard Training Development Model which compares the amount of directive leadership vs. supportive behaviour. This clearly

shows how changing the way that you lead people can change them from being keen but ignorant into a position in which they can run their own projects. This explained a style of leadership which I was already doing, but made me realise what I was doing and over the year enabled me to encourage people in different ways to get the best results from both of our time and efforts.

The course was also great because of the people I met and the confidence I gained. Talking to other young people who also enjoyed being leaders, I didn't feel like I was different because I was a Prefect, as sometimes you do when around other people who aren't and don't see the benefits of being a leader. At the conference we had many opportunities to talk to the other leaders about the way different schools are run and how they enforce common rules, such as uniform, the organisation of games and socials, and the way the Prefects themselves kept balanced so they could enjoy life rather than just stressing out.

The things I learned on the course not only helped me in my year as Deputy Head Girl, but also will help me live life in general. Tools such as being able to stick to priority lists, keep a healthy balance and the inspiration to do my best will always be useful.

*We acknowledge and thank
Liz Carr, Queen Margaret College NZ, for this article.*



AGSA STATE REPORTS...

STUDENT'S INTERNATIONAL WOMEN'S DAY BREAKFAST IN MELBOURNE

Us, Them and Women's Rights:

This was the title of Susan Carland's address. She discussed the meaning of equality ... "we should acknowledge that there are differences between men and women, that neither is intrinsically superior to the other, and that our differences should be seen as positive things. Sometimes, by treating two groups of people equally, you actually end up doing an injustice to one group... International Women's Day is not about women asking to be treated the same as men, it is about women asking to be treated equally to men." Covering diverse areas from government to the media she recognised that there is still some way to go in Australia for the status of women and women's equality to improve. And she took us beyond our shores ... "we are living in a global village ... and it is not good enough to have an out of sight, out of mind approach to the problems of those overseas."

Susan focused on the idea of understanding a person's situation before it is judged. "... whilst it is often Muslim women who are experiencing the most terrible forms of injustice and oppression, it is not the religion of Islam that is oppressing



Susan Carland talking with girls from Camberwell Girls Grammar



Susan Carland, April Mori and Edwina Sear



The Hon Andrea Coote MLC, with girls from Lowther Hall

them.... Did you know that Islam actually gave women, 1400 years ago, the right to vote, the right to divorce, the right to initiate and refuse marriage, the right to equal education as men, the right to equal pay, the right to keep their own name after marriage... Many non-Muslims see the scarf that I and other Muslim women wear on our heads as an act of oppression. And yet, for me, and all my Muslim friends in Australia, we see wearing our scarves as a liberating act, as a feminist statement...

We need to stop seeing our differences as negatives, or wrong, or that everyone has to be the same as us. The differences we all have are positive, they are good things, and need to be celebrated... as long as we see ourselves as ultimately having all the right answers, we are going to be operating in an Us and Them mentality, where we think because We are Right, whoever is different to us is Them, and They are wrong... we should be focussing on respecting and understanding each other, realising we have as much to learn and gain from Them and they do from Us, that we are not their saviours... Making things equal for men and women in Australia and around the world is not only beneficial for women, but beneficial for men to, justice is good for all of society, and ultimately everyone will reap the benefits..."

VICTORIA

The Victorian Chapter of AGSA will continue our practice of holding gatherings each term in different schools; March at Ivanhoe GGS, June at The MacRobertson Girls High School, August at PLC, Burwood and the November meeting, out of the city, at Sacred Heart in Geelong.

Monday, March 3 was the Students' International Women's Day breakfast held in Queen's Hall, Parliament House, attended by 225 staff and students from 19 member schools. The Honourable Andrea Coote, MLC, hosted the breakfast and Ms Susan Carland gave the address. Susan in a 23-year-old sixth generation Australian who converted to Islam at the age of 19. She has a B.A., B.Sc. and is currently a youth worker with refugee and migrant young people in the western region of Melbourne and The Islamic Council.

Lesley Boston

NEW SOUTH WALES

NSW members join the rest of AGSA in congratulating Gillian Moore and Chris Dunlop of Pymble Ladies' College on the wonderful job they did in hosting the annual Student Leadership Conference.

We also thank Jenny Allum for the annual workshop run at SCEGGS

for school captains of NSW girls' schools which also has a strong focus on leadership.

Regular informal connection between many of our schools continues to be achieved through the Independent Girls Schools' Sports Association Saturday competition.

For leaders of NSW girls schools and their staff there will be the special opportunities to gather, share and support each others' work for girls each term listed below:

Term 1: Monday, 17 March - Workshop on student leadership in Middle School, led by Ms Di Cottrell-Dormer, Head of Middle School at MLC School and a number of Middle School student leaders;

Term 2: Thursday, 22 May - Cocktail party at Women's College, Sydney University, hosted by Quentin Bryce AO, Principal of Women's College, AGSA Patron and Governor of Queensland elect and Dale Spender AM, Patron. The AGSA Executive will be special guests.

Term 3: Monday, 1 September - Workshop at MLC School led by Dr Toni Noble, author of *Bounce Back*, on girls and resilience.

Term 4: Wednesday, 29 October - Annual Dinner for NSW leaders in girls' schools.

Barbara Stone

SOUTH AUSTRALIA

A gathering of Heads of Alliance member schools is planned for Tuesday 8th April at 5pm. We are planning an informal gathering where we can share issues of mutual interest and concern over an end of day (or at least end of daylight hours work) drink.

There are now 8 member schools in Adelaide and we will be exploring ways in which we might encourage other girls' schools to join us. At the moment only independent schools are represented so it would be a positive step if we could encourage the 2 government girls' schools to join us.

Individual member schools celebrated International Women's Day in a variety of ways including special assemblies and services with a range of relevant speakers.

The Honorable Diana Laidlaw, member of the Legislative Council and staunch supporter of girls' education has announced her retirement. Di spoke at the leadership conference at Annesley in 2002. We have extended our best wishes to her in her retirement from a long and active political career.

Carolyn Grantskalns

QUEENSLAND

Currently the Queensland Chapter is looking at holding a Student Breakfast, aimed at Year 10 and 11 students in our member schools, with a guest speaker who is a positive, young role model.

The member Principals are intending to have a dinner in Toowoomba later this year, once we can find an available date.

Carolyn Hauff & Susan Just

NEW ZEALAND

New Zealand is holding a meeting in Christchurch on 18 May 1-3pm at the Hotel Grand Chancellor. All the Heads of New Zealand schools have been invited to attend; our President, Barbara Stone will be attending the meeting to report on activities within the Alliance.

Ann Mildenhall

WESTERN AUSTRALIA

The Western Australia branch of The Alliance met formally on two occasions in 2002, although the majority of members are in frequent contact with each other through the Independent Girls' Schools Sports Association. We remain a group of 8 member Schools.

At our December meeting we had guest speaker, Dr Sheryl Pope, speak on Harm Minimisation Approach to Adolescent Sexual Activity. Sheryl is Associate Professor, School of Psychology at Edith Cowan University. Her comments on current accepted sexual practices amongst the young created much discussion and reflection on how schools meet the challenge of remaining relevant, informative and supportive of young women.

I was also able to give feedback at this meeting on my attendance at the National Coalition of All Girls' Schools Conference in Providence, Rhode Island in June.

A Focus Group meeting is scheduled for the end of Term 1 as a preliminary to the Alliance Conference in May.

Beth Blackwood

Coaching or Mentoring: Whose Responsibility?

Stress and burnout... feeling lonely?

It was Friday afternoon in a suburban secondary college, the time was 4.05 pm. Time to be going home for the weekend. I was then a thirty-year-old teacher. The senior female teacher called me in and the story went like this: You know I have a promotion, leave in a few days, so the Principal and I have decided that you are to have my position which includes... and the list was endless. No job description, no prior warning, no coaching or mentoring for this new promotional position.

Many years later I obtained my first Principal's position and had the most wonderful challenge in creating a new school in a very political environment. For reasons which I never understood at the time, there was to be no contact with any previous senior people, no "hand-over" process, no briefings, no files—in a word, nothing! The honeymoon lasted five minutes, but I would have appreciated a little coaching support during those first three months on the job. There was no mentor or coach available to me. I felt lonely when a plethora of issues, problems, and concerns emerged very rapidly. Seven years later that college was an outstanding success, but I look back on how much unnecessary trial and error I could have avoided if I had had an experienced mentor to support me.

Principals' lives are becoming increasingly crowded as additional expectations constantly emerge. So, in discussing the value of coaching or mentoring, what should we expect from such a program and who will benefit from it? I believe that in 2003 all Principals and indeed School Boards need to think hard about including a formal coaching and mentoring program to support the Principal and executive team in carrying out their roles as effectively as possible.

People in Principal teams can benefit enormously with personal coaching. This type of support is being used by a number of CEOs in industry, so why not make it available to your Principal? The Principal and executive team are your most important people resource in leading the school, so why not invest in them? Staff newly appointed to a management/leadership position will also gain much from a structured program to suit their needs. Your senior students also would gain "value added" support if an appropriate program were available. You may be currently providing coaching and mentoring internally within your school, but have you the time, skills and expertise to sustain such programs when there are so many other demands on your time?

The senior staff that I now work with as a personal coach are outstanding educational practitioners. What do I see? In some cases I see early signs of burnout, exhaustion, overload, work addiction, emerging health issues, or a loss of strategic focus developing. With preplanning, support, and guidance, even for short bursts of time, this could be avoided. The organization gains, and you benefit because another burden is shared rather than sitting heavily on your shoulders.

We acknowledge and thank Jan Parkes for this article.



WELCOME TO OUR INAUGURAL SINGAPOREAN MEMBER...

...Daughters of a Better Age

On behalf of The Alliance of Girls' Schools (Australasia) I visited the Raffles Girls' School (Secondary) No 1 in Singapore on November 15, 2002 and met with the School Principal, Mrs Deborah Tan. My goal was to request that the School be the first Asian school in the Alliance and our 100th member. I had a delightful morning at the school and only wished that I could have stayed longer as it was wonderful to see many cheerful girls in such an inspiring setting. I felt excited and positive by what I saw around me.

I was so impressed by the schools' values with a vision of "Daughters of a Better Age". The vision states "to aspire, strive and dare to be active creators of a better age for all". Every school in the Alliance would share and believe in that philosophy. The school is clearly educating the girls as global leaders and indeed produces global leaders. The demand and waiting list for places is strong and everyone I met (from the taxi driver to hotel staff) talk about this No.1 School. The girls do go on to take up key roles throughout Asia.

Here is an outstanding school, entrepreneurial, progressive and producing girls who are very aware and very confident of their future roles, responsibilities and challenges. Some of the key features of this school were as follows:

- All girls were on outreach programs in the community. Rather than simply doing community service activities, the girls were placed in organizations. After starting, they then examined their own skills and competencies and set about matching their talents to make



Mrs Deborah Tan & Mrs Jan Parkes

positive change in the organization.

- There was a strong focus on gifted and talented programs for all. Professor Joyce Tassel-Basker was being employed by the college to produce curriculum development and materials suitable for the girls.
- The school had a most impressive and powerful Board featuring key women, some who were Alumni. Mrs. Deborah Tan is also Alumni.
- The school was very big on sport, achieving outstanding results in national competitions including eleven state national wins.

The girls were cheerful, positive and friendly in their approach and in the midst of the exam period. Mrs. Tan was motivational (in her walking around) in asking each group of girls their feelings re the exams.

This school has a high and enviable reputation throughout Asia; it has full government support in its endeavors and clearly is a flagship for best educational practice for girls.

I am delighted that Raffles Girls School will be our first Asian member, and urge all school Principals to not only make them welcome but to learn from some of their outstanding programs. I thank the Alliance for giving me this opportunity to visit such an inspiring educational environment. It excited, inspired and motivated me beyond belief.

We acknowledge and thank Jan Parkes for this article.

STUDENT AMBASSADOR PROGRAM: *An exciting new initiative.*

Member schools have already been advised of the wonderful opportunity for two AGSA students to travel to the United States to represent AGSA school students at the Girls' Forum held in conjunction with the NCGS (National Coalition of Girls Schools) Annual Conference.

In 2003 the NCGS Annual Conference is being held from Tuesday 24 June-Friday 27 June at Ashley Hall School, Charleston, South Carolina.

The purpose of this exchange Program is to provide two AGSA School students with opportunities to:

- Become citizens of the world
- Develop independence and self-esteem
- Develop international friendships
- Enhance leadership skills
- Challenge established ways of thinking
- Experience exciting and unique learning opportunities

The length of the visit may vary, but it is expected to be approximately one week.

Return economy air fares from your nearest capital city will be supplied by AGSA. Details about the Conference can be found on the NCGS website, www.ncgs.org.

Students will be expected to be ambassadors of their own schools, AGSA and Australasia. They must be prepared to share

information either formally or informally with small or large groups both at the conference and on their return to their schools.

Travel arrangements are the responsibility of AGSA and will be negotiated through the Head of the member school.

WHO CAN APPLY?

Students in Year 10 or Year 11 are eligible to apply provided they have a satisfactory School record.

We are looking for positive, independent, flexible and confident girls who will make excellent representatives of their school and the region and will be able to contribute and participate in all aspects of the program.

The application process requires a letter addressed to Mrs Stone, President of AGSA, explaining why you feel this would be a valuable experience for you, indicating what you feel you can offer to

the program. In addition, you are to produce a brief (2-3 minute) videotape or CD Rom of what you see as the purpose and value of the program and what you feel you can offer to it. You will be required to complete the agreement form, student profile and medical form.

The Executive Committee of AGSA will assess applications. Applications should be forwarded to:

Mrs Edwina Sear
AGSA Executive Director
PO Box 296. Malvern VIC 3144

LORETO STUDENT LEADERSHIP CONFERENCE...

...understanding in the Loreto Family

Fourteen students from four states meet in the foyer of St Mary's College. Over the following three days they will learn much about what their schools have in common in philosophy, culture, spirituality, history, curricula and organisation. They will leave on Sunday evening having developed a strong network of support; a deeper knowledge of their roots as a school community; a focus for their roles as school leaders; and a notebook filled with ideas and e-mail addresses.

Each year students from Loreto schools around Australia gather for three days of leadership development. They represent around six thousand students from day, boarding, primary and secondary schools in the Loreto network. This extended weekend is part of a long tradition and builds on leadership preparation and training in the schools. It aims to broaden the students' perspective and strengthen the network of Australian Loreto students.

In the letter to the students the aims of the program in 2002 were:

- to explore the theme and implications of Felicity from the Loreto Mission Statement in relation to students, leadership and school communities.
- to develop further leadership qualities,
- to introduce you to 'Loreto Australia',
- to depth your understanding of our Loreto Charism, history and spirit,
- to provide opportunities for the growth of friendships and mutual support,
- to explore some of the issues facing young people today and
- to facilitate sharing of ideas regarding student leadership in Loreto Schools.

The weekend will include visits to the Loreto Schools in Melbourne and Ballarat, group work, sharing experiences and making plans for 2003.

Each year a section of the Mission Statement for Loreto Schools in Australia is adopted by the school communities as their focus for the year. In 2003 the focus is Felicity-rather apt in these uncertain times.

The program included:

- Exploration of the theme for the year through key-note speakers, discussion, small group work, art and song to deepen the students' understanding and to give them confidence in incorporating this aspect of the Mission Statement in their programs for the year.

"Music is a valuable and effective way to tap into emotions therefore inspiring me to contribute to the discussion. It inspired me to want to return to school and lead with passion"

- Expanding further their understanding of the practical applications of



Christian Leadership. *"I feel reassured about moving into my leadership role next year, knowing that there is support. I can delegate tasks, involve others and I can manage this role as a leader".*

- Sharing of the school histories, magazines, prospectus and CDs. *"Learning more about myself and Loreto helps me to value my school, my education and have confidence in myself as a leader".*

- Cross-pollination of programs, ideas, and activities in the different schools. The students visited the two Victorian schools. *"There was so much value from this weekend. It taught me heaps about myself, Loreto history and its significance, ideas from other schools that we can implement in order to improve our own school and relationships have been formed and will be maintained".*

- Sharing of student leadership structures and discussions of the pros and cons of each. Recent past school leaders explored and reflected on their experience and learnings. They gave practical strategies and also challenged the new leaders to aspire to the values highlighted in the Mission Statement. *"Talking with previous school leaders assisted me in my understanding of the management of leadership"*

- Sharing of the variations in common school celebrations such as Commencement Masses, Performing Arts, Music Festivals and Loreto Days.

A highlight of the three days is always the discovery of the history and roots of their school in the archives at Ballarat. As they browse through the school magazines from 1880 onwards they observe the beginnings of their own school within the Australian network. They are introduced more intimately to the groundbreaking educational work of the founding women in the formation of Loreto School communities. It is here too that they deepen their appreciation of the international group of schools and works of the Loreto family.

It is important when working with these students to know that there are definite expectations back in the school communities for these students to exercise leadership. In each school there is a culture and a tradition already established and the students know that they will be given genuine opportunities for leadership. Throughout their years in the school they have clearly seen that student leadership makes a difference and that it is obvious when authentic leadership is lacking. Thus it is a pleasure to work with these young women who are predisposed to learn and gather as much as possible from others and to develop their own gifts, as they are desirous of leading a positive, effective, creative and responsible student leadership team.

We acknowledge and thank Sr Diaan Stuart & Sr Maureen Burke for this article.





SENIORS' INVESTITURE 2003...

...capturing the spirit

Excerpt from the Clayfield College Captain and Vice-Captain's (Julia Minuzzo and Holly McDougall) Address at the Seniors' Investiture 2003.

Today, the Seniors of 2003 sit before you as the leaders of the coming year, excited, apprehensive, and willing. To capture what we see ahead of us this year, we have chosen the motto, many footprints, one path. We feel that this sums up the ideals that we hope to live up to this year. It shows the diversity of our grade, the unity of our goals, the impact we hope to leave, and finally, the journey on which we are about to embark.

As we embark on our journey this year, we acknowledge the many differences and unique attributes that each Senior brings to the journey that lies ahead of us. If we were to remove just one girl from this journey, we would have a very different set of footprints to look back on at the end of this year. Together, we are a myriad of strengths, weaknesses, cultures, talents and ideas. It is only by working together to complement each other, that we can reach our full potential as a grade this year. Our diversity makes us what we are, and what we will be able to achieve in the coming months.

Many footprints, one path. The impact of our footprints may range from the subtlest of indents to the boldest of hollows, yet each will change the environment into which it falls. Although it may be eventually worn and covered over time, it will have been there and it will have made a difference. There is a biblical likeness in our motto. In Romans 12:4 there is reference to the church as being like one body with many parts, each part having its own unique role, the whole body will suffer if one part is missing or not in its correct place. And so it is with our Senior body. We each have a role that we must play out this year and if we choose not to, it will be to the detriment of the entire student body. Each of us has something special to give to this College and those around us, whether it be a physical talent, an academic proficiency or simply the capacity to smile and make those around us feel welcome and comfortable. There will undoubtedly be both times of triumph and times of weakness for us all and yet throughout it we will journey together towards our collective goal, inspiring and encouraging each other to maintain the steady pace down the road ahead. We look forward to walking our part of the Clayfield College journey through history.

The following is an excerpt from Jeffrey Archer's Sons of Fortune and has been adapted to fit Clayfield College. It truthfully expresses the motivation we feel as Seniors as we endeavour to approach our year together.

We shall not waste a moment of our time while we are at Clayfield College, or we will regret for the rest of our lives not having taken advantage of all this College has to offer. A fool leaves Clayfield with only a Senior Certificate, a wise woman with enough knowledge to face whatever life throws at her. We shall seize every opportunity that is offered to us. We shall not be frightened of any new challenge, and should we fail, there is no reason to be ashamed. We learn far more from our mistakes than from our triumphs. We are not afraid of our destiny. We are afraid of nothing. We shall challenge every writ, and let it not be said of us, that we walked a path but did not leave an imprint.

So... *Carpe Diem*... seize the day and dare to journey!

STOP PRESS



The congratulations of all members of the Alliance of Girls' Schools are given to our Patron, Quentin Bryce AO upon her appointment as Queensland's 24th Governor. Ms Bryce will be sworn in on 29 July and will be the second female governor for Queensland. We look forward to Ms Bryce's attendance at the National Conference at Loreto Kirribilli where we can truly applaud her achievement.

2003 ANNUAL CONFERENCE KNOWING WOMEN: GROWING GIRLS

Dates to put in your diary...

23-25 May, 2003 at Loreto Kirribilli, Sydney

AGM to be held from 1.30 to 3pm, Friday 23 May

Conference opening to follow AGM

Monday 26 May

Follow-on workshop with JoAnn Deak to be held at Kambala

JAN PARKES

(formerly Principal of Melbourne Girls' College)

Mentoring, Marketing and Management is now providing positive coaching and mentoring to schools in Australia/New Zealand

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