Transition to Year 12, 2015
Congratulations to Lauriston Girls’ School Year 12 Class of 2014
Combined IB/VCE Class of 2014 results included:

- 16.6% of students in the top 1% with an ATAR* of 99 and above
- 41% of students in the top 5% with an ATAR of 95 and above
- 62% of students in the top 10% with an ATAR of 90 and above
- 85% of students in the top 20% with an ATAR of 80 and above
Lauriston – Historical Trend

Lauriston results compared with State averages 2009-2014

- Above 99
- Above 95
- Above 90
- Above 80

Year | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | VIC | LGS | V
University Offers Round One

- ACU
- Deakin
- Latrobe
- Monash
- Swinburne
- RMIT
- University of Melbourne
Tertiary Course Offers Round One

- Arts and Psychology
- Biomedicine and Medicine
- Business and Commerce
- Design and Media
- Health and PE
- Law
- Music
- Science, Engineering and Aviation
Other opportunities for students and parents

- IB TOK Camp Sun 1 – Tues 3 February
- VCE Camp Fri 6 – Sat 7 February
- Both at Ormond College, University of Melbourne
- Year 11 IB & VCE Information Evening - Thurs Feb 5 (session as per last year, but welcome to attend)
- Parent/ teacher/ student interviews
- Email/phone any time
Communications

- List of Year 12 teacher email addresses
- Adding copies of sent emails to newsletter
- Parent Teacher Interviews – teachers will flag to request interview
- On line learning
All driven by a desire to

• “Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as you ever can.” - John Wesley
How can you help, as parents?

- What did you do today?
- Active interest in curriculum
- Good start to each day
- Avoid catastrophisation
- Competitive collaboration
- Relationships – family, peers, teachers
- Communication
Live it. Learn it. Love it.

Thriving in Year 12
Session overview

- It is all about BALANCE!
- Promoting smart eating
- Promoting moderate amounts of exercise
- Ensuring adequate sleep
- Recognising common causes of stress
- Helping your daughter to stay calm and focused
- Staying (or becoming) involved in her schooling
- Monitoring to make sure she is on track
- Knowing what to do if things do not go as planned
Promoting smart eating

• Make sure your daughter remembers to eat. Intense studying can consume 128kj per hour

• Healthy foods are best for the brain (brain foods)

• Salt, sugar and caffeine has been shown to impact mood and can therefore adversely affect stress levels and behaviour.

• Remember to drink lots of water – (monitor alcohol consumption)

• Make time to sit down and enjoy your food as a family (opportunity for monitoring)
Promote moderate amounts of exercise

• Exercise
  – increases strength and endurance of the body and mind.
  – releases muscle tension and accumulated adrenaline which reduces stress levels.
  – Allows a distraction – time out from the pressures of study.
  – Plan it (don’t use it as tool to procrastinate with)

• Excessive exercise / competition sports can detract from study time. Consider carefully the choice of activity (and training requirements, travel incl.) to ensure balance.
Ensure adequate sleep

• Sleep is not a shut down for the body it is a very active process. It is like food for the brain - The quality and quantity of are both important.

• Sleep effects –
  – Physiological systems (cardiovascular, endocrine, physical health)
  – Psychological health (emotional and mental health)
  – Psycho-social (behaviour, peer and family relationships)
  – Cognitive capacity (learning, attention, problem solving, consolidation of memories, brain, development and health)
Sleep

• Year 12 students should have 8½ – 10 hours sleep per night for optimal functioning. *NSF

• Half of all 15-17yo get less than 7 or less hours per night (24 hour technology society) - *NSF

• It is suggested 1 hour less sleep at night could reduce your alertness by 25% the next day. *ASF

• Sleepiness- driving ability decreased similar to alcohol *ASF

*NSF-National Sleep Foundation / *ASF- Australasian Sleep Association
Optimising sleep hygiene

• Implement a sleep routine-
  – To allow body rhythm to develop for melatonin release.
  – Avoid heavy meals, stimulants and exercise just before bedtime.
  – Relax before bed. A hot bath, light reading or some relaxing music helps to slow down thinking.
  – Limit the bed to sleeping- (time/place cues).
  – Blue light affects melatonin release from pineal gland. Melatonin is usually released 2 hours before sleep (onset of sleepiness). Ideally stop using technology at this time.
  – Wake to bright light- this helps signal to the brain it is time to wake up and the sleep cycle has ended.
How do you know if you are sleep deprived?

• If you take less than 5 minutes to fall asleep you are likely sleep deprived
• 10-15 minutes to fall asleep is ok but you are tired
• 20-25 minutes to fall asleep is a good indication you are getting the right amount of sleep.
• More than 25 minutes may also indicate you are sleep deprived.

• Adolescents commonly present with emotional outbursts if overtired.
• Can even appear to have clinical presentations when they are just sleep deprived.
Study smarter

• Allocate time for homework and revision and socializing.
• Manage allocated time effectively (time audit if required) and revise plans regularly to see if they are working.
• Goals and a ‘to do list’ are imperative.
• Students need to ensure they know how to study effectively for each subject area.
• The first 30 minutes spent on a task is the most effective. Ensure tasks are regularly changed.
• It is recommended students spend 2.5-3 hours of study/night for best results.
• Remember to take study breaks.
Understanding stress and distress

• Anxiety is a normal reaction to stress. When people are anxious their body systems speed up ready for action to enable them to act swiftly.

• Poorly managed stress (leads to distress) and can cause serious problems. If it is not dealt with in the early stages, it can lead to more serious health problems such as anxiety / depression / burnout.
Common sources of stress in Year 12

- Academic pressure –
- Relationship difficulties – boys/ family /friends
- Excessive socializing
- Physical/mental Illnesses
- Stress of travelling to and from school
- Falling in or out of love
- Preparing to travel
- Buying a car/ getting a licence
- Schoolies preparations
- Juggling part time work
- Over-commitment (sporting/ extracurricular)
- Parental ( and sibling) pressure
- Fear of failure
- Experimentation with drugs/ alcohol
- Struggling with a subject area.
- Personal expectations- What will my ENTER be?
A reminder on expectations

• There is nothing wrong with having high expectations- but they must be reality based.

• Parents and students alike need to be realistic....support dreams but also prepare back up plans to help reduce stress and to avoid a feeling of failure.

• Every girl can find a career that suits them and allows them to make a valuable contribution to society.
Helping your daughter manage stress by monitoring and ensuring -

- Effective time management
- She is connecting with others - the human type
- You are talking together (monitoring)
- She has enough time studying/ free from study
- Adequate time for rest
- She remembers how to laugh
- You are there when she needs to cry
- She knows her limits (she can’t control everything)
- She is in a positive frame of mind most of the time
- She celebrates achievements.
Signs your daughter may not be coping with stress

- Emotional and over-reactive
- Sleep disturbances
- Concentration difficulties or indecisive
- Over / under engagement in activities
- Seemingly sad or withdrawn
- Appetite / weight changes
- Loss of energy
Staying on track........

Most year 12 students will get through this year with great success, but sadly unforseen circumstances can occur.........

- If you feel like something with your daughter is ‘not quite right’ or she seems ‘out of control’ seek help early.

- If there is an issue that may affect your daughters wellbeing – early intervention is better than post-vention. Please keep open communication with the school, we appreciate you would like to keep ‘your private lives private’- Staff will treat your personal information with the utmost respect and only share private information ‘on a need to know basis’ to ensure your daughter is supported as well as she possibly can be.
Academic staff are here to help -

• Teachers in years 11 and 12 are academic experts and focused on achieving the best results for each student in their care. Keep in contact with them throughout the year.
  – They have a clear view of your child’s ability and possible final grade– email is usually the best method of communication in the first instance if concerns arise.

• Your daughters VCE/ IB Coordinator are also key contact points if you are worried about your daughter/her progress
  
  • sandpearlha@lauriston.vic.edu.au (Hayley Sandpearl – VCE)
  • stevensonei@lauriston.vic.edu.au (Eirwen Stevenson- IB)
Careers support -

- Careers support, advice and guidance
  - Assistance with subject/course selection.
  - Guidance with application processes VTAC etc.
  - Support with SEAS applications (if eligible)
  - Helping with change of preferences or with enacting ‘Plan B’ if this is required.

douglasssu@lauriston.vic.edu.au  (Sue Douglass)
School Counsellor Support

- Time management planning – Time audits
- Relaxation strategies
- Solution focussed problem solving
- General short term counselling.
- Assessing whether referral to an external psychologist, GP or other specialist is warranted ( & referral advice).
- Advice and support for parents

lovettta@lauriston.vic.edu.au  (Tammie Lovett)
steerem@lauriston.vic.edu.au  (Emma Steer)
We have involved parents at this conference because research shows……..

Home resources and parental assistance are the two most salient factors associated with key aspects of achievement, motivation and engagement (Mansour and Martin 2009)

University of NSW- Faculty of Education
The Australian Educational and Developmental Psychologist v26, no2
Assisting your daughter at home

- Monitor: eating, exercise, sleep patterns.
- Talk about homework
- Discuss academic aspirations
- Discuss post school pathways
- Communicate about your daughter’s day to day schooling - monitor how she is coping
- Help with study (if possible)
- Attend university open days together
- Stay involved with the school – keep communication open.