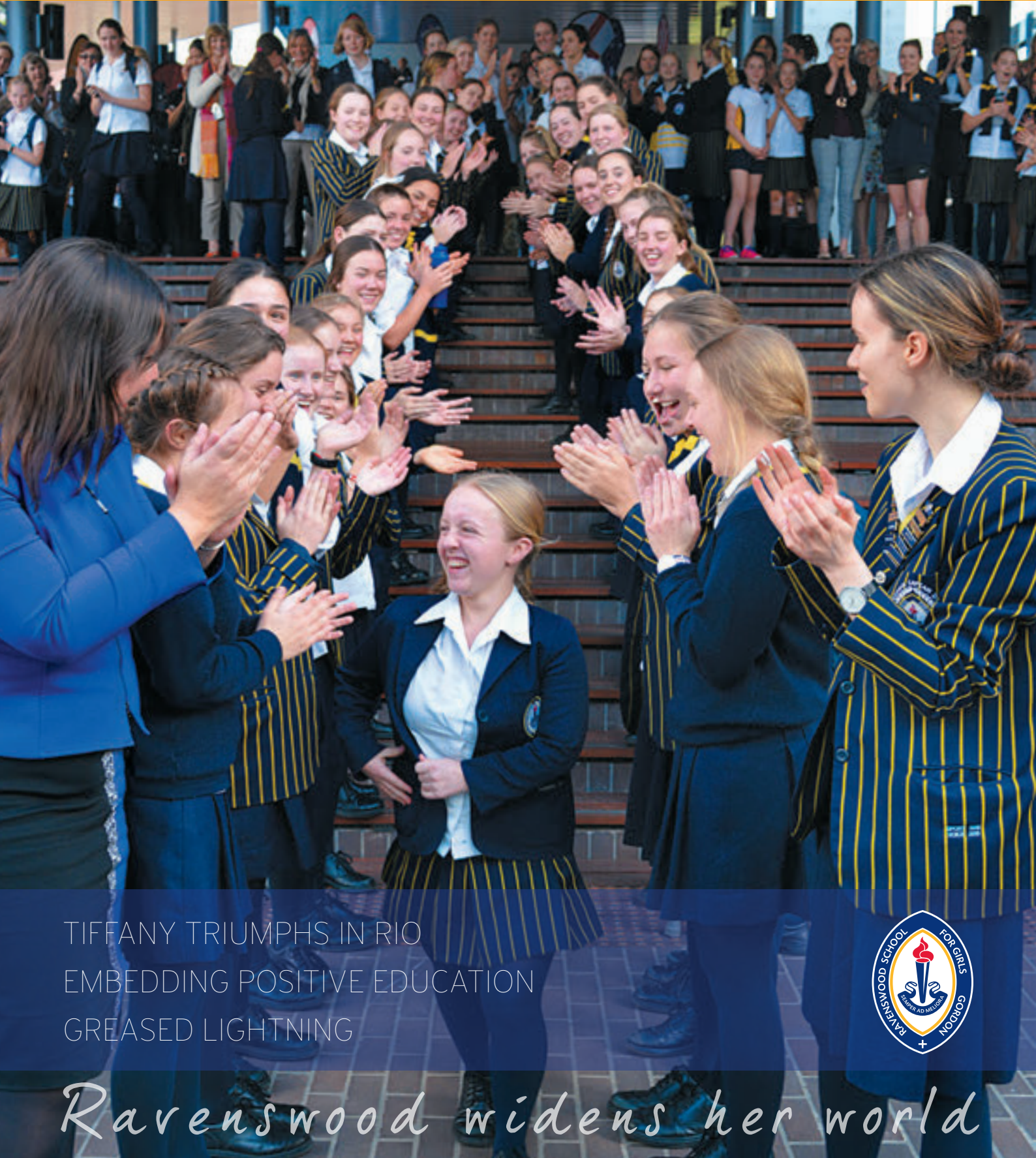


Semper

Bi-annual magazine of the Ravenswood community

Issue 50, Summer 2016



TIFFANY TRIUMPHS IN RIO
EMBEDDING POSITIVE EDUCATION
GREASED LIGHTNING



Ravenswood widens her world

CONTENTS

Principal's Message.....	3
Our Positive Education Model.....	4
The Elements That Underpin Our Model	5 - 6
History, Measurement and Implementation	7
Positive Education Credentials	8
Staff Wellness, Student and Staff Authors	9
Other People Matter, Character Day	10
Year 9 Retreat	11
Predicting Success	12
Leading the Way.....	13
Snaps from the Front Line	14
International Relations	15
The Ravenswood Institute	16
Art for Art's Sake	17
Grease is the Word	18 - 19
Playing With a Great	20
Dance Festival and Fancy Footwork	21
Tiffany Triumphs in Rio	22 - 23
Chef de Mission.....	24
Defying Convention	25
Step by Step	26 - 27
Gala Ball.....	28 - 29
Community News.....	30 - 33

Semper

Ravenswood School Magazine

Semper is the magazine of the Ravenswood community. Established in 1901, Ravenswood is a leading Uniting Church Day and Boarding School for girls from Kindergarten to Year 12. As a Positive Education school, we focus on the whole student to build academic and co-curricular achievement while boosting confidence, resilience and mental and physical health.

On the Front Cover

A guard of honour for Tiffany Thomas Kane

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PRINCIPAL'S MESSAGE

'Intelligence plus character - that is the true goal of education' declared Martin Luther King Jnr and his words have a strong resonance here at Ravenswood. As a school we pride ourselves on offering a rich, multifaceted and holistic approach to education. We are committed to helping our girls reach their potential and flourish, both academically and in terms of their wellbeing. Our staff is passionate about recognising and developing the individual strengths and interests of each girl both within, and beyond the classroom, and our community has a wonderful sense of connectedness that the girls describe as "being like a family" which fosters a keen sense of belonging.

Ravenswood stands true to our Guiding Principles of Excellence, Courage, Respect and Compassion and these attributes are being significantly enhanced by our journey towards becoming an authentic Positive Education school. This approach recognises that learning and wellbeing are inextricably linked and self-reinforcing; Positive Education offers effective strategies to enhance both areas. In this summer issue of *Semper* magazine, we highlight the exciting work we have undertaken to date as we develop a meaningful strategy for embedding Positive Education in the curriculum and the life of the school.

Our approach to Positive Education needs is deeply informed by our school's history and culture; we are enhancing what has gone before, by building on Ravenswood's rich traditions. It is our intention to become a lighthouse school for Positive Education and in this *Semper*, we also bring you a report on the newly-launched Ravenswood Institute, a vehicle to harness and share the knowledge and abilities of our high-calibre staff in every area.

Of course our focus is always on our students and in 2016, they achieved great success in every domain. As you peruse the pages of this edition of *Semper* I hope you are inspired by their tremendous endeavours. A stand-out moment was Tiffany Thomas Kane's departure for the Paralympics and her gold and bronze medal-winning achievement in Rio; another was the extraordinary production of *Grease* with its superlative music and dancing and irresistibly joyful energy. Those stories and much more are covered in this issue of *Semper*. I hope it provides you with some enjoyable reading as we head towards the Christmas break.

Mrs Anne Johnstone
Principal



POSITIVE EDUCATION: OUR JOURNEY SO FAR

The Ravenswood Positive Education model seeks generational change. We aim to improve our students' wellbeing not only today but into the future and to contribute to the ongoing wellbeing of our families and of the wider community.

Our goal is an authentic, organisational shift that comes through shared values and beliefs at a student, staff, family, and community level. Ravenswood has a history of inclusivity and strong connections. Our Positive Education approach celebrates and builds on our existing networks, making each of us a partner in this strategic direction for wellbeing.

As Positive Education practices become second nature, we expect our daily experiences, interactions and outcomes to be significantly enhanced.





THE ELEMENTS THAT UNDERPIN OUR MODEL

VISIBLE WELLBEING

Visible Wellbeing incorporates ideas from three evidence-based education movements: Positive Education (University of Pennsylvania), Visible Thinking (Harvard Graduate School of Education) and Visible Learning (Melbourne Graduate School of Education).

It incorporates the latest research by Professor Lea Waters of the University of Melbourne who is the president elect of the International Positive Psychology Association and featured on *Revolution School*. This approach aims to integrate wellbeing into the very act of learning.

SELF-DETERMINATION THEORY (SDT)

International researchers Edward L. Deci and Richard M. Ryan have shown that the quality of our motivation is more important than the quantity. Their Self Determination Theory focuses on the value of intrinsic motivation (based on our internal interests and values) over extrinsic motivation (based on external pressure or control). By employing Self Determination Theory at Ravenswood, we will explore ways to enhance our students' natural tendencies to behave in effective and healthy ways. Their basic need for autonomy, competence and relatedness will be addressed, leading to deeper learning and improved performance.

CHARACTER STRENGTHS

Positive Education research provides Ravenswood with an evidence-based approach to character development that starts with identifying each student's individual character strengths using a globally tested VIA classification framework. Objective studies have shown that a student who understands her own signature character strengths has a buffer against the challenges of life and a basis for managing and overcoming her problems, improving her relationships and enhancing her physical and mental health. The shared language used to talk about character strengths makes it possible for staff to recognise, understand and elicit the strengths of each girl.



MINDSETS

Psychologist Carol Dweck coined the contrasting terms Growth Mindset and Fixed Mindset after years of studying school children's motivation and what makes some give up while others keep trying until they succeed. Dweck and colleagues then researched ways to change mindsets and found that not only could they move students towards a 'growth mindset' but that those students then spent longer at a task, looked for new methods to solve a problem and were motivated rather than overwhelmed by challenges. Her research also shows that teachers with a growth mindset seek alternate ways to help students master material instead of attributing difficulty to a lack of ability.

BROADEN AND BUILD THEORY

This theory arose from an investigation by social psychologist, Professor Barbara Fredrickson, into studies of human survival. She found that positive emotions generate more options for action, broaden behaviours and make people more creative, aware, playful, curious and open to discovery. Although positive emotions are fleeting, experiencing them frequently 'builds' benefits that endure into the future in the form of traits, social bonds and abilities. These broadened 'thought-action' resources contribute to long-term wellbeing and success and make people more resilient.

MINDFULNESS IN SCHOOLS PROGRAM (MiSP)

Mindfulness involves learning to direct attention to our experience as it unfolds, moment by moment, with open-minded curiosity and acceptance. It trains us not to focus on or worry about what has happened or might happen, but to respond skilfully to what is happening right now. The Mindfulness in Schools Program is a curriculum which introduces students to an experience of mindfulness in ways they find helpful and enjoyable. It fits within the broader model of Positive Education at Ravenswood and is a tool for increasing calm and optimism.

BUILDING ON OUR FOUNDATIONS

Archivist Robbie Robertson kept us enthralled at a professional development meeting and school assembly during Term 3 with stories of Ravenswood's past outstanding achievers who 'flourished' in Positive Education terms. Her talks covered an array of remarkable women whose lives have demonstrated the school's Guiding Principles and VIA Character Strengths. None have displayed more grit than Mabel Fidler who founded the school in 1901 with only eight pupils and the radical goal of pushing girls to achievements far beyond expectations for women of that time. Grace Cuthbert, one of the first female medical graduates at Royal North Shore Hospital, was chosen as an example of compassion and humanity for her work to dramatically reduce the mortality rate in newborns. For excellent achievement and wisdom, Robbie chose Jillian Broadbent whose banking career culminated in membership of the Board of the Reserve Bank of Australia, Chair of the Clean Energy Finance Corporation and Chancellor of the University of Wollongong. To illustrate courage and tenacity, Robbie told her listeners the story



Clockwise: Miss Mabel Fidler, Ms Chui Lee Luk, Ms Jillian Broadbent

of lawyer become chef, Chui Lee Luk who acquired Claude's restaurant in Woollahra and achieved the rare distinction of scoring three Michelin Hats.

HOW WILL ITS EFFECT BE MEASURED?

Valid and reliable measurement is essential to ensuring the success of any Positive Education model. Our first step is to establish the wellbeing baseline for every student at Ravenswood from Year 5 to Year 12, with independent assistance from the University of Melbourne to ensure objectivity in the administration of measurement instruments, including a proprietary model for students in Kindergarten to Year 4 being developed at Ravenswood. Baselines of staff wellbeing will also be determined, using a workplace profiler provided by the Universities of Pennsylvania and Melbourne.

Once holistic Positive Education methods are integrated - into curriculum, teaching methods and pastoral care programs - the effect on student wellbeing will be measured using indicators like co-curricular involvement, referrals to the Health Care Centre and school absences. At the same time, the impact of Positive Education on student academic performance will be tracked across Kindergarten to Year 12 to identify any correlations between increases in measures of wellbeing and in academic performance.



Melbourne University

THE RAVENSWOOD WELLBEING TEAM

Wellness is central to the development of all Ravenswood students. The Ravenswood Wellbeing Team implements our Positive Education Strategy by overseeing:

- In-depth, in-class Positive Education learning
- Immersive retreats and workshops
- Individual care for students who have been identified with specific wellbeing needs.

During Mentor Group and Ravo Connect sessions, students are increasingly learning to apply Positive Education theory and practice to their academic and social lives. They also benefit from the care and guidance of the Year Coordinators who organise events and activities across Year Groups, bonding the girls as a cohort and strengthening their understanding of and commitment to our *Guiding Principles*: Excellence, Courage, Respect and Compassion.

Ravenswood is rare in having two highly-qualified clinical psychologists on staff to assist those students who have more significant wellbeing needs. Dawn Russell and Pei Kong have specialist training in psychological assessment and are experienced in a range of therapy approaches including Cognitive Behavioural Therapy, Acceptance and Commitment Therapy, Interpersonal Therapy and Solution-Focused and Narrative Therapies.



LEARNING FROM THE MASTERS

The founder of Positive Psychology, Professor Martin Seligman, and his colleagues at the Positive Psychology Centre at the University of Pennsylvania, undertake ongoing research into the factors that enable individuals and communities to flourish. Ravenswood's Principal, Anne Johnstone, is one of only 39 applicants admitted to study for a Master's degree in Applied Positive Psychology (MAPP) with Professor Seligman and other luminaries including Angela Duckworth, the author of *Grit*. Her course companions are drawn from a wide variety of professions across the world and Anne is the only chosen participant from Australia. Anne is excited about being able to use her growing knowledge to further contribute to educational innovation at Ravenswood and help our students to fulfil their potential and flourish. Professor Martin Seligman will himself visit Ravenswood to present on Positive Psychology to staff, students, families and the wider community in August next year.



Professor Martin Seligman and Mrs Anne Johnstone

RAVENSWOOD HOSTS NATIONAL POSITIVE EDUCATION CONFERENCE

We are delighted to have been chosen to host the third Positive Education Schools' Association (PESA) conference on 17-18 March 2017. The event brings together national and international Positive Psychology researchers, teachers, students and practitioners and will feature a range of sought-after speakers like Caroline Adams-Miller, Professor Lea Waters, Professor Felicia Huppert and Michelle McQuaid.

OUR RARE PARTNERSHIP WITH PROFESSOR LEA WATERS

Ravenswood has also begun a significant three-year partnership with Professor Lea Waters, the founding Director of the Centre for Positive Psychology at the University of Melbourne. We will work closely with Professor Waters to adapt her Visible Wellbeing Instructional Model to the Ravenswood environment, shifting wellbeing from a subjective, internal experience occurring *within* students to a tangible, observable phenomenon that is visible in class for both staff and girls. Our staff will be trained to apply this

approach across all subject matter. Students will learn the skills of wellbeing through Positive Education classes, which will be complimented by our Visible Wellbeing approach to teaching, that makes the very act of teaching a factor that builds wellbeing. In essence, Visible Wellbeing brings positive education to life. **Ravenswood is the only school in NSW and one of only ten in the country to partner with Professor Waters in this approach.**



Professor Lea Waters

OUR DIRECTOR OF POSITIVE EDUCATION AND WELLBEING

The Ravenswood Wellbeing Team is led by Director of Positive Education and Wellbeing, Kim Bence who began at Ravenswood in May 2016. Kim most recently held the senior leadership position of Director of Positive Education (ELC-12) at Loreto Mandeville Hall, a preeminent Catholic Independent school for girls in Melbourne.

Kim has fulfilled a range of senior leadership positions including Dean of Students (P-12), VCE Coordinator, Year 12 Coordinator, Head of Faculty and Director of Sport. Kim has been a representative on the Executive Committee of Girls Sport Victoria and the Education Boards of local primary schools. She holds a Master of Education (Student Wellbeing) and has completed the Professional Certificate of Education (Positive Education) at the University of Melbourne.

Kim presented at the International Positive Education Network Festival in Dallas Texas in July on Positive Education and

organisational change. Earlier in the year she presented at the Positive Education Schools Association (PESA) National Conference in Victoria.



Mrs Kim Bence

STAFF WELLBEING

Student wellbeing begins with staff wellness and Ravenswood's model is based on in-depth Positive Education training for every school employee, plus support for staff to use Positive Education practices in their daily lives. Best-selling author and workplace wellbeing teacher, Michelle McQuaid, visited the school to teach everyone from maintenance to academic staff to identify their own character strengths and employ them at work and at home. In addition, every employee had the chance to select from a vast range of personal wellbeing options like yoga, calligraphy, a gratitude walk and bubble soccer to find inspiration and invigoration in the lead up to Term 3. In 2017 we will have rare access to training by the founder of Positive Education, Professor Martin Seligman and Professor Lea Waters from the University of Melbourne, significantly enhancing the school's capacity to lead students in this important approach.



THE POSITIVE ADVENTURES OF DAISY

Year 2 girls embraced the chance to educate themselves and their peers on Positive Education concepts by writing a picture book and presenting it in Chapel. *Daisy Turns Her Frown Upside Down* is the story of the girls' class bear Daisy, who takes practical, positive action in the face of obstacles. Each student took a page of the book to write and design, while their teacher Tracey Hurley photographed Daisy in a series of outfits made at home by the girls, and super-imposed them onto the drawings. The resulting Chapel service was themed Optimism and proved to be an inspiring look at the ways we can all look on the bright side and make our own and others' lives more positive. Additional elements of the Year 2 presentation included a discussion of the difference between likely and impossible scenarios and videos of the girls displaying their ability in areas in which they are seeking mastery, from music to cartwheeling.



WHO AM I? CAN YOU SEE? CAN YOU SEE?

Ideally a positive outlook is nurtured from a young age and Kate Barbat, Ravenswood's Year 9 Coordinator and PDHPE teacher has written an inspiring book to encourage young children to choose happiness and believe in themselves. *Who Am I? Can You See? Can You See?* features beautiful illustrations of the protagonist who is aptly named Hope. 'The book is part of a series that I have written called *See, Think, Wonder*,' Kate says (the other books are awaiting publication). 'Together they are designed to ignite little minds with possibilities and encourage them to have wonder about the world and themselves. I hope this curiosity will lead them to experience it first-hand, which is why every book ends with the words, 'You'll see.'

Kate wrote the book for her own two small boys and relished the opportunity to read it to Ravenswood students in Kindergarten, Year 1 and Year 2. 'What does it mean to believe in yourself?' she asked them when she was done. 'Don't stop no matter what's in front of you,' said one. 'Any obstacles, don't think about them,'

responded another. *Who Am I? Can You See? Can You See?* is available from Dymocks, Berkelouw Books, Big W and on-line at Booktopia.



Mrs Kate Barbat

OTHER PEOPLE MATTER

Human happiness is measured not by our possessions but by our relationships.

'Other People Matter' was the catch-cry of Professor Chris Peterson, one of the founding fathers of Positive Psychology. The internationally revered psychologist believed that these three words sum up the whole movement as an approach to wellbeing.

In August, Ravenswood's Year 8 students used the phrase as the basis of a Positive Education immersion that encouraged them to think about character, integrity and the importance of compassion and friendship.

The keynote session was staged by youth-led organisation, the Reach Foundation whose facilitators focused the girls' minds on questions like *What is the nature of a good relationship?* and *How can we build a connected peer network that benefits us all?*

Each student crafted their own 'strengths shield' as a way to think about their strengths and how to apply them, as well as the strengths of their peers. The day ended with a series of team-building games and activities.

'Year 8's authentic reflections, insightful comments and commitment to work together to support one another was very encouraging to witness,' said Principal, Anne Johnstone.

'I think it was a good initiative,' said Year 8 student, Arwen Mann. 'This is an age when girls need to think about these issues seriously and consider how their actions impact on others. I am glad the school is running immersions like this.'



Other People Matter Immersion

OF GOOD CHARACTER

Students in Years 7-8 participated in the third annual international *Character Day* on 22 September to highlight the importance of character for a life well lived. *Character Day* was begun by Emmy-nominated filmmaker, Tiffany Shlain as a way to make the theory of character strengths real in young people's lives. Ravenswood students were grouped according to their character category (wisdom, courage, humanity, justice, temperance or transcendence) and asked to devise a skit or song to reflect their personal strengths. '*Character Day* has enormous potential and we hope to increase our involvement as the years progress, as a way to further our students' understanding of this important Positive Education theory,' said Director of Positive Education and Wellbeing, Kim Bence.



Lauren Webber, Ashley Boyd, Lara Gee and Holly Strizic



YEAR 9 RETREAT

During the transition phase of Year 9, a little extra attention goes a long way.

Year 9 Coordinator, Kate Barbat questions the stereotype of Year 9 as every student's most challenging year of school and life. 'It's a time of transition,' she says. 'The girls are leaving their childhood behind, having to break free from their dependence on their parents and carve out their own individual person. That's tough, but it is also exciting. Our aim is to help them to bond together as a unit.'

'I want to provide every student the opportunity to be the best version of themselves and in order for that to happen, they need to realise their inner strengths and understand the power that is possible as a united Year Group.'

In an effort to deepen connections and foster new friendships, The Year 9 Coordinator organised a day-long retreat in Manly in June. After participating in a range of wellbeing activities from beach yoga to self-defence, sign writing and a gratitude walk, the girls engaged in pizza making as a team building exercise. They then invited their parents to join them for a dinner that they had prepared themselves. Towards the end of the evening, the girls shared with their parents the things that they are grateful to them for.

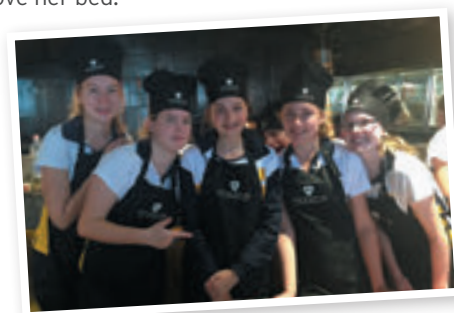
'Parents are core,' Kate says. 'Year 9 is a transition for them too, as their daughters start to grow up. I don't want to just call when there is a problem. I hope to build a community in which the Year 9 Coordinators are synonymous with parents.'

Conversations Over Coffee is a week-long initiative that brings Year 9 parents to school between 8.30am and 9.30am to meet

with each other and their daughters' teachers and tutors. Up to 80 Year 9 parents took up the opportunity in 2016. 'It has been a very uplifting experience,' Kate says. 'It is a rare opportunity for parents to share the positives, like how well their daughter is doing and how pleased they are. More importantly though, it is a chance to discuss things that parents have observed or might be worried about so that as a school, we can better understand their daughter and work to ensure that we are enabling her to thrive.'

Other programs to boost Year 9 students' wellbeing include weekly half-hour lunchtime exercise sessions in the Ravenswood Strength and Conditioning Centre, along with an initiative that Kate calls Locker Motivation. 'Once or twice a term I'll find a quote that is meaningful for them in that moment and I'll laminate it and stick it on all of their lockers for when they arrive at school as a positive focus for the week. One mother told me her daughter had stuck her motivational message above her bed.'

I think the result of this combination of approaches has been a real shift in attitudes and sense of community within Year 9. They now see bonding and looking after each other as important. The turnaround has been amazing.'



Pizza making on retreat

PREDICTING SUCCESS

Predictive analytics is a growth area with the potential to improve students' academic, co-curricular and wellbeing outcomes. Long used by universities, it is increasingly being adopted by schools to give students more ownership of their progress and teachers more insight into the strategies that work best for individual students and classes.

The position of Director of Student Analytics was established at Ravenswood in January, 2015. It is held by Lucy Collett who has a background in Mathematics teaching and school administration. Lucy is fascinated by the potential of data to describe, diagnose and predict student performance, improving outcomes for both struggling and gifted students and everyone in between. 'Ravenswood staff have been mapping their students' progress using data for a long time but mostly within the confines of their own subject,' Lucy says. 'Now we can not only analyse data on a student's achievement across subject areas but represent it in easy to read, meaningful visualisations that can be immediately understood by teachers and students alike.' When patterns of reduced performance are revealed, the school can investigate the contributing factors, whether they be a student's overloaded co-curricular schedule or a well-being issue that needs to be addressed.

Lucy's particular focus has been our current Year 12 students who she began tracking when they were in Year 11. She identified patterns in their performance to help them target ways to improve. 'We all tend to work on things we are strong at, but often a student can pick up more marks by focusing a bit more on areas of weakness,' Lucy says. 'Students often don't see where they are doing less well in comparison with their peers until I show them the graphs.' Lucy gives the example of a student who wanted to drop an elective because of her out-of-school commitments. 'I did a heat map of her results, shading them according to how far from the average they were. Straight away we could see which subject she should let go.'

The goal is that over time, all academic staff working with students from Kindergarten to Year 12 will become familiar with the data software so they can identify their students' strengths and skill gaps and make increasingly informed teaching decisions. Equally, students themselves will better understand the factors that affect performance and take a more proactive approach to their learning.



Ms Lucy Collett





Charlotte Fouché, Mrs Anne Johnstone, Jacqueline Farrell, Amelia Hosie

LEADING THE WAY

Ravenswood's new Student Leaders were commissioned in September. Semper asked them their goals for the year ahead.

School leadership is a significant responsibility. What do you hope to achieve in the time that is given to you?

Each of us has felt throughout our time at Ravenswood the incredible relationships shared between students at the school. We hope to contribute to the school's identity as a family and grow the inclusive culture that shapes the Ravenswood experience. We hope to achieve an atmosphere where every single girl is welcomed and supported by her peers; the kind of support that enables girls to not only learn to accept others but also themselves. Ravenswood's size means we are lucky enough to know each and every girl in our Year Group. We hope that by being active leaders, connecting with as many girls as we can, and having a positive presence, we can turn that familiarity into truly meaningful relationships. It is important for the role models in the school to set the best possible example. Along with the Prefects, we hope that by reaching out to the girls around us we can achieve amazing things.

Are there particular issues that you would like to address or events that you would like to introduce?

This year we are really looking to empower the Ravenswood student body. We want every girl to recognise her worth as an individual. We want to help the students become de-sensitised to gender stereotypes in our community. While Ravenswood girls are extremely privileged in the education and opportunities they receive, we want to push the importance of using that privilege to stand up for women who are not so fortunate. We hope to teach Ravenswood girls from a young age that they can create a difference by fighting for issues that they believe in, no matter what their interests may be. Ravenswood has always looked to guide strong, independent women who face challenge with courage and aim to succeed for the sake of their community. We want to continue that idea.

School Captain Charlotte Fouché, Vice-Captain Jacqui Farrell, Vice-Captain Amelia Hosie



SNAPS FROM THE FRONT LINE

History and language are two passions of Stephanie Freeborn (Year 12) who in June received the opportunity to help the State Library of NSW prepare an extraordinary series of hand-coloured First World War photographs to go on display for the first time in 100 years.

The exhibition, *Colour in Darkness: Images from the First World War* showcased over 150 photographs taken by soldiers themselves. They depict sweeping views of the desert, the devastation on the Western Front, and rare snapshots of occupied Germany. After the war, the soldiers hand-coloured the photos at Colarts Studios in Melbourne, using airbrush technology that was new at the time.

'The photos are absolutely amazing,' Stephanie says. 'They seem so serene because they have been hand painted and air brushed and featured beautiful colours -golds, blues and pinks. It is as if the soldiers were trying to find some beauty in an event and time that was so horrible and they did so by taking these images.'

Stephanie's role was to create captions for some of the photos from a youth perspective, encapsulating not only what the photographer would have seen but her own unique perceptions. 'They told me to make the captions my own, which was quite a challenge at times. The photos were awe inspiring and some left me lost for words.'

Some of the photos were taken by enemy soldiers and Stephanie says a number suggest internal conflict. 'Some raise questions about the soldiers' own feelings ... the enemy are doing just the same thing you are, and what you are doing? Is it right or is it wrong?' she says. 'Working with the photos has deepened my perception of war and the cost of war.'

Stephanie's perspective has also been developed through her participation with the Society for Australian-German Student Exchange. She won a scholarship to travel to Germany to learn about its culture, language and role during World War 2, hosted a German exchange student in her Sydney home and had her participation in the program featured on SBS Television. On graduation, Stephanie hopes to join the Society and help work to further build relations between the two countries.



INTERNATIONAL RELATIONS

Applying young minds to global problems

One of Ravenswood's key strengths is the opportunities it gives students to explore the world and think with a global mindset. This is particularly evident in our repeated success in the international Future Problem Solving Competition, a program that challenges young people to devise creative solutions for intractable world problems.

In June, at the 2016 international competition, Clare Gim (Year 9) was named a Future Problem Solving Program International Scenario Writing champion (Middle Division) while Jacqueline Farrell's (Year 11) group came an impressive third in the Senior Division. In September, Oriana Allen and Olivia Hosie (both Year 6) were selected to represent Australia at the 2017

international competition in Wisconsin, USA. In September, Jacqueline Farrell came first in the Scenario Writing (Senior Division) on the topic of 'Intellectual Property' and will also attend the international stage of the competition.

'Ravenswood's best feature is its confidence in its students,' Jacqueline says. 'It is always pushing us to try things that we didn't think we could. It's also given me a passion for making a difference and shown me that as an individual, I can make an impact and encourage others to make positive change. That's quite amazing I think.'



Main photo: Jacqueline Farrell and Olivia Hosie

Small photo: Olivia Hosie, Sophia Barnard, Oriana Allen and Emma Harvey





THE RAVENSWOOD INSTITUTE

'A teacher affects eternity; he can never tell where his influence stops.' – Henry Adams.

Research indicates that quality teaching is the most important factor in student success and Ravenswood places a premium on strategic professional development. 'We also emphasise the sharing of staff expertise through a range of national and international conferences,' says Coordinator of Teaching Quality, Amy Van Arkkels. The hub for this accumulation and exchange of knowledge is the newly-created Ravenswood Institute, which

fosters our strong culture of educational inquiry, innovation and collaboration.

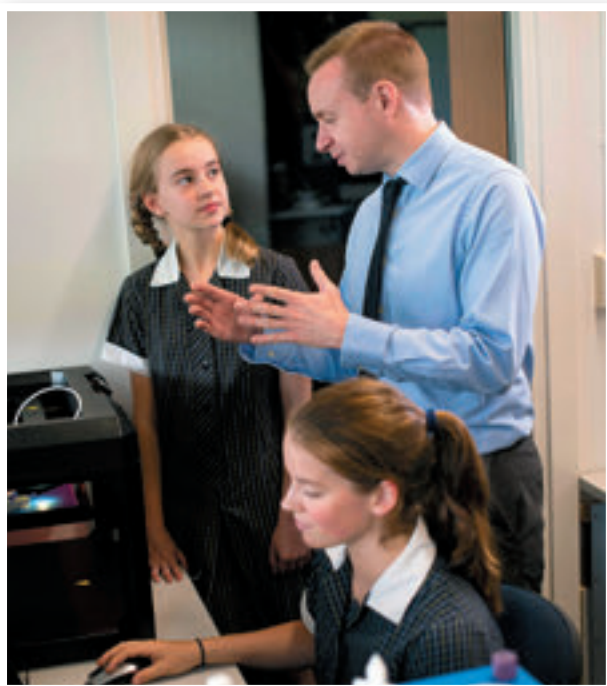
Partnerships: The Ravenswood Institute facilitates and sustains partnerships with world renowned scholars, universities and professional institutions, ensuring Ravenswood staff remain at the forefront of excellence in girls' education. A key area of collaboration will be Positive Education where we will seek to share knowledge and expertise with other schools for the benefit of our own students and the wider community.

Ravenswood Institute Professional Fellowships: are an opportunity for rigorous, sustained learning within an educational focus area aligned with the school's priorities. Valued at \$5000 each, they will be awarded to eligible academic staff members who seek the opportunity to contribute to the Ravenswood community by engaging in key focus areas.

Ravenswood Institute Research Grants: are for teachers who have successfully completed an action-based research project and want to further their knowledge by conducting school-based research within an area aligned with school priorities.

Professional Learning courses, workshops and lectures: are facilitated by the Ravenswood Institute and from January 2018, all teaching staff will be required to complete 100 hours of professional learning over a five-year period.

The Ravenswood Performance and Development Cycle: is an evidence-based framework based on the research of Helen Timperley. It involves a yearly process of reflection, goal setting, professional learning and practice, feedback and review. The essential focus is on student learning outcomes at all stages of the cycle.



ICT Integrator Mr Matt Scadding



ART FOR ART'S SAKE

Ravenswood's art teachers and art assistants have enjoyed a prolific 2016, exhibiting their work in galleries and open spaces in Sydney and its surrounds.

Collaboration is key to achievement in many areas of life, from relationships to business. The best teachers, model what they teach and two champions of collaboration are Visual Arts Assistants, photographer, Innocenza Toritto and ceramicist, Amanda Hale. In May this year they held a joint exhibition as part of the 2016 Head On Photo Festival in Warringah.

What Remains had its roots in the women's mutual regard and friendship as colleagues in Ravenswood's Visual Arts Department. 'As a photographer I wanted to experiment and do something different with my images,' Innocenza says. 'Printing on ceramics rather than paper offered the chance to change their function and form.'

For Amanda, the exhibition was a chance to move from function to more decorative pieces. 'We have been working together for fourteen years, so a collaboration made complete sense,' she says. 'Whatever we learn in the process of bringing together these very different artistic disciplines, we pass on to our classes, especially the senior girls. The kids just jump in and want to try it.' One of the highlights of the exhibition was a functioning camera made from clay.

Meanwhile, Art teacher Salvatore Gerardi held a solo exhibition of his own in May: *Alluvial Forms* at the King Street Gallery on William Street in Sydney. Salvatore has a studio on the Northern

Art Teacher Mr Salvatore Gerardi



Beaches and his environment is his main inspiration. 'The experimentation with materials and exploration of techniques in my studio informs my approach to teaching in the classroom,' Salvatore says. 'I share ideas and methods learnt with my students, while my experience in the art market means I am constantly exposed to the practice of other artists which assists with keeping my students informed of contemporary trends in both the making and studying of art.' Salvatore is currently preparing for a collaborative exhibition titled 'Partners in Print'.

GREASE IS THE WORD

Between June 16 and 23, Ravenswood's Performing Arts Department wowed packed audiences with a fast-paced, sparkling interpretation of this best loved Broadway musical. Although it may be 45 years old this year, there was nothing stale about the Ravenswood production. The lead actors sustained convincing and punchy interpretations of their roles and the show's stars, Sarah Breden as Sandy and Isaac Broadbent as Danny, kept the audience riveted to the highs and lows of their developing relationship.

That said, the stand-out performance of the show was the chorus of eager teens whose crisp articulation, sharply timed dancing and pulsing rhythmic musicality spoke of many hours of dedicated rehearsing and commitment to excellence.

The colourful 1950's costumes stylishly recreated the teen-age style of the era, particularly in the case of the Pink Ladies and Sandy's transformation from pretty girl-next-door, to leather-wearing rebel. The stage set was both simple and flexible, providing an effective frame for the developing plot. The musical backing from a band of mostly adult musicians carried the student performances to an almost professional level and did much to convince the audience that *Grease is the time, Grease is the place, Grease is the motion.*





Top left: Amy Benson and Sarah Breden
Bottom left: Samantha Bowyer and Mathew Muir
Top right: Sarah Breden and Isaac Broadbent



PLAYING WITH A GREAT

Virtuoso Australian Jazz musician, James Morrison, shared musical insights and inspiration with Ravenswood's school bands during three hours of workshops on Friday 16 September. The Ravenswood musicians ranged from Years 5 to 11 and though many of the younger girls had never heard of James Morrison, they quickly gained a solid respect for his extraordinary skill and musical control, whispering to each other, 'He can play so fast!'

Morrison gave the girls tips to improve their sound, emphasising dynamics, hard practice and the importance of playing every note. He also played duets alongside the school's soloist musicians, encouraging and motivating them to keep pushing their limits as performers.

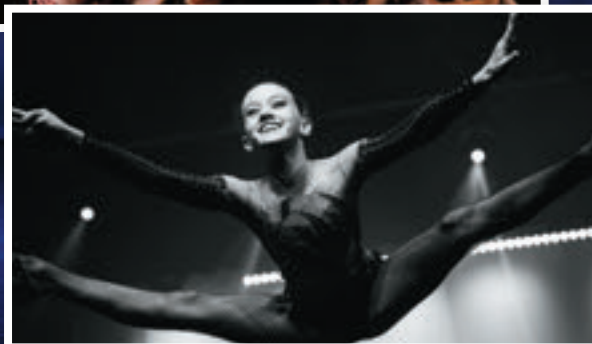
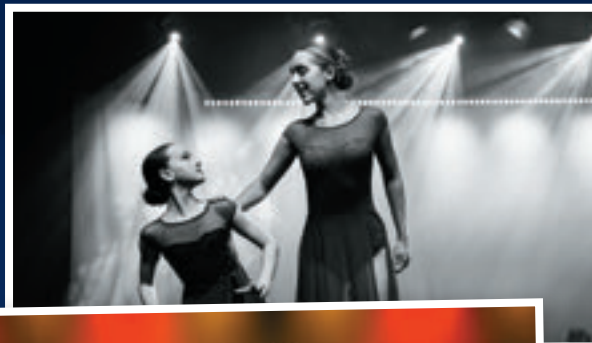
That night, the international jazz star performed a concert with the Ravenswood students that included tunes by Louis Armstrong, Stevie Wonder and Gary Moore. During the second half he played with his own band of impressive young musicians from the James Morrison Academy of Music in Mt Gambier.

It was a stunning performance, full of energy and conviction with the intimacy of a live jazz club gig. The audience couldn't help but give them a standing ovation.



SECONDARY SCHOOL DANCE FESTIVAL

The atmosphere was electric at the Secondary School Dance Festival, with audiences filling the auditorium for an amazing display of talent by over 200 Ravenswood dancers. The judges were Stephen Tannos and Lucy Doherty who work internationally as performers and choreographers. Both commented on the strength of creativity and house spirit on show. The festival featured performances by both Junior and Secondary School Dance Companies, small groups, soloists and after-school dance classes. York was awarded the House Dance Commitment and Participation Shield while Tudor won the main competition for the evening, the House Dance Trophy. We can't wait to see what 2017 may bring.



FANCY FOOTWORK

Exceptional football talent Amy Sayer (Year 9) has been chosen to play for Australia with the U-20 Young Matildas. After a rapid rise, Amy joined the squad at the end of October in preparation for the AFC U-19 Qualifiers in Nanjing, China.

The tournament is the first qualifying stage for the FIFA U-20 Women's World Cup which will see the Young Matildas play Northern Mariana Islands and Jordan. The top team after the round robin will then advance to the Asian Cup tournament in October 2017.

At just fourteen years of age, Amy is the youngest in the squad. 'I have had to work extremely hard to get to this point,' she says. 'I was very excited and extremely happy to be chosen to represent my country doing what I love.'



TRIUMPH IN RIO

An interview with Tiffany Thomas Kane (Year 9)

At what stage did you think the Paralympics were possible for you and how did you motivate yourself to get there?

I thought my Paralympic career was possible when I competed in my first Nationals which were the trials for the London 2012 Paralympics. That made me think I could do this one day, not London but maybe Rio. As far as my training was concerned, I just kept thinking that the Games were getting closer and I could only get there if I kept training. I also got motivation from seeing so many other people's dreams coming true. Once I was on the plane I definitely started feeling nervous but it was also exciting to think, 'this is it!'

What were your hopes going into the competition - did you expect to win gold?

My hope was definitely to win a gold in the 100 Breaststroke. I knew I only had to do my best to hopefully come home with a good result and maybe even some medals.

What was life like in the Olympic Village?

The Olympic Village was very cool and fancy. I really enjoyed it - it looked nice, with the different countries, including Australia represented around the place. The rooms were small but they were good for our needs. Life in the village was mainly about eating and resting for our next race and just keeping calm during competition. Then when our events were done, we could explore.

Was the Australian team supportive of one another? What was the culture like?

The culture in our team was the best because we were like one big happy family. We all felt really close, no matter how long we had spent with each other. The support was amazing and really made the whole experience. We all went to watch each other compete when we had free days. Seeing your team mates cheering for you when they could be resting made it amazing.

How was it participating in a games with Chef de Mission, Kate McLoughlin? Did you feel a shared bond of being Ravenswood girls?

It was amazing having Kate who was a Ravo girl like me, on the team. Just to think that she was with me at the Paralympics made the whole experience even better. We didn't get to spend much time together because we had so many places to be and things to do but it was so good to have her there.

What advice do you have for other young people who want to achieve at your level?

I think you have to plan the way you want your race to go and believe that that could be the real result in the water. If you have a dream to get to a high level, you need to just keep training until it comes and never give up. I dreamed of going to the Rio Paralympics and that is what happened. I made my dream come true. I think that whatever you want, keep going and the day will come.



Tiffany and her coach Mr Lachlan Falvey





CHEF DE MISSION

Old Girl Kate McLoughlin (1996) is the first woman to be named Chef de Mission of an Australian Paralympic team. She visited Ravenswood in August to help us celebrate Tiffany Thomas Kane's departure for Rio.

Always a sports enthusiast, Kate McLoughlin was a Prefect and Windsor House Captain. After graduating in 1996, she did a B.A. at the University of Technology, specialising in Human Movement and Sports Management and has worked consistently in the world of sports organisation and development, including stints at university campuses and the Chelsea Football Club.

In 2009 Kate broke the glass ceiling when she was named Australia's Paralympic Chef de Mission for the 2014 Winter Olympics in Sochi, Russia. She had to withdraw from the position due to pregnancy and family illness but was back to lead the team to Rio in 2016, just after Kitty Chiller had served as Australia's first female Olympics Chef de Mission. Kate says she and Kitty were simply the best candidates for the job but agrees their appointments reflect a shift in attitude in Australian sport. 'In the past there could have been women who were the best people, but they just weren't getting the job,' she says.

The 2016 Paralympic team featured a record number of female competitors, each of whom fill Kate with admiration. 'Women in general do drop out from sport when they get into their teenage

years and a lot of that is to do with body image,' she says. 'When you consider a sixteen-year-old girl, who is able-bodied drops out...what about an athlete with a disability, who's in a chair or who's an amputee?'

The logistics of Kate's role are hard to comprehend. 177 athletes competing in 345 different medal events in 16 different sports, many of them facing huge personal health and physical challenges, and half of them making their Paralympics debut. Just packing their bags was an organisational feat requiring regimental meticulousness to ensure that all individual requisites were included for all events: uniforms for opening and closing ceremonies, casual and competition wear plus the necessary medical supplies and equipment.

Once it was over, Kate rejoiced at the team's success. 'The number of personal bests we've had at these Games, the number of debutants who have received medals—I am bursting with pride.' She has a word of warning for rival nations in the lead up to the 2020 games: 'Watch out in Tokyo because the sky's the limit, particularly with the number of young athletes that had their first taste of Paralympic success in Rio. It can only go up from there!'



Tiffany Thomas Kane,
Mrs Kate McLoughlin
and Mr Lachlan Falvey

DEFYING CONVENTION

Old Girl Commodore Katherine Richards (1988) balances family life with an illustrious, high-pressure career as a Commodore in the Australian Navy. She visited Ravenswood to officiate at our 2016 Anzac Day service.

'I realised very early on that a weak stomach and atrocious seasickness would be my constant companions and if I wanted to stay the course, I would have to learn to deal with them,' says Commodore Katherine Richards of her years at sea as a marine engineer. She had already demonstrated her resilience by making it through the tough and unrelenting four year Australian Defence Force Academy (ADFA) training as a mechanical engineer, the only one of her intake year to graduate and the first woman to do so. Her early years at sea were at times a lonely quest to make the grade as 'the first one'. It was through the lessons of harsh reality that she formed her three golden rules: keep your ship clean and your bilges dry; do the right planned maintenance at the right time, and most importantly, ships run on people not food or fuel: pay attention to them constantly.

Kath was perhaps destined for a naval career, having spent her early childhood on the base at HMAS Cerberus where her father was a Medical Officer at the hospital. It was in 1983 that she came to Ravenswood as a Year 7 student and stood out for both her lively intellect and strong work ethic. She graduated with a scholarship to the Australian Defence Force Academy at UNSW.

Katherine's achievements are quite remarkable. She has a Bachelor of Engineering with First Class Honours, a Master of Science in Marine Engineering and a Master of Management in Defence Studies. She is the recipient of a Distinguished Service Award for outstanding achievement as the first female commanding officer at HMAS Cerberus in Victoria and currently, is a Commodore of the Royal Australian Navy and Director General of Engineering. She is also the mother of three young children and an army wife, married to Colonel Bernard Richards, a fellow student from her ADFA days.

Looking back, Kath says it was her seafaring years that gave her the strength of character and insight that have made her who she is. Her career has included deployment to the Southern Ocean, the Solomon Islands and the Persian Gulf and two charge appointments as Marine Engineer Officer on the ships, HMAS Melville and Melbourne. When she first stood watch on the top plates of a guided missile destroyer almost expiring from heat exhaustion, all she could think of, over and over, was 'what have I got myself in for?' Yet now she says she is incredibly grateful for that time. 'My sea service taught me what truly matters in life - teamwork, a sense of purpose, doing things right and doing the right things.' To that she adds the great



circle of mates that she developed 'It is a bond that only sea service can forge,' she says. 'To this day we stay in touch.'

When asked of what she is most proud, Kath says it is seeing the junior officers and sailors she has trained and mentored develop into competent and confident engineers. What inspires her? 'People who overcome hardship and pain and simply get on with the task at hand, quietly and resolutely.'

STEP BY STEP

After overcoming tragedy, Linda Buchan (1997) has focused her life on inspiring others

As a Boarder at Ravenswood for six years with her sister Kim, Linda Buchan was an outstanding swimmer and netball player with dreams of playing in the State team. After completing her Higher School Certificate, she planned to study Human Movement at university but first took a gap year of temporary office work, netball and partying. One night in a share house in Neutral Bay, a heater in her bedroom caught fire. The catastrophic fire that followed claimed the life of Linda's younger sister Kim and left Linda in a coma. The injury to Linda's brain from lack of oxygen was so severe that some doctors advised her parents to look for a suitable care home where she could live out the rest of her life. But instead, Linda 'woke up'.

In her moving new book, *Step by Step* launched at Ravenswood on 1 December, Linda describes the shock of opening her eyes in hospital to a completely different life from the one she had anticipated as a happy eighteen-year-old. She had to re-learn everything we take for granted, from walking and talking to even stranger to me, foreign, as if I went to sleep and then woke up in someone else's body,' she says. In the months and years that followed, Linda was often stricken with sadness, despair and heartbreak but never for one moment thought about giving up. 'I didn't know where it came from but I had hope. I always knew that my life would get better.'

On leaving hospital, Linda needed help just to walk to the end of her parents' driveway. Yet every morning, despite the pain, she would try again, eventually managing to walk unaided to the neighbour's house, then the house two doors down and so on. Others who saw her were inspired by her courage. 'One day I heard footsteps behind me and a voice said, 'You're the reason I got out of bed this morning and went for a walk... I knew I would see you and if you can do it, then I can get out of bed too.'

As the years passed, Linda came to live a fulfilling and purposeful life on her own terms according to her mantra, *It is not what happens to you. It is how you deal with it.* She now works for a pharmaceutical company, is an enthusiastic sailor, a motivational

speaker and, as of this year, an author. She also gives time to prevent others from enduring the same fate, as a face of the Fire and Rescue NSW's winter campaign for Home Fire Safety.

Linda has dedicated *Step by Step* to her sister Kim and in it thanks all the wonderful people: family, friends, doctors, therapists and firefighters who fought the journey with her. She also acknowledges Ravenswood, 'for helping to shape me into the woman I am today.' Early reviews of the book speak of it as a gripping message of hope written with raw honesty. The paperback edition, eBook and Audio version can be purchased through <http://www.theauthorpeople.com/step-by-step/>







2016 RAVENSWOOD GALA BALL

As the light faded on Saturday 30 July, members of the Ravenswood community in shimmering gowns and smartly cut dinner suits converged on the stone steps of the Art Gallery of NSW for the first Ravenswood Gala Ball for many years. The Art Gallery not only provided a very elegant venue but also allowed guests to enjoy a private showing of the Archibald Exhibition while they sipped a delicious glass of wine and chatted with friends. Ravenswood parent, Karl Stefanovic kept the evening moving with style and humour in his role as MC. The evening was overseen by the Ravenswood Foundation to

raise money for a variety of school projects from facilities to bursaries. A high point of the night was the 100 ticket raffle with the prize of exquisite ladies' earrings from Paspaley Pearls locked into a display case that could be opened only by the winning golden key. Excitement rose as one guest after another tried unsuccessfully to unlock the case, until on the fifth attempt the lock turned. As the dinner dishes were removed, many guests took to the dance floor to enjoy the music, while others searched out friends on other tables to share the pleasure of the night.





THE RAVENSWOOD COMMUNITY

The Development Office is the bridge between the school and the wider community, working alongside ROGU, RPA and the Ravenswood Foundation to help create the strong community spirit that is evident at Ravenswood. The Development Office team works to keep past students in connection with their school while also organising events and supporting fundraising initiatives to advance Ravenswood's development.

THE GALA BALL

The strong community spirit at Ravenswood was very much in evidence at the Gala Ball held by the Ravenswood Foundation at the Art Gallery of NSW on 30th July. The laughing chatter of 373 guests as they enjoyed the signature menu of Matt Moran, the rapidity with which 100 keys were sold to unlock the chain on the fabulous Paspaley Lavalier pearls, the total of nearly \$63,000 raised and the clamour of those departing that the Ball be repeated next year - all spoke of the community's commitment to their school.

At the Ball, the Ravenswood Foundation honoured the leadership of outgoing Chair, Ms Suzanne Stanton for the vision and generosity of her five and a half years of tenure which saw the establishment of the Foundation and the introduction of the RPA Tuition Raffle. The appointment of the new Chair of the Foundation, Mr Mark Steinert, was announced at the Ball. Mr Steinert (B.App.Sc, G.Dip. App.Fin. & Inv (Sec Inst), F.Fin, AAPI, MAICD) who is Managing Director and CEO of Stockland, has had 26 years experience in property and finance. His wife Edith has been active in the RPA especially as Sub-Committee President K-6. The Steinerts have four daughters at Ravenswood.

THE RAVENSWOOD FOUNDATION ART PRIZE

The Gala Ball also saw the launch of the Ravenswood Australian Women's Art Prize which is to be the 2017 focus of the Foundation following an initiative by a group of art enthusiasts from the Ravenswood community. As the richest Women's Art Prize in Australia, not only does its inauguration demonstrate Ravenswood's commitment to the value of the arts in education but also our determination to advance opportunities for women. The annual exhibition accompanying the award of the Ravenswood Australian Women's Art Prize each year will encourage, promote and connect generations of women artists and encourage mentorship through the unique prize structure. Acclaimed international artist and former Ravenswood student, Jennifer Turpin (1975), will be the Patron of the inaugural Prize. A principal sponsorship opportunity, as well as smaller tiered sponsorship levels, are offered to businesses and individuals to invest in this long-term project which will carry significant recognition for those involved as sponsors.

Further details on the prize are available by contacting developmentoffice@ravenswood.nsw.edu.au

FOUNDATION FIDLER FELLOWS AND GREASE

The Fidler Fellows are our much loved ambassadors for giving. These men and women support the Foundation's aim of securing the long term future of the school by leaving a gift as a legacy in their wills. By advising us of their intentions, Fidler Fellows enable us to honour their thoughtful generosity by making them participants in the ongoing life of the school. This year our Fidler Fellows have attended drama productions, a Year 12 Hospitality luncheon, complimentary tickets to Grease, as well as a pre-show cocktail party in the Learning Resources Centre. If you would like the opportunity to be one of our Fidler Fellow ambassadors, please contact Liane Leslie, Development and Relationships Manager. (Please note that bequest information remains confidential.) We take this opportunity to acknowledge everyone who has made a contribution to Ravenswood this year.



ANNUAL GIVING

Our *Kindle the Flame* Annual Giving appeal has so far raised over \$50,000 with over 100 members of our community participating. Funds raised go directly into our Building Fund, Library Fund and Scholarships Fund and are used for identified projects.

Other Events managed through the Development Office this year:

- Father/Daughter Breakfasts for each Year Group, as well as a special Year 8 Mother/Daughter Breakfast for the Year 8 mums
- The Welcome Cocktail Party
- New Parents' Welcome Dinner
- Valedictory Dinner

We were also delighted to work with very many volunteers on the following events which supports the strong community ethos of Ravenswood:

- ROGU Grandmother/Mother/Daughter Breakfast
- ROGU Cocktail Party and AGM
- ROGU Back-to-School Class of 2015 afternoon tea
- Careersearch: A networking night for alumni and students
- RPA Trivia Night
- RPA Class Parent Breakfast
- RPA Parent Connect Group morning tea
- 60 Year Reunion, 40 year reunion, 30 year reunion, 20 year reunion, 10 year reunion, 5 year reunion

Coming Events:

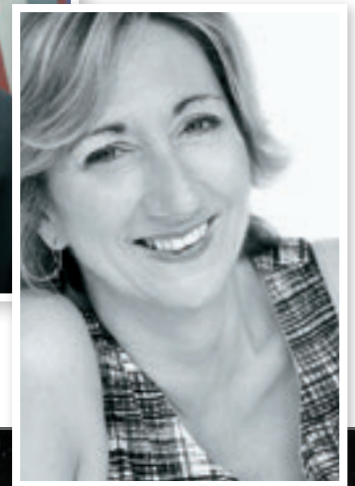
- New Parents' Dinner, Friday 3 February 2017
- Welcome Cocktail Party, Friday 24 February 2017
- ROGU AGM, Monday 13 March 2017

Liane Leslie

Development and Relationships Manager



Mr Mark Steinert,
Ms Suzanne Stanton



Mr Matt Stephens, Mrs Pamela Melocco, Ms Liane Leslie, Mrs Judy White
Ms Suzanne Stanton





REUNIONS

10 YEAR REUNION

In July, girls from the Class of 2006 got together at The Argyle in the Rocks to celebrate ten years since finishing school. It was a great chance for us to catch up on what's been happening in our lives over the last few years. Whilst many of us still keep in contact, it was a lovely way to bring everyone together for a fun evening filled with plenty of laughs and a chance to reminisce about old times.

Zara Mullan



30 YEAR REUNION

At school, some students like Maths some like English, Sport or Music but a school reunion is about coming together and discovering how your differences at school turned you and your classmates into the people you are today.

At our reunion, in a speech made by Priscilla Clatworthy (nee Thorpe) the School Captain from our year, it was said that 'there is something special about being able to say, 'I went to school with her' that infers a special status. You can pretty much

guarantee that the girls here tonight know things about you that very few friends you've made along the way since school, would ever know or are ever likely to find out.

I can see some of you thinking, 'Thank goodness!'

Our classmates knew us well at school and with the maturity of the years, we can now all really celebrate our connection and embrace our differences.

Jane Beresford

60 YEAR REUNION

Much hilarity lit up the Centenary Centre on 31 May for a joyous lunch and reunion of nineteen stalwarts from the Class of '56, thanks to meticulous planning by Dot Logan (Bannigan) and Jill Taylor. Amidst multiple divertissements, it was a privilege to meet our scholarly new Head, Anne Johnstone, who addressed us briefly and somehow found time to chat with us all, her five-year-old daughter Olivia amongst the engaging little ones who materialised to present commemorative paperweights etched with the school crest.

After lunch we toured the wonderful library and reflected upon the memorial garden where Miss Crago's cottage once stood, and all enjoyed an amazing retrospective of 1945-56 memorabilia curated by archivist Robbie Robertson.

40 YEAR REUNION

Such a lot can be crowded into 40 years since leaving school, and boy did the class of 1976 have lots to talk about. On what was supposed to be a balmy October afternoon, 38 of us got together for a Garden Party at Ravenswood.

The school was fantastic in allowing us to return to the beautiful Old Girls Courtyard. For some it was the first time back since leaving, and the 'do you remember when?' questions were frequently coupled with comments like 'isn't this amazing?' as we took in Ravenswood's transformation.

It was as if 40 years had disappeared for the afternoon as we shared our stories of school, boarding, teachers and classes. The photo albums that had been lovingly dusted off were produced and we giggled and exclaimed at how time has been so kind to us all - you really couldn't tell the difference between that young school girl and mature woman! One of us even managed to put on her blazer and give us a 'flashback'. Here's to (gasp) our 50 year reunion.

Fiona Phipps

Sixty years on, Kate Crago's girls are still a feisty lot! Some were in our old school's enriching world from Kindergarten through to 6A, and whilst we mightn't have enjoyed the facilities today's Ravenswood girls probably take for granted, we all knew then, as we do today, that there was no better environment in which to embed the spirit of shared endeavour and joyful optimism that lights our many paths to this day. May it ever be so!

Sue Metcalf



IN MEMORIAM

BARBARA BARRETT (*Lerschot*, 1962)

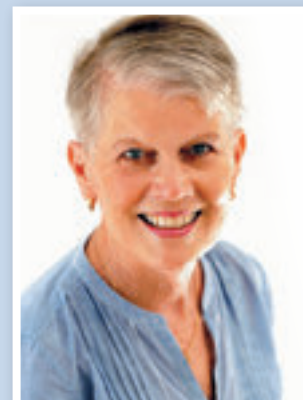
Barbara Barrett died in May 2016 following a courageous battle with cancer. From the Class of 1962, she has been fondly remembered by her classmates with whom she maintained contact throughout her life, and is sadly missed by sisters and best friends, Jane Menck and Marian Babidge (1967).

Barb attended secretarial college following school, travelled to Europe in 1965 with her classmate and best friend Janet Aickin, and married Lance Barrett in 1968. She then turned her hand successfully to several careers including Secretary to the Vice Chancellor of Macquarie University, owner and manager of the Turramurra Drapery and as a consultant for Colour Me Beautiful.

Barb and Lance moved to Coolum Beach in 2002 with their family.

Always active in her local community, Barb was a keen, respected and loved member of the service club, Quota, Coolum Beach Uniting Church and the Coolum Bridge Club. Barb is survived by her loving husband of 48 years, Lance, their children Tim, Simon and Angela (Class of 93), and seven grandchildren.

**Jane Menck (*Lerschot* 1964) and
Marian Babidge (*Lerschot* 1967)**



UPCOMING EVENTS

New Parents' Dinner	3 February
Junior School Parent Information Evening	6 February
Welcome to 2017 Cocktails	24 February
ROGU AGM	13 March

2017 TERM DATES

Term 1	Monday 30 January to Friday 7 April
Term 2	Wednesday 26 April to Friday 23 June
Term 3	Tuesday 18 July to Friday 22 September
Term 4	Tuesday 10 October to Thursday 7 December



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