A warm welcome to the Lauriston Senior School.

Senior School is an opportunity for girls to gain independence, knowledge and resilience. The move from Junior School into Senior School is scaffolded so as to foster growth while providing purposeful and authentic learning experiences that stretch the minds and bodies of the girls. They will experience multiple learning environments, a range of teachers and pedagogies while being encouraged to think carefully about their own identity in relation to self and others.

Students enter Year 7 as little girls, but complete Year 8 as young women, ready to take on the challenges of Howqua and beyond. The School and families work together to navigate adolescence and the challenges and joys that such changes bring. It is a true partnership.

This handbook assists girls and their families to successfully navigate the transition to Senior School at Lauriston.

We invite you to be a part of this journey. Please do not hesitate to contact us should you have any questions or concerns.

Yours sincerely

Annette Rome
Deputy Principal/Head of Senior School
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Main Reception  9864 7555  
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Student Services & Absences  9864 7541  
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Head of Senior School  9864 7529  
Learning Communication Portal  parent.lauriston.vic.edu.au

Health Centre  9864 7608  
Flexischools  flexischools.com.au

Student Services & Absences  seniorschool@lauriston.vic.edu.au

IT Helpdesk  helpdesk@lauriston.vic.edu.au
The Lilian Bayly Centre A–Z

ACADEMIC CARE STRUCTURE

The Lilian Bayly Centre encompasses students in Years 7 and 8 and caters to the needs of adolescent learners. It is structured to make the transition to the Senior School easy and enjoyable, and to give students a sense of unity and belonging. Housed in a purpose-built complex, students in Years 7 and 8 are part of a nurturing and supportive environment that focuses on their physical, social, and learning needs.

From Prep, students are grouped into one of four Houses: Andrews (light blue), Irving (yellow), Kirkhope (red), and Mitchell (white). Students meet weekly in House assemblies and come together to compete for their House in various sporting and other activities.

Houses are led by a Head of House, as shown in the diagram below. The Head of House encourages students to take an active part in School life and is someone the girls can go to if there is anything they need to discuss.

The Head of House follows each student’s progress as she moves through the School and is supported by the Director of Student Development and Wellbeing – responsible for overall academic care within the Senior School – and two student House captains.

House Tutors manage students’ day-to-day care. Each Tutor group has a ‘home room’ – their Tutor room – where most lessons are taught. Nearby are the offices of their Tutors. Each year level has a ‘common space’ that can be used for performances, meetings, and displays of student work. Landscaped outdoor areas link the Lilian Bayly Centre with the Junior School and with the Refectory and the Irvine Courtyard.
Transition

The Tutor group system provides a firm foundation for the care of all Year 7 students. Tutors work closely with the Head of House, focusing on girls’ wellbeing and academic progress. During the first few weeks of the school year, House Tutors contact parents to discuss their daughter’s transition to Year 7.

The transition program begins in Year 6 for existing students and runs throughout Semester 1 of Year 7. Girls and tutors work together in their Tutor groups, one period per week, to address any concerns as they enter Year 7. In Year 8, The Heads of House work with the Director of Curriculum, the Director of Student Development and Wellbeing, and the Heads of Faculty to develop learning programs such as City Cite (Term 3) and the Howqua Transition Program (Term 4).

Peer support

All Year 7 students are helped in their transition to the Senior School by Year 11 ‘big sisters’. Small groups meet weekly in Term 1 with two Year 11 students from their House. The Year 11 peer support leaders act as guides and mentors, also organising fun activities. Meetings are less frequent in Term 2 and later in the year; however, the older students continue to keep an eye on their Year 7 sisters, helping them to become confident members of the Senior School community.

School counsellors

School counsellors are an integral part of the team of staff who monitor and support the wellbeing of students across the School. They are available for individual student consultation and work with small groups of students, class groups and, at times, the whole year level. Students can self refer or they may be referred by another member of staff or by a parent. Counsellors are also available for parent consultation in relation to their daughter’s wellbeing. They can help with issues including transition, organisational skills, learning assessments, and friendships, as well as social, emotional and family concerns.

ABSENCES

Illness

If a student is going to be absent from school because she is unwell, parents should call the Student Services Centre before 8.30am on 9864 7541 or email: seniorschool@lauriston.vic.edu.au. A brief note should be given to the House Tutor on the day the child returns to school.
**Appointments**

The School encourages students to make medical appointments during holidays or after school hours. If this is not possible or in the event of an emergency appointment, a note should be given to the Student Services Centre as soon as possible. The student must sign out at Student Services before meeting parents at reception.

**Leave**

To avoid interruption to learning, the School strongly encourages parents to organise holidays during term breaks and grants leave during term time only in exceptional circumstances. Requests for extended leave during term must be made in writing to the Principal at least three weeks in advance.

**Learning Management System**

Through the online Learning Management System, teachers provide students with resources and administrative information associated with their subjects. This makes the system an excellent support for students who miss classes for any reason, allowing them to catch up on work that has been covered.

**CLUBS AND OTHER ACTIVITIES**

**Active-8 program**

The Year 8 Active-8 Camp in Term 1 aims to increase confidence in outdoor activities, and to strengthen teamwork and friendship bonds between newly formed Tutor groups. Each Tutor group takes part in aquatic activities such as snorkelling and canoeing. Team building activities are run at night.

The Active-8 Program then becomes voluntary and gives students the chance to try weekend outdoor activities such as rock climbing, mountain biking, skiing, sailing, and camping – all of which can help to meet the outdoor challenges of Howqua the following year. The number of available places for each activity varies, and participants are chosen based on how quickly they return their permission slips.

**Amnesty**

The School has an active and committed Amnesty International support group. Girls from all year levels meet to discuss important local and global issues in a safe and welcoming environment, and they raise awareness through fundraising events and benefits. New members are welcome to join the group at any point in the year.

**Co-Curricular art classes**

All Years 7 and 8 students study the visual arts as part of their curriculum. For students wanting to develop their artistic ability, a wide range of co-curricular art classes are held after school. Please refer to the Co-Curricular Activities Handbook for further information.

**Communication and Speech**

The Communication and Speech program is available to students from Years 5 to 12 and assists in the development and enhancement of a pleasant, unstrained vocal tone, the promotion of clarity of speech and the fostering of oral interpretation of literature. Please refer to the Co-Curricular Activities Handbook for further information.

**Debating and public speaking**

Students who enjoy public speaking and debating can be involved in a number of these activities in Years 7 and 8. All Years 7 and 8 students take part in public speaking early in the year and poetry reading in Term 3. As well as House Debating (Term 1), students participate in a round-robin competition and interschool events through the Debating Association of Victoria (DAV). Beginners are welcome.
Drama

Drama is part of the curriculum in Years 7 and 8, and it can be enjoyed as a lunchtime extra subject. Students are also invited to participate in the Middle School House Drama Festival. For further information please see the Co-Curricular Activities Handbook.

‘Greenies’

Students can get involved in environmental programs that focus on initiatives including recycling paper and plastics, conserving water, and reducing plastic bag usage. ‘Greenies’ also support wildlife conservation projects, working across year levels to educate the School community about caring for the environment.

Girl Up

Lauriston’s “Girl Up” group focuses on raising awareness for women’s rights all around the world. We discuss current world issues relating to girls and women, and we do all we can to raise funds to support those in need.

COMMUNITY SERVICE

Consistent with its values – in particular ‘Relationships’ and ‘Engagement in life’ – the School is committed to service in the wider community on a local, national and international scale. During the year students can participate in community service that focuses not just on fundraising but also on the power of donating and collecting goods, consciousness raising, and education.

COMPUTERS

The School runs a one-to-one notebook program for students in the Senior School. This program requires the purchase of a MacBook Air 11 inch laptop through the School and its preferred supplier. The MacBook, when purchased through the School, comes with a three year extended warranty and insurance support managed by Lauriston's IT Department.

This model satisfies the capacity needed to allow students to be creative through our range of software, as well as respecting the financial commitment for families. To comply with current licensing arrangements, anti-virus requirements and at ensure appropriate support and compatibility, the purchase of notebooks outside this program is strongly discouraged.

Parents who choose to purchase a MacBook outside the program will be responsible for all hardware and software requirements, as well as the insurance and warranty of the laptop. The School will provide minimal support for these machines i.e. setting the student up on the School’s wireless network and assisting them with their Lauriston email account.

Caring for MacBooks

The MacBook is the most expensive item on the list of School requirements. Every student is responsible for keeping her notebook secure by storing it in her locker when not in class, which must be kept locked at all times. Students should take their notebook home each night and on weekends.

For their own physical health, students should be aware of the weight of the notebook and textbooks they are transporting to and from school and bring only the materials they need for that day’s activities.
**IT Helpdesk**

The IT Helpdesk in the library provides support with both software and hardware and is the first point of contact for problems with notebooks. It is open from 8.00am to 4.30pm and can be emailed at helpdesk@lauriston.vic.edu.au. The phone number is 9864 7511.

If, at any time, there is a problem with a MacBook purchased through the School, students can simply return the computer to the IT Helpdesk, where they will be offered assistance with software and hardware, and, if necessary, a manufacturer-approved technician organised to provide support. Though the IT Department strives to provide a same-day service, depending on the severity of the problem this may not be possible. Loan devices can be provided to students (depending on availability) to avoid any down-time while the machine is being repaired.

Faults covered under the notebook warranty include all manufacturer faults. Any faults that are the result of the user’s misuse incur the $150 insurance excess fee. If parents have bought a notebook other than through the School, the School is unable to help with specific warranty, insurance and service issues.

**Using the School network**

The School has numerous file servers that house applications students need. All students are given a School email address and internet access for School-related matters, and they can access the network through either an Ethernet cable or wireless stations.

Students with home networks must ensure settings for these networks do not interfere with their ability to connect to the School network. If students are unable to connect to the School network they should contact the IT Helpdesk.

Students in Years 7 and 8 undertake Tutor group sessions in both the technical and cyber security aspects of using their notebooks specifically, and in ICT more generally including social networking sites. The School holds regular assemblies with guest speakers for strategies on managing relationships and electronic communication.

If a student uses email, social media or internet facilities inappropriately the School may forfeit her computer privileges. More information about network rules and the use of computers at School and at home is on the IT section of the School intranet.

**CONTACTING THE SCHOOL**

The first point of contact for parents of students in Years 7 and 8 is their daughter’s House Tutor or Head of House. If parents wish to discuss a student’s progress with individual teachers they should email them – a list of addresses is published at the start of the school year.

**HEALTH CENTRE**

If a student is febrile (having or showing the symptoms of a fever), has diarrhoea, or is vomiting, they should remain at home for 24 hours after their last symptom.

Students who feel unwell at School should go to the Health Centre and see the nurse, who may contact parents. The nurse may also recommend that the student goes home or is taken for further medical advice, in which case parents will need to make arrangements to collect their child.
HOMEWORK AND HOME LEARNING

To emphasise the importance of work students do at home, the School refers to ‘home learning’ rather than ‘homework’. The purpose of home learning is to encourage students to take responsibility for their own learning, and to develop self-discipline and independence in the learning process.

In their home learning, students may be expected to:

- review work completed in class that day
- read additional information on the topic being covered
- read ahead in preparation for lessons to come
- learn vocabulary or review grammar and spelling
- complete small tasks or exercises set by the teacher
- complete parts of a summative assignment, project or essay that has been set by the teacher and that has a due date for completion.

The following table summarises how much time per week each subject teacher should allocate to home learning.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Expected time allocated per subject</th>
<th>Expected hours of home learning per night</th>
<th>Total hours of home learning per week</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12-18 mins</td>
<td>1.5</td>
<td>5-7.5</td>
<td>Science: 3 periods/wk - max 54 mins home learning/wk Chinese: 5 periods/fortnight-max 45 mins home learning/wk</td>
</tr>
<tr>
<td>8</td>
<td>18-24 mins</td>
<td>2</td>
<td>7.5-10</td>
<td>Maths: 7 periods/fortnight - max 84 mins home learning/wk Music: 3 periods/fortnight – max 36 mins home learning/wk</td>
</tr>
<tr>
<td>10</td>
<td>24-30 mins</td>
<td></td>
<td>10-12.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>*</td>
<td>*</td>
<td>15-18</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>*</td>
<td>*</td>
<td>18-21</td>
<td></td>
</tr>
</tbody>
</table>

*The School expects Years 11 and 12 students will manage their time for home learning, study, and assessment completion.

For Years 7 and 8 students, no home learning tasks will be allocated on Friday for completion by Monday, and no home learning tasks will be set for completion during the holidays.

Year 7 students will make the transition to home learning in the Senior School thanks to the following policies:

- Year 7 students will not receive home learning during Week 1 of Term 1.
- During Week 2, small home learning tasks will be set for Mathematics and LOTE.
- Subject teachers and Tutors will communicate to ensure there is consistency in the way home learning is written in the school planner.
- From Week 5 all subjects will allocate home learning tasks to students.
Further, students will be guided as follows in managing home learning tasks:

- Students will record all home learning tasks in their school planner.
- Teachers will give students one week’s notice before subject tests. Revision and preparation time for tests will form part of home learning and no other tasks will be given to students in that subject.
- Teachers will set home learning tasks in line with students’ different abilities and skill levels.
- Teachers will provide students with a rubric for components of summative assessment items that are to be completed at home. The tasks will be clearly defined and completed within the allotted time period for the subject’s home learning.
- If a student finds the home learning requirements for a specific subject too hard, the parents or student should contact that subject teacher. If the student is having trouble with a range of subjects, parents should get in touch with their child’s Tutor.
- Heads of House, Tutors and Heads of Faculty will consult when one or more students finds it hard to complete home learning tasks within the allocated times for each subject.

**HOWQUA**

Year 8 is a fantastic academic and activity-based program in its own right; however, the School is aware that it is during this year that the excitement of the Year 9 Howqua program—and sometimes the anxiety—begins to loom large. To counter any uncertainty, the School starts disseminating information to parents and students in Term 2 through the following channels:

- Howqua Open Days
- Year 8 parent Q&A morning and afternoon teas
- Student Q&A assemblies with Howqua staff
- School counsellor sessions with Year 8 Tutor groups
- The Howqua Transition Program

**LEADERSHIP**

There are many opportunities for students in Years 7 and 8 to develop leadership skills. In Year 7, from Term 2 when the girls have had a chance to get to know each other, each House Tutor group elects two captains, who for one term assist with general organisation of the group and act as its representative on the Lilian Bayly Centre Council. In Year 8, the term of office of the captains is extended to a semester to allow them to undertake longer-term planning.
LIBRARY

The St Leon Library is located on the ground floor of the Science and Resource Centre and operates as follows:

- 8.00am-6.00pm Monday to Friday during term time
- 9.00am-4.00pm Monday to Friday during the first two weeks of Term 3 holidays

Term time hours may vary leading up to and during Senior College exam periods.

Library staff are committed to helping students become life-long learners who are highly literate. In line with the School values, namely 'Intellectual inquiry for understanding', they aim to support students to become deep thinkers with an understanding of complex world issues. This makes the library helpdesk a valuable student resource.

Library loans

Students can borrow up to 10 items for two weeks. (This excludes eBooks, see below.) They can renew their loans by contacting library staff in person or by emailing library@lauriston.vic.edu.au

As there are no fines for overdue items, students need to be considerate of others and return items on time to ensure equitable access to library resources. If resources are lost or damaged, students will be asked to pay the cost of a replacement.

Library resources and programs

Students can access a broad range of online resources as the library stocks fiction and non-fiction eBooks that can be downloaded to all devices except Kindles. The library also subscribes to multiple online databases giving students access to current newspapers and journal articles. All are available from the Schoolbox page of the School website.

Documentaries, films and other curriculum-related DVDs are available via the library’s subscription to ClickView. Using their School email address, students can watch these programs at home via a secure connection.

Library facilities

The library has different spaces for research, private study, collaborative group work, and quiet reading. Teachers bring students to the library for various purposes during lesson time, and students can make use of the library after school to complete homework.

The library printer provides black and white and colour printing, photocopying, and scanning. Costs are charged to student accounts. Students who do not have their notebook can use the library’s desktop computers.

ID cards

Each student is issued with a photo-ID card that allows her to borrow material from the library and to use the photocopiers. Credit can be topped up at the library helpdesk. Lost cards will incur a $10 replacement fee.

LOCKERS AND VALUABLES

Each student has her own locker, for which the School provides a combination lock. Students should place all belongings in their locker and keep it locked. Items of value are not to be left in lockers overnight and musical instruments should be left in the Music School, where there are special storage shelves. Lockers must be emptied at the end of the school year.
**Flexischools**

The School advises students against bringing in cash and, in a move to a cashless system for student purchases, has introduced Flexischools. Flexischools is used for the purchase of Refectory and Uniform Shop products, as well as other student items and activities. All parents must set up an account for their daughter by visiting www.flexischools.com.au; this account is linked to their daughter’s student ID card. Please contact Flexischools directly via their website if you have any issues.

**MOBILE PHONES**

Students must not use their mobile phones during classes, assemblies or meetings with Tutors unless they are given permission. If a student fails to follow this instruction her phone will be confiscated. (The full School policy on mobile phones is part of this booklet’s Student Behaviour Guidelines section.)

**MUSIC**

**Lessons**

The School offers lessons in a range of musical instruments, as well as lessons in voice and music theory. Further details are available in the Co-Curricular Activities Handbook. Students can hire instruments on a yearly basis. All students who have music lessons at the School are required to participate in a School ensemble. Piano students are expected to sing in Lauriston Voices.

**Ensembles**

There are many exciting opportunities for students to participate in musical activities, whether they learn an instrument at the School or privately. Regular choral and instrumental ensembles are run every week and groups perform at recitals, concerts, and assemblies. Students in Years 7 and 8 can join the following ensembles:

- **Laurietta**: a small auditioned choir for girls in Years 6–8 that extends more skilled singers
- **Lauriston Voices**: open to all students in Years 7 and 8. It requires no audition and is an ideal introduction to group music making and performance
- **Concert Band**: a band for woodwind, brass and percussion students of all abilities from Years 5–8
- **5-8 String Orchestra**: an orchestra for all string players in Years 5–8

More advanced musicians are given to opportunity to audition for the following Senior Ensembles:

- **Lauriston Orchestra**: the senior orchestra for girls in Year 10–12. Some places for advanced string players in Years 7 & 8 are available
- **Senior Percussion Ensemble**: for a small group of percussion students in Years 7–12
- **Symphonic Band**: the senior band for girls in Years 10–12. Some places for advanced woodwind and brass players in Years 7 & 8 are available

Lauriston also runs a number of chamber groups for string players and advanced pianists. Please speak with the Director of Music if you wish to be considered for this program.

Girls in Years 7 & 8 will also have the opportunity to be involved in a Years 5-8 Musical in 2017. Rehearsals will be on Mondays and Fridays from 3.30pm – 5.30pm (February to May).
PARENT COMMUNICATIONS

Online newsletter
The School newsletter is published each Thursday during term and is on the School website – an email alert lets families know when it is available.

Parent teacher interviews
Parent teacher interviews for Years 7 and 8 take place early in Term 2 and Term 4, and the School encourages girls to join their parents. Appointments for interviews between 3.45pm and 6.45pm are made through the online booking system, Parent Teacher Online, which parents can access via the School website. Tutors and Heads of House also make themselves available for appointments.

Learning Communication Portal
Using the Learning Communication Portal, parents can track their daughter’s progress on the assessment tasks she has completed for each subject and make direct email contact with her teachers. To access their daughter’s academic results online, families are issued an individual login.

Parent Information Sessions
So parents can meet Tutors, see their daughter’s classroom and gain an overview of the year’s program, an information evening for Years 7 and 8 is scheduled for early Term 1. During the year, informal coffee mornings for parents of Year 8 students provide an opportunity to meet the director of the Howqua campus and discuss issues relating to Year 9. A Howqua information evening for parents and students is scheduled for early Term 4.

Reports
House Tutors contact all parents during Term 1 to discuss how their daughter is settling in. They maintain regular contact, providing informal reports of progress as the need arises.

Student Planner
Students are given a planner on the first day of the school year. The planner records all work that has to be done and when it is due, and reminds students what is needed to be brought to school each day. For this reason it should be taken to every class and home every night. The student planner is also used for teachers and parents to communicate, so it should not be used to record personal information or add decorations. Parents need sign the student planner at regular intervals.

PARENT GROUPS
The Lauriston Parents’ Association (LPA), and its subgroups welcome all parents and encourage them to take part in their activities. These subgroups include the Lauriston Arts Association, The New and International Parents Group, the Lauriston Rowing Association, and the Lauriston SnowSports Association. LPA class representatives are available to help parents within their daughter’s year group and routinely organise coffee mornings and dinners as an opportunity for parents to meet up and enjoy each other’s company. The LPA also organises many School-wide activities throughout the year.

REFECTORY
The Refectory is open from 7.00am to 4.00pm daily (closing only between 11.30am and 12.30pm). Students can buy food before school, at breaks, and after school, with the emphasis on healthy eating. The menu and prices are updated each term are available on the Parent Central section on the School website. Students will need a Flexischools account, which can be established at www.flexischools.com.au.
## Sport

There are many opportunities for both recreational and competition (House and School) sport and, as outlined below, the sports offered change each term. Details of trials and practices are published in the newsletter, sports blog, and sports calendar; they are also made available to students via the sports noticeboard and announcements during morning roll call.

The School is a member of Girls’ Sport Victoria (GSV) and takes part in a number of interschool competitions. GSV competition night for students in Years 7 and 8 is Thursday. Teams are taken by bus to outside venues and return by approximately 6.00pm. The School aims to run a sufficient number of teams to give all girls who attend training the chance to represent the School.

### Term 1:
- **Aerobics:** Recreational
- **Athletics:** Running Club
- **Aquatics:** Swimming and Diving Squad – GSV Competitions and PB Meets
- **Swimming and Diving:** Squad Camp end of January and House Competition
- **Equestrian:** Interschools (user pays)
- **Indoor cricket:** GSV Competitions
- **Golf:** GSV Saturday competition (user pays)
- **Personal training:** Recreational
- **Recreational:** Yoga
- **Rowing:** Schools Competition
- **Sailing:** Interschools Sailing Competition
- **Softball:** GSV Competitions and House Competition
- **Surf League:** GSV Saturday morning lessons (user pays)
- **Tennis:** GSV Competitions and House Competition
- **Triathlon:** GSV (user pays)
- **Table Tennis:** House Competition

### Term 2:
- **Aerobics:** Recreational
- **AFL:** GSV Competition
- **Aquatics:** Diving Squad, Recreational Aquatics, Swimming Squad
- **Athletics:** House Athletics
- **Cross Country/ Running Club:** GSV Competition and PB Meets
- **Badminton:** House Competition
- **Chess:** House Competition
- **Diving:** Skill Development
- **Equestrian:** Interschools (user pays)
- **Fencing:** GSV Saturday lessons (user pays)
- **Hockey:** GSV Competition
Netball: GSV Competition
Personal Training: Recreational
Recreational: Yoga
Water polo: GSV Competition – Open age and House

**Term 3:**
- Aerobics: Recreational
- Aquatics: Swimming Squad, Recreational Aquatics
- Athletics: Inter school Athletics and PB Meets, Running Club
- Badminton: GSV Competition
- Cycling: GSV (user pays)
- Diving: Skill Development
- Equestrian: Interschools (user pays)
- Hockey: House Competition
- Netball: House Competition
- Personal Training: Recreational
- Recreational fitness: Pilates, Strength circuits, Yoga
- Rowing: Year 8 only, small opportunity for Yr 7/8 coxswains
- SnowSports: Interschools (user pays)
- Soccer: GSV Competition
- Volleyball: GSV Competition and House Competition
- Water Polo: House Competition & Yr 7/8 Training

**Term 4:**
- Aerobics: Recreational
- Athletics: Running Club
- Aquatics: Senior Swimming and House Competition
  Recreational Swimming / Recreational Aquatics
- Basketball: GSV Competition
- Cricket: GSV Competition
- Cross Country: House Event Yr 7-11
- Diving: Skill Development
- Golf: GSV Ambrose Competition – non handicap golfers
- Recreational: Yoga
- Water Polo: GSV Competition

**Rowing**

The School has enjoyed great success in rowing in recent years. Although the rowing season begins in the first weeks of Term 4, preparation begins in Term 3 with gym-based activities that build strength and stamina. Rowing is open to all Senior College (Years 10-12) students. Year 8 students can take part in a development program starting in Term 2 and finishing in Term 4. The season extends into mid-March, when it concludes with the annual Head of the Schoolgirls’ Regatta. This regatta includes all other rowing schools and is the pinnacle of the rowing season. Parents in the School’s Rowing Association assist with all fundraising and parent support.

**SnowSports**

The School has a strong presence at the Victorian Interschools SnowSports Championships held in Term 3, and girls from Prep to Year 12 are invited to compete in various disciplines throughout the event. To run successfully this program needs parent support and the School’s SnowSports Association provides many opportunities for families to get involved.

**Swimming**

Students in all years levels can take part in the School’s Swimming program. Please refer to the Co-Curricular Activities Handbook for more information.
STUDENT SERVICES CENTRE

The Student Services Centre, located in The LPA Centre near the Huntingtower Road gates (and just behind reception), is open daily from 8.00am to 5.00pm. The phone number is 9864 7541 and email seniorschool@lauriston.vic.edu.au. Students arriving late or leaving early should go to Student Services to sign the ‘arrivals/departures’ book.

The Student Services Centre also manages lost property, general enquiries, items and messages from home, and Transport Concession forms. Students should visit reception for forms for School bus tickets.

STUDENT WELLBEING PROGRAM – SHINE

SHINE is an acronym for Strength, Health, Inspire, Nurture and Engagement and represents a program held every Wednesday for students in Years 7 to 12. Students explore these key words as integral to their wellbeing, considering a range of areas including mindfulness, time management, organisation, study skills, relationships, resilience, and emotional intelligence. They also reflect on gratitude and what is going well for them.

Student groups inform the development of ideas for the program and determine a focus for each year level based on the ‘7 Cs’ developed by Dr Kenneth Ginsburg – a respected US paediatrician whose particular interest is fostering resilience in young people. These 7 Cs are Competence, Connection, Character, Contribution, Coping, Control, and Confidence. The SHINE program is supported by research that emphasises the importance of student wellbeing.

TERM DATES

<table>
<thead>
<tr>
<th>Term 1: 30, 31 January – 31 March</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia Day (holiday)</td>
<td>Thursday 26 January</td>
</tr>
<tr>
<td>Year 7, Year 12 and new students commence</td>
<td>Monday 30 January 2017</td>
</tr>
<tr>
<td>Students in all other year levels commence</td>
<td>Tuesday 31 January 2017</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Tuesday 31 January 2017</td>
</tr>
<tr>
<td>Howqua Exeat (inclusive)</td>
<td>Saturday 4 March – Tuesday 7 March (4 days)</td>
</tr>
<tr>
<td>(Students picked up by parents from Howqua on Sat 4 March)</td>
<td></td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Wednesday 8 March</td>
</tr>
<tr>
<td>Labour Day (holiday)</td>
<td>Monday 13 March</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Thursday 30 March</td>
</tr>
<tr>
<td>Term 1 ends (holiday period includes Easter)</td>
<td>Friday 31 March</td>
</tr>
<tr>
<td>Term 2: 20 April – 30 June</td>
<td></td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>All students commence</td>
<td>Thursday 20 April</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Tuesday 25 April</td>
</tr>
<tr>
<td>ANZAC Day (holiday)</td>
<td>Thursday 18 May</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Friday 19 May – Tuesday 23 May (5 days) Howqua parent teacher interviews Friday 19 May</td>
</tr>
<tr>
<td>Exeat Break (inclusive)</td>
<td>Friday 19 May – Tuesday 23 May (5 days) Howqua parent teacher interviews Friday 19 May</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Wednesday 24 May</td>
</tr>
<tr>
<td>Queen’s Birthday (holiday)</td>
<td>Monday 12 June</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Thursday 29 June</td>
</tr>
<tr>
<td>Term 2 ends</td>
<td>Friday 30 June</td>
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<table>
<thead>
<tr>
<th>Term 3: 18 July – 15 September</th>
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<tbody>
<tr>
<td>All students commence</td>
<td>Tuesday 18 July</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Thursday 17 August</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Thursday 17 August</td>
</tr>
<tr>
<td>Howqua Exeat (inclusive)</td>
<td>Friday 18 August – Monday 21 August (4 days)</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Tuesday 22 August</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Thursday 14 September</td>
</tr>
<tr>
<td>Term 3 ends</td>
<td>Friday 15 September</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 4: 9 October – 12 December</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All students commence</td>
<td>Tuesday 10 October</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Thursday 2 November</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Friday 3 November – Tuesday 7 November (5 days)</td>
</tr>
<tr>
<td>School closed</td>
<td>Monday 6 November</td>
</tr>
<tr>
<td>Melbourne Cup day (holiday)</td>
<td>Tuesday 7 November</td>
</tr>
<tr>
<td>Howqua students depart Armadale (AM)</td>
<td>Wednesday 8 November</td>
</tr>
<tr>
<td>Howqua students return to Armadale (PM)</td>
<td>Monday 4 December</td>
</tr>
<tr>
<td>Howqua students at Armadale Campus</td>
<td>Friday 8 Dec, Monday 11 Dec, Tuesday, 12 December</td>
</tr>
<tr>
<td>Term 4 ends for students</td>
<td>Tuesday 12 December</td>
</tr>
</tbody>
</table>
**Attendance Roll Call**

Students in Years 7 and 8 are expected at roll call each day at 8.20am in their Tutor room, with books and equipment for Period 1. This is also an important time for pastoral care.

**Lesson times**

<table>
<thead>
<tr>
<th>Period</th>
<th>Assembly Days (Tues, Wed &amp; Fri)</th>
<th>Non-Assembly Days (Mon &amp; Thurs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
<td>Finish</td>
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<tr>
<td>Roll call</td>
<td>8.20am</td>
<td>8.30am</td>
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<tr>
<td>1</td>
<td>8.30am</td>
<td>9.30am</td>
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<tr>
<td>2</td>
<td>9.30am</td>
<td>10.30am</td>
</tr>
<tr>
<td>Recess</td>
<td>10.30am</td>
<td>10.50am</td>
</tr>
<tr>
<td>Assembly</td>
<td>10.50am</td>
<td>11.30pm</td>
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<tr>
<td>3</td>
<td>11.30am</td>
<td>12.30pm</td>
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<tr>
<td>4</td>
<td>12.30pm</td>
<td>1.30pm</td>
</tr>
<tr>
<td>Lunch</td>
<td>1.30pm</td>
<td>2.15pm</td>
</tr>
<tr>
<td>5</td>
<td>2.20pm</td>
<td>3.20pm</td>
</tr>
</tbody>
</table>

**TRANSPORT**

**School Buses**

The school runs the following services:

- Bayside Bus Service - Sandringham Station/Hampton/Brighton/Caulfield
- Waverley Bus Service - Vermont South/Glen Waverley/Wheelers Hill/Mt Waverley/Ashburton
- Williamstown Bus Service - Port Melbourne/Albert Park/Middle Park/West St Kilda

All Bus Ticket Order Forms and timetable information is available on the School’s website [www.lauriston.vic.edu.au](http://www.lauriston.vic.edu.au).

For all other bus enquiries please call the Business Office on 9864 7555 or email studentinfo@lauriston.vic.edu.au
Trams

There are three tram routes from the city that bring students close to the School:

- No 6 Melbourne University to Glen Iris via St Kilda Road and High Street (the nearest stop is the corner of Huntingtower Road and High Street)
- No 16 Melbourne University to Kew via St Kilda and Glenferrie Roads (nearest stop corner Glenferrie and Malvern Roads).
- No 72 Melbourne University to Camberwell via St Kilda and Malvern Roads (nearest stop corner Malvern and Huntingtower Roads).


Student Concession

Application forms for student concession are available from, and can be authorised at, the Student Services Centre.

UNIFORM AND SUPPLIES

The student planner provides a complete list of the School uniform, and there are details on the School website. The School expects the uniform will be correct, clean and in good repair at all times. To make it easier for misplaced items to be returned, all garments must be clearly named.

The following rules also apply (the full School policy on uniform is part of the Student Behaviour Guidelines later in this booklet):

- **Hats** are to be worn when travelling to and from school in Terms 1 and 4 and must be brought to school, even if travelling by car, as they must also be worn during break times when students are sitting in the sun.
- **Blazers** must be worn to school in Terms 2 and 3 as the School jumper or winter shirt must not be worn as the outer garment when students are travelling both ways. In Terms 1 and 4 the blazer is optional; however, blazers must be worn at assemblies and on formal occasions.
- **Sunglasses** approved by the Cancer Council may be worn during PE classes and at break times under the Lauriston Sun Protection Policy.
- **The Lauriston-badged schoolbag** is part of the uniform; other bags are not permitted.
- **Socks** - in summer socks may be short or long, and tights or long socks may be worn with the winter uniform. Anklet socks are not permitted.
- **Winter** scarves must be dark blue/navy.
- **PE uniform** should not be worn when travelling to or from the School. Students are given time to change at the end of a PE session, or they can change at the first break. PE uniform must not be worn to assemblies. Even if a student has PE or sport more than once in a day, she must bring her normal uniform and change into it.
- **Casual clothes** may not be worn when students travel to or from school except in special circumstances – permission should be sought from the Head of House.
• **Makeup and nail polish** are not part of the uniform and are not permitted.

• **Jewellery** should not be worn other than a watch and a single pair of gold or silver ear studs, or small pearl earrings.

• **Hair** should be neat and tied back.

• **Shoes** may be lace-up or T-bar. T-bar shoes must be maintained in good repair and worn with buckles fastened.

• **Rowing jerseys, tracksuit tops, Howqua fleece jackets and Year 12 hoodies/leavers’ jumpers** are not part of the uniform.

**Uniform Shop**

The School operates the Uniform Shop (located above the gymnasium, entry via Mercer Road, next to the tennis courts) during the week on Tuesdays and Thursdays from 11.30am to 4.30pm. Additional opening times are published in the newsletter and on the School website. Items of uniform can also be ordered online through Flexischools.

**Supplies—textbooks, stationery, and art packs**

Lists of textbooks, stationery and art packs students need for the school year will be distributed in Term 4 of this year; Year 7 students will receive theirs on Orientation Day. Information for Year 8 lists will be sent home with current students (or mailed to new families). The School’s preferred supplier is JP Books in Yarraville. Booklists that are returned to the School by **7 December 2016** can be collected from the School on **12 or 13 January 2017**. Orders can also be made online using the website, [www.jpbooks.com.au](http://www.jpbooks.com.au)

The LPA runs a second hand senior school text book sale each year in November. The date of the second hand book sale is **26 November 2016**. All proceeds from the sales form part of the LPA fundraising for the school.

Students who order their art pack through the School’s preferred supplier, Deans Art, will receive their pack during their first art class.

**VISITORS TO THE SCHOOL**

For the safety of students, all visitors to the School during the school day should go first to reception on Huntingtower Road. Here they will sign in and receive a visitor’s pass. Parents dropping off a lunch at the Student Services Centre or attending a concert should still enter through reception. If a meeting has been arranged with parents, the staff member will come to reception.

**Safety after school**

After school, students can wait in the library, under the supervision of a member of the library staff, and complete homework or use the computers. They must first sign in, and the parents should collect her from there. It is not safe for students to wait outside the School grounds, particularly during winter terms.
SUBJECTS

Chinese (Mandarin)

Year 7 provides a general introduction to all aspects of study of the language and culture. It focuses on written Chinese (characters) and spoken Chinese, and includes extensive work on tones, intonation, and phonetic pronunciation. Students are introduced to around 200 characters and a range of extension vocabulary.

Students also learn the writing of Pinyin (Romanised Chinese) and use the textbook Jinbu 1 to explore topics such as self, family, ages, counting, pets, countries, and languages. Teachers group students according to their experience of the language, and those with a background in it are provided extension work as appropriate. There is also an introduction to aspects of Chinese society and culture, and an opportunity for all students to try Chinese calligraphy. In this way, students get a taste of all aspects of the subject that are explored in later years.

Drama

The purpose of the teaching of drama is to develop students' communication skills and their ability to relate to others. Students develop skills through negotiation, group work, conflict resolution, organisational tasks, and spontaneous decision-making.

The Year 7 course encourages an appreciation of difference and an awareness of the diversity of society. The program covers a range of activities including improvisation, role plays, character development, mime and movement, scriptwriting, and stereotyping. Students also explore drama through texts and complete an introduction to the history of theatre through a study of Greek drama.

English

The study of English serves a number of purposes: it is the major subject training students in communication; it is the subject in which students develop a love of reading and a critical appreciation of all forms of literature; and it is a service course, developing abilities in comprehension and expression that are transferable to other subjects.

In Year 7, English begins by focusing on the students’ own interests and experiences. Teachers choose texts to reflect this and to expose students to a range of styles and contexts. Students work independently and collaboratively, often engaging with technology to communicate their understanding of characters, themes, setting, and language.

French

The Year 7 course allows students to develop skills in the four key areas of listening, reading, speaking, and writing. Students use the textbook Tricolore Total 1 and explore topics such as greetings, family, home life, pets, festivals, weather, and leisure activities. They are also introduced to key grammatical structures such as articles, regular and irregular verbs, and adjectives.
Progressively, students increase their range of vocabulary and idiomatic expression. The LOTE Faculty supports the policy of immersion, so classes are taught in French as much as possible. Technology is integrated into the course.

**Humanities**

This course takes an interdisciplinary approach in which units have either a largely geographical focus or a historical one. Students study a range of topics encompassing ancient civilisations, weather, and sustainability. They develop their skills in critical independent thinking and writing.

**Information and Communications Technology (ICT)**

Students studying ICT in Year 7 develop skills in using technology to support learning processes, and to communicate knowledge and understanding. Students also learn to use technology safely, responsibly, and with academic integrity.

Students complete a range of tasks within the context of their studies and learning activities for other subjects. These tasks incorporate hardware- and software-specific skills with word processing documents, images, desktop publishing, spreadsheets, concept mapping, presentations, and websites. Tasks also take into account the broader picture of the role of technology in today’s society and its appropriate use. Students carry out a range of research tasks that incorporate library- and internet-based searching, and they learn to choose and cite appropriate references.

**Mathematics**

The Year 7 maths course emphasises the development of logical thinking, accurate systematic methods of working, and the application of acquired knowledge and techniques in the solution of challenging problems. While time in class is spent consolidating and extending essential numeracy skills, teachers also introduce new branches of maths.

Students study algebra, geometry, measurement, probability, and statistics. Mathematical inquiry is an integral part of the course and is assessed using extended problem solving tasks or investigations. When appropriate, students use calculators and computers for computation and to help them understand key concepts.

**Music**

The Year 7 music course explores all facets of music through listening, composing, and performing. Singing is an important part of the program, and all students participate in a massed singing performance at the end of the year.

Musical literacy is also part of the course. Studying theory helps students analyse the music they listen to and informs them about musical choices when they compose. Rehearsing and performing their own compositions reinforces music literacy, and it allows students to practise performing both their own compositions and those of other composers.

**Areas of study:**

- Elements of music: Students compare and evaluate the stylistic, technical, expressive and aesthetic features of a variety of musical elements from traditional and contemporary contexts.
- Instruments of the orchestra: Students learn about instrument families, groups of instruments within those families, and how they are combined in an orchestral setting.
- World music: Students investigate music from different parts of the world, helping them to understand how music is incorporated into other cultures.
Health & Physical Education

The aim of the Year 7 health and physical education program is to combine important concepts that help adolescents maintain a healthy lifestyle. Practical PE classes encourage a sense of fun, and through them students learn about different physical activities and sports within a ‘Game Sense’ framework and have the chance to participate.

Health classes complement the program – students study growth and development and nutrition as they relate to their own development. The key physical units of the subject are:

- Invasion (e.g. minor games, handball, hockey, football, basketball)
- Net/wall (e.g. tennis, table tennis, volleyball, badminton)
- Striking/fielding (e.g. cricket, softball)
- Body awareness (e.g. dance, gymnastics, yoga, fitness testing)
- Aquatics (e.g. swimming technique, water polo, lifesaving)

Science

The Year 7 science course promotes an interest in the subject of science and aims to give students the confidence to carry out practical investigations. It aligns with the Australian curriculum and has been designed to develop students’ understanding of the basic scientific concepts in the biological, chemical and physical sciences through science understanding science as a human endeavour and science inquiry skills. Teachers introduce students to the notions of scientific method and problem solving through a range of exciting activities in the laboratory and the School’s FabLab.

Visual Arts

All students are exposed to a semester of art and a semester of visual communication. The program encourages the development of students’ natural creativity while extending the necessary skills. In art, students study painting, drawing, printmaking, 3D sculpture, and art appreciation. In visual communication, they explore typography, conventional and free hand drawing, an introduction to design software, and an awareness of visual communication in the environment.

Camp

The Year 7 camp is held in early Term 1. It is a five-day residential camp, allowing students and staff to get to know each other in an environment beyond the classroom. It also lets girls extend friendships beyond their Tutor groups. Offering a range of challenging outdoor activities, the focus is on teamwork, self reliance, and having fun!

The Year 7 camp takes place at The Summit, which is located in the picturesque bushland of Victoria’s Strezlecki Ranges. The naturally landscaped parkland is an inspiring setting for an adventure, learning excitement, and fun for all. The camp is an important activity in the School’s transition program for Year 7 students.
## ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Chinese (Mandarin)</td>
<td>Listening comprehension tasks</td>
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<tr>
<td></td>
<td>Reading comprehension tasks</td>
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<tr>
<td></td>
<td>Oral tasks</td>
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<td></td>
<td>Writing tasks</td>
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<td></td>
<td>Cultural projects</td>
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<td></td>
<td>Written quizzes and tests</td>
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<tr>
<td>Drama</td>
<td>Group presentations</td>
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<tr>
<td></td>
<td>Written tasks</td>
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<tr>
<td></td>
<td>Practical tasks</td>
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<tr>
<td></td>
<td>Language tasks</td>
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<tr>
<td>English</td>
<td>Text responses</td>
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<td></td>
<td>Creative writing</td>
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<td></td>
<td>Speaking and listening</td>
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<tr>
<td>French</td>
<td>Listening comprehension tasks</td>
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<tr>
<td></td>
<td>Reading comprehension tasks</td>
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<td></td>
<td>Oral tasks</td>
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<tr>
<td></td>
<td>Writing tasks</td>
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<tr>
<td></td>
<td>Written quizzes and tests</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>Self-assessment</td>
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<td></td>
<td>Practical assessment</td>
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<td></td>
<td>Practical performance and participation</td>
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<td></td>
<td>Research assignments on topics including diet and nutrition, reproduction,</td>
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<td>sun smart</td>
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<tr>
<td>Humanities</td>
<td>Tests</td>
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<td></td>
<td>Reports and essays</td>
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<td></td>
<td>Oral presentations</td>
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<td></td>
<td>Inquiry tasks</td>
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<td>Source analysis</td>
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<tr>
<td>ICT</td>
<td>Assignment Tasks</td>
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<tr>
<td>Mathematics</td>
<td>Topic tests</td>
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<td></td>
<td>Mathematical inquiry tasks</td>
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<tr>
<td></td>
<td>Homework assignments</td>
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<tr>
<td>Music</td>
<td>Assignments</td>
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<tr>
<td></td>
<td>Performances</td>
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<td></td>
<td>Composition</td>
</tr>
<tr>
<td>Science</td>
<td>Assignments</td>
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<tr>
<td></td>
<td>Scientific reports</td>
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<tr>
<td></td>
<td>Unit reflections</td>
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<td></td>
<td>Topic tests</td>
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<tr>
<td>Visual Arts</td>
<td>Visual diary</td>
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<td></td>
<td>Folio pieces</td>
</tr>
</tbody>
</table>
Core Subjects

English

The Year 8 English course builds on skills developed in Year 7 and aims to foster an appreciation of literature and language. Students study a range of fiction and non-fiction texts, exploring themes, style, structure, and language. They develop their analytical and creative writing skills through a range of activities including the study of poetry, newspapers, and non-print texts. Teachers encourage them to experiment with the written form, with students gaining a greater sense of audience and purpose as well as developing their personal voices.

There are many informal and formal opportunities for students to develop their oral skills. A wide reading program is incorporated into the English course, and students are expected to share and reflect upon their reading.

Geography

The course builds on the mapping skills acquired in Year 7 and students use topographic maps to construct a 3D model of a landscape. Topics covered include natural hazards, oceans and coasts, tourism, and the ‘restless Earth’.

History

The study of history is an important experience for students as it allows for the development of knowledge of the past and focuses on important analytical skills. The history course provides an outlet for students’ innate creativity. The period 650CE to 1750 forms the base of study. Students also investigate a range of in-depth studies including the Renaissance, Shogunate Japan, and the Spanish Conquest of the Americas.

Information and Communications Technology (ICT)

ICT studies at Year 8 develop skills in using technology to support learning processes, and to communicate knowledge and understanding. Students also learn to use technology safely, responsibly, and with academic integrity.

Students complete a range of tasks within the context of their studies and learning activities for other subjects. These tasks incorporate hardware- and software-specific skills with word processing documents, images, desktop publishing, spreadsheets, concept mapping, presentations, and websites. Tasks also take into account the broader picture of the role of technology in today’s society and its appropriate use. Students carry out a range of research tasks that incorporate library- and internet-based searching, and they learn to choose and cite appropriate references.
Mathematics

As in Year 7, Year 8 maths emphasises the development of logical thinking, accurate systematic methods of working, and the application of acquired knowledge and techniques in the solution of challenging problems. Teachers encourage students to build on their learning in previous years and to develop independence in their thinking. Mathematical inquiry continues to be an essential aspect of learning and is assessed using extended problem solving tasks and investigation.

When appropriate, students use calculators and computers for computation and to help them understand key concepts.

Music

The Year 8 Music course continues to build musical literacy skills and incorporates singing into the program. All students participate in a massed singing performance at the autumn concert in Term 2. Students develop their knowledge of musical elements and apply them to musical works, expanding their aural discrimination skills. They also focus on the social context of music in various genres. Practical rehearsals and performances are incorporated into each unit throughout the year.

Areas of study:

• Music theatre: Students investigate the origins of musical theatre, the Golden Age of Broadway, and musicals currently on Broadway and the West End, and in Melbourne.

• The classical period: Students develop an understanding of the life of a musician in the 1700s and study the music of Mozart, Haydn and Beethoven through listening, score reading, and performing.

• Film music: Students study the importance of musical scores in film and how it develops character, plot, and mood.

• Rock music: Students learn about the development of popular music, from rock and roll to today’s hit songs.

Health & Physical Education

As in Year 7, the aim of the Year 8 health and physical education program is to combine important concepts that help adolescents maintain a healthy lifestyle. Practical PE classes encourage a sense of fun, and through them students learn about different physical activities and sports within a ‘Game Sense’ framework and have the chance to participate.

Health classes complement the program – students study growth and development and nutrition as they relate to their own personal development. The key physical units of the subject are:

• Invasion (e.g. minor games, handball, hockey, football, basketball)
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• Striking/fielding (e.g. cricket, softball)
• Body awareness (e.g. dance, gymnastics, yoga, fitness testing)
• Aquatics (e.g. swimming technique, water polo, lifesaving)

Science

As in Year 7, the aim in Year 8 is to promote an interest in the subject of science and to foster confidence in carrying out practical investigations. The course aligns with the Australian curriculum and has been designed to develop students’ understanding of the basic scientific concepts in the biological, chemical, and physical sciences. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they wish to, in science-related careers.
ELECTIVE SUBJECTS

The School offers elective subject choices from Year 8. All students must complete a LOTE subject, and many students choose to complete two language studies. Those students who choose only one language also complete an elective semester course of Drama and Art. All students in Year 8 complete a range of subjects that prepare them for future studies in a number of disciplines.

Chinese (Mandarin)

The aim of the subject at this level is to consolidate and enhance students’ ability to acquire vocabulary, pronounce words, use tones, and speak with correct accent and intonation. As they become familiar with a broader range of vocabulary and sentence patterns, students move from working with short sentences to extended and complex passages. They are encouraged to become confident in reading and writing characters, and to explore both cultural and linguistic topics that may include classroom objects, jobs, family, animals, countries, languages, and sports.

Drama

In this course, students explore, develop and discuss various forms of drama and communication. The program covers the history of medieval theatre, an introduction to Shakespeare, and an introduction to melodrama. It also explores the role of the media, non-verbal communication, public speaking, scriptwriting, and ensemble and chorus performance, and students are involved in play and poetry reading.

French

This course combines a topic- and situation-based approach with a more conventional structural and grammatical progression. Teachers encourage students to develop their ability to communicate and respond in familiar and practical situations using authentic and appropriate language. They use ICT to support and extend learning.

Students are given as much exposure to the language as possible, exploring topics such as shopping, food, travel and holidays, transport, school life, staying with a French family, and life in France. They are introduced to French culture and everyday life, with cultural elements integrated into the course.

Visual Arts

This course exposes students to a range of skills and creative development as they complete a semester of art and a semester of visual communication. In both areas they develop subject-specific language skills. The focus in art continues to be on drawing and painting as well as printmaking, intaglio, 3D sculpture, and art history and appreciation. As part of the visual communication component, teachers introduce students to design elements and principles, the tools of design, the design process, and the application of design software.

CITY CITE

During Term 2, all students in Year 8 spend the week based in the city at City Cite – a program that aims to encourage independence, self-confidence and autonomy through learning in the ‘real world’. The program focuses on aspects of student learning not covered as discreet subjects within the Year 8 curriculum; these include civics and citizenship, philosophy and beliefs, and law and order.

A typical day may include a visit to the Magistrate’s Court, listening to a guest speaker, and conducting interviews and other research for the group task students present to their parents at an information evening. Through all these activities, students get to know important Melbourne institutions and to understand the diverse cultures and religions that make up the city.
# ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core (C) or Elective (E)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese (Mandarin)</td>
<td>E</td>
<td>Listening comprehension tasks, Reading comprehension tasks, Oral tasks, Writing tasks, Cultural projects, Written quizzes, Semester test</td>
</tr>
<tr>
<td>Drama</td>
<td>E</td>
<td>Language tasks, Oral presentations, Written presentations</td>
</tr>
<tr>
<td>English</td>
<td>C</td>
<td>Text responses, Creative writing, Speaking and listening, Semester test</td>
</tr>
<tr>
<td>French</td>
<td>E</td>
<td>Listening comprehension tasks, Reading comprehension tasks, Oral tasks, Writing task, Written quizzes, Projects</td>
</tr>
<tr>
<td>Geography</td>
<td>C</td>
<td>Research assignments, Annotated visual displays</td>
</tr>
<tr>
<td>History*</td>
<td>C</td>
<td>Essays, Source analyses, Research tasks, Topic tests, Semester 2 test</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>C</td>
<td>Self-assessment, Practical assessment, Practical performance and participation, Research assignments on topics including gender stereotypes, reproduction, sun smart</td>
</tr>
<tr>
<td>Information and Communications Technology (ICT)</td>
<td>C</td>
<td>Assignments</td>
</tr>
<tr>
<td>Subject</td>
<td>Core (C) or Elective (E)</td>
<td>Assessment</td>
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<td>--------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>C</td>
<td>Topic tests, Mathematical inquiry tasks, Homework assignments, End of year exam</td>
</tr>
<tr>
<td>Music</td>
<td>C</td>
<td>Assignments, Performances, Presentations</td>
</tr>
<tr>
<td>Science</td>
<td>C</td>
<td>Assignments, Scientific reports, Unit reflections, Topic tests</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>E</td>
<td>Practical tasks, Art appreciation activities, Design appreciation projects</td>
</tr>
</tbody>
</table>

*Most assessment tasks will require students to create their own representations of the past.*
The Learning Partnership

At Lauriston, learning partnerships between teachers, students and parents are central to every girl achieving her potential, both academically and in her personal and social development. The mutual responsibility of all partners is framed by the School values:

1. Relationships
2. Courage
3. Creative reflection
4. Intellectual inquiry for understanding
5. Engagement in life

What parents and students can expect from the School:

- a learning environment in which curriculum and teaching methods are designed to provide students with skills, knowledge and understanding relevant to their future
- a calm, focused learning environment
- mutual respect based on the value of fostering positive relationships
- a safe and supportive environment in which students of all abilities can thrive a high level of engagement with, and communication between, the School and parents
- a culture of excellence

What the School expects from students and parents:

- support of the School values, which place positive relationships at the centre of all we do.
- regular and timely student attendance including minimal absences in term time for activities that may be scheduled during school holiday periods
- students who are prepared to be active participants in their own learning
- high standards of presentation
- regular reference to the School’s information sources including the newsletter, Learning Communication Portal and Learning Management System
- appropriate communication standards, especially in the use of electronic and social media including email, the intranet, and the internet
Parents can assist their child at home by:

- establishing good communications the child’s teachers, Tutor, and Head of House
- accessing her academic progress via the Learning Communication Portal and regularly discussing it with her
- encouraging her successes and help her to see that mistakes are valuable learning experiences
- expecting high but realistic standards based on a good understanding of her strengths and weaknesses
- taking an interest in her learning and allowing her to explain key aspects of her learning in her own words
- encouraging her to read widely and regularly
- using information and social media as a learning tool – podcasts and online media as well as TV news and current affairs broadcasts
- monitoring her access to and use of social media at home (the School strongly recommends that smart phones, iPads and other internet-connected devices are not kept in bedrooms overnight)
- using digital resources together
- creating a well lit and ventilated study space away from major distractions
- monitoring her health and wellbeing and sharing concerns with the School – her Tutor or Head of House, or the School Counsellor.

**STUDENT BEHAVIOUR GUIDELINES**

In all interactions with students the School’s objective is to provide an environment in which each student feels safe, nurtured, recognised and affirmed – supported as she develops to her full potential and experiences a sense of connectedness with the School community. A fundamental aim is for students to learn how to respect their rights, responsibilities and worth and to respect the rights, responsibilities and worth of others.

The Student Behaviour Guidelines support the School values, in particular the value of relationships, since the ability to develop respectful relationships – irrespective of status, race or culture – is an important life skill. The behaviour each student demonstrates towards peers and teachers will affect her ability to establish long-lasting relationships. The School seeks for students to:

- take ownership of and responsibility for their behaviour
- respect the rights of others and acknowledge their responsibilities towards others
- support positive relationships within the School community
- support the teaching and learning process together.
To this end students and parents should familiarise themselves with the following School policies by visiting www.lauriston.vic.edu.au/parent-central:

- Respectful relationships
- Social media by students
- Acceptable use of mobile telephones
- Acceptable use of information technologies
- Privacy
- Child protection – mandatory reporting

**Attendance at school and punctuality**

- Students must attend school every day (including School and House activities) unless they are ill or affected by significant personal circumstances. Evening and end of term functions such as valedictory are part of the School year and attendance is compulsory. School camps are part of the curriculum and all students are expected to attend.

- A student arriving late to school must report to the Student Services Centre before attending class.

- The School will grant permission for a student to leave during the day or before the end of the school day for important appointments that could not be scheduled outside lesson times provided the student has written permission (note or email) from a parent. The student must hand the note in to Student Services. Students must sign out at the Student Services Centre before leaving the School and sign in on returning.

- No student is to leave the School before 3.20pm without signing out at Student Services. Truancy from school is considered a serious offence and time missed is usually made up after school.

**Attendance in class and punctuality**

- Students must be in designated classrooms at all times.

- Students must obtain teacher permission before leaving the classroom.

- Truancy from class is considered a serious matter and time missed from lessons will be made up either after school or during lunchtime. Truancy may result in a Saturday detention.

**Drugs, alcohol, and smoking**

- The possession or consumption of any non-medicinal or non-prescribed drug on School grounds or while in school uniform is unacceptable. Any student who is seen smoking or consuming alcohol, or who is involved in non-prescribed drug use or supply, will be the subject of a serious disciplinary process.

**Excursions**

- Excursions are part of the curriculum and the School expects students to attend all educational class trips.

- Student must adhere to the Student Behaviour Guidelines, including uniform dress code, while representing the School on excursion.

- Students must make up missed classwork and complete any homework.

**Mobile phones**

- If brought to school, mobile phones remain the responsibility of the student.
• Students may not take photographs, videos or recordings without the permission of the individual being photographed or recorded and then only for school purposes.

• If students are instructed by teachers to use the device as a learning tool they are expected to follow the guidelines set down by the teacher.

• Students in Years 7 and 8 must keep their mobile telephone locked in their locker during the school day unless they are instructed to bring their phone to class by the teacher.

• Students in Years 7 and 8 must not use their mobile telephones during recess and lunch.

• Students in Years 7, 8, 10, 11 and 12 must keep their mobile telephone silent while in the classroom and they may not use them unless instructed by the teacher.

• Students in Years 10, 11 and 12 may use mobile telephones during recess and lunch.

• Mobile phones are not permitted in exam rooms; students must leave the phone in their locker or surrender it to the supervising teacher or invigilator.

**School property and property of others**

• Students are expected to respect and care for school property and belongings – including school lockers, classrooms and grounds – at all times.

• Students are expected to respect and care for the property of others.

• Students are expected to dispose of rubbish appropriately.

• Students are to leave classrooms and locker areas in a tidy state.

• Students are to keep their lockers locked at all times.

**Uniform and general appearance**

• Students must be in full, correct uniform each school day. Blazers must be worn with the winter uniform in Terms 2 and 3. The school blazer is optional in Terms 1 and 4 but must be available for all School assemblies.

• When students are travelling to and from school the School jumper should not be worn as the outer garment.

• Outside the School grounds, the School hat must be worn to and from the School during Terms 1 and 4. Depending on the change to winter uniform, students may be required to wear their School hat with their summer uniform for some part of Term 2.

• The uniform is to be clean and in good repair, and brown shoes must be polished regularly. All items should be marked clearly with the student’s name.

• Students may wear socks may during the summer terms – bone or ecru ankle or knee high socks are acceptable. The option in winter terms is School tights, or bone/ecru ankle or knee socks.

• School skirts and dresses are to be no more than five (5) centimetres above the knee.

• All students must travel to and from school wearing full School uniform unless they have permission from the School to do otherwise.

• Students who participate in sporting activities before school, including training for GSV sports, may wear the correct sports uniform to school. After 5.00pm, students participating in GSV school matches or after-school GSV training matches may travel home in correct sports uniform.
• Full School sports uniform must be worn for PE lessons and sport activities.
• Students may only carry bags with the School crest.

**Hair, makeup, and jewellery**

• No student is allowed to wear makeup.
• Students may wear colourless nail hardener only, not nail polish.
• The only jewellery permitted is a watch and a single pair of silver or gold studs, or small pearl earrings, worn in the lobe of the ear.
• Nose piercings or piercings on any visible part of the body are not allowed and students will be asked to remove them. Clear or flesh-coloured nose studs are not to be worn.
• Students should have natural hair colour. Bright hair colours are not acceptable.
• Students whose hair is below the collar length must have it tied back.

**Consequences**

For all students in the Senior School, misdemeanours will attract an hour’s detention period on a Friday afternoon. For repeated behaviours or more serious misdemeanours, the School may impose a Saturday morning or holiday detention. The following table outlines the action the School will take if a student does not meet the guidelines above, but the list is not comprehensive.

<table>
<thead>
<tr>
<th>Failure to meet expectations</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Regular uniform infringements; Not completing homework on a regular basis; Not bringing equipment regularly to class; Repeated lateness to class or school; Use of inappropriate or disrespectful behaviour/ language towards staff members or students; Not following instructions provided by a teacher or member of staff; Disrupting the learning of other students.</td>
<td>Friday afternoon detention. Head of House to determine whether parent/caregiver is notified.</td>
</tr>
<tr>
<td>Non-attendance at compulsory School and House activities; Disrespectful behaviour towards a staff member or not being truthful with a member of staff; Truancy from School or lessons.</td>
<td>Saturday detention along with notification to parent/caregiver. Each case will be fully investigated and as a consequence, the student may become ineligible to apply for leadership positions.</td>
</tr>
<tr>
<td>Three (3) Friday afternoon detentions during one Term.</td>
<td>Holiday detention along with notification to parent/caregiver.</td>
</tr>
<tr>
<td>Misuse of laptops or other personal or School technologies.</td>
<td>Confiscation until the end of that period. Detention on either Friday afternoon or Saturday depending on the seriousness.</td>
</tr>
</tbody>
</table>
Bullying; inappropriate use of technology to harass, bully, defame, disadvantage, make fun of, or humiliate another person; damage to School property; alcohol or drug use.

These matters are serious and as such, each case will be fully investigated, followed by appropriate actions and consequences. Parents/caregivers will be provided with information and have involvement in the process. Suspension or expulsion may be used as a consequence.

<table>
<thead>
<tr>
<th>Use of mobile telephones.</th>
<th>Year 7 and 8 students who use mobile telephones during recess and lunch, for purposes other than checking the time, will have the phone confiscated till the end of the school day and must be collected from the Deputy Principal/Head of Senior School. Year 7 and 8 students who repeatedly use mobile telephones during recess and lunch, for purposes other than checking the time, will attend a Friday afternoon detention. All students who use mobile phones during class time, unless being used for educational purposes and with the permission of the teacher, will have the phone confiscated till the end of the school day and must be collected from the Deputy Principal/Head of Senior School. Students who repeatedly use mobile telephones during class time will attend a Friday afternoon detention. All students who are found with a mobile telephone during a test or examination will have the phone confiscated till the end of the school day and attend a Saturday detention. Parent/caregiver will be notified.</th>
</tr>
</thead>
</table>

| Damage of property that belongs to the School, other students, members of staff. | Saturday detention or suspension and restitution depending on the seriousness of the damage. Parent/caregiver will be notified. |

The School endeavours to use a restorative practice approach to addressing student behaviour concerns; however, for some behaviours there are clear consequences.
MANAGING BULLYING AND HARASSMENT

Bullying in any of its forms is not acceptable and is not tolerated in the School community. All members of the School have the right to attend a school where their safety and wellbeing is positively promoted and valued.

The Respectful Relationships policy encourages respectful relationships between students, staff, and parents. It applies to all members of the School community – students, staff, visitors, parents and friends they are on all programs, activities and official functions connected to the School. The objectives of the policy are to:

- raise awareness of staff, students and parents about bullying
- actively counter bullying at school
- provide strategies to resolve conflict and respect differences
- create a school environment where all students, staff and parents feel safe and welcome
- create a climate where it is encouraged to talk about bullying and ask for help
- promote positive mental health.

Definition of bullying and harassment

Bullying and harassment are acts of aggression.

**Bullying:**

- is a repeated and unjustifiable behaviour
- is intended to cause fear, distress and/or harm to another
- is conducted by a more powerful individual or group
- occurs against a less powerful individual who is unable to resist effectively
- may be physical, verbal or indirect/relational

**Harassment:**

- is any unwanted, unwelcome or uninvited behaviour
- makes a person feel humiliated or offended
- can be a form of bullying

‘Pranking’ is considered a form of bullying and the School will treat it as such.
Types of bullying/harassment

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
</table>
| Physical | • any action causing physical harm  
|  | • obstruction/blocking  
| Non-physical | • mean and hurtful name-calling  
|  | • hurtful teasing and comments  
|  | • demanding money or possessions  
|  | • pressuring another to do homework or something they do no want to do  
|  | • sending or delivering of hurtful messages personally or electronically  
|  | • controlling or dominating someone by withdrawing or threatening to withdraw friendship  
| Non-verbal | • threatening or obscene gestures or looks  
|  | • deliberate exclusion from a group or activity removing and hiding and/or damaging others’ belongings  

Rights and responsibilities

Rights

• Every person has the right to feel safe.  
• Every person has the right to be treated with respect and fairness  
• Every person has the right to learn.

Responsibilities

The School undertakes to:

• provide a supportive environment that encourages respectful relationships between students, staff, and parents.  
• provide curriculum programs that develop appropriate social skills, respectful relationships, and resilience  
• provide counselling support to all students involved in conflict resolution.

The School requires students to:

• promote a respectful and caring School culture  
• refuse to be part of any bullying situation  
• take action to prevent bullying from occurring  
• inform an adult if they experience or observe incidents of bullying.

The School requires staff to:

• promote a respectful and caring culture for all  
• model appropriate language and behaviour for students at all times  
• intervene immediately and sensitively in any situations of bullying or harassment  
• actively circulate around the school grounds during supervision duty  
• be aware of and implement the Respectful Relationships policy  
• discourage activities that enable exclusion, for example the distribution of party invitations in class, students selecting their own work partners/groups, and seat saving.
The School expects parents to:

- actively promote respectful and caring behaviours by modelling respectful behaviour at home and when visiting the School
- discuss issues and strategies with their children to enhance respectful and caring relationships with peers and teachers
- communicate with the School if their child reports any incidents of bullying or harassment or shows any signs of distress through feeling unsafe at the School
- discuss with their children appropriate strategies for managing conflict situations.

The School recognises that managing bullying and harassment is an ongoing and evolving process, and that a variety of proactive and reactive strategies and approaches need to be taken to address it.

**Procedures**

Anyone may report an incident of bullying or harassment. If a student is bullied or harassed or if they observe bullying or harassment, she should:

- tell the person or persons that she doesn’t like it and that she wants them to stop
- report it immediately to a teacher, Tutor, Head of House or Head of School
- speak to her parents
- speak to the School Counsellor

Students should speak up and not support a code of silence. Speaking up is not “dobbing”.

**Follow up**

- Someone will listen. They will also talk about the options, how the matter will be dealt with, and whether parents will be informed.
- The person to whom the incident is reported will use their judgment based on the age of the students involved.
- The School will thoroughly investigate and document all observed incidents and those that are reported.
- The School will put in place appropriate mediation and counselling, and apply consequences.

The School will take every report of bullying or harassment seriously and will thoroughly investigate and respond to all observed or reported incidents.

**Possible consequences**

- Restorative meeting to resolve the conflict and facilitate ongoing relationships
- Formal reprimand and written warning
- Probation/behaviour contract for a period of time
- Counselling
- Formal interview with students, parents and the Principal
- Suspension
- Expulsion
- Other actions deemed appropriate by the Principal.

Bullying is against the law. In addition to any school sanctions/consequences, any person who has bullied another person may be subject to legal proceedings.

Repeated incidents by the same person or persons will not be tolerated. The School will take appropriate actions that may include suspension or expulsion.