Parent / Student Survey results
2012 & 2011 Comparison

- Understand what programs are offered at my child's year level
- Feel able to help my child in their learning with work they bring home
- Believe that my child is encouraged to achieve to the best of their ability
- Feel encouraged to make contact with the school if I feel the need
- Feel that the school works to make continual improvements
- Receive the College Times on a regular basis
- Find the information provided in the College Times informative
- Would like further information on how to help my child with their work
- Feel that LSC provides timely and clear communication about school matters to parents
- Would like the school to create opportunities to meet other parents in the school community
- My child looks forward to school
- My child is able to learn in the classroom environment
- My child can discuss with me how they learn
- My child feels supported by teachers
- My child is provided with work which is academically challenging
- My child is given homework on a regular basis
- My child is provided with appropriate homework
- My child learns how to relate to others in the TLC program (Year 7-9)
- My child learns to treat others with respect
- My child is treated with respect by their teachers
- My child is treated with respect by their peers
- My child has a range of extra programs offered to enrich or extend my child's out of class time
Our focus on Teaching and Learning:

Classroom visits have reinforced the positive feedback that was received in student attitudes to school survey. I very much enjoy classroom visits where I can see teacher use of the “Teaching Protocols” which has been a focus of our school improvement strategy over the past two years. During these visits I talk to students about what they are learning – not what they are doing. There is certainly a very important difference!

All teachers in all classes should discuss the learning intention of the class i.e. what skills, knowledge or understanding, they want the students to gain. The next step is to discuss with students the “success criteria”. How will the students know when they have learnt what they are to learn.

Our focus in the second half of this year has been further developing quality tasks through evidenced based differentiation. This is quite a complex process where evidence from individual students is used to determine what each student needs next to progress to the next level. There are many ways to differentiate to cater for individual needs and I congratulate our hard working teachers on the effort they continue to put in to further develop their skills in this area. Effective feedback is the final protocol and one which is a much easier process – it’s about saying well done. It’s about saying well done ... because... To inform students of what they are doing well and how they are doing it.

The value of student/parents surveys:

As mentioned in the last edition of the College Times I have included a graph which reflects the results of our parent survey compared to the same survey undertaken in 2011. Each horizontal bar reflects the percentage of parents who indicated that they agreed or strongly agreed with the question. As you will see there are some very positive responses indicating that the majority of parents are very happy with the operation of our school. I strongly encourage you to email any suggestions you may have for improvement if you did not get a chance to complete the survey. The leadership team will be doing a through analysis of year level responses and parent comments and an action plan will be put in place to enable improvements to be made in every area possible.

Attitudes to school data has been discussed in Year level focus groups with students working with the Principal team to consider the strengths and weaknesses of the responses. I particularly enjoyed working with the VCAL student team this week and I was very impressed with the clear direction that students have suggested in making changes to further support the VCAL program. The strengths of VCAL were also highlighted by the students as they know that they are being extremely well prepared for the pathway of their choice and that they are getting enormous support ensuring that this is achieved.

As the holidays are now upon us I again reiterate the importance for the Year 12’s to put in a major effort in revision for upcoming exams. This is a time which can “make or break” and we know very clearly that it is not how “smart” you are but how much effort you put in that will determine your results!

I wish everyone a safe and relaxing break.

Lyn Boyle - Principal

boyle.lynn.c@edumail.vic.gov.au

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Assistant Principals Report

If you can hear a collective sigh emanating from the school at 1:00 today, it will be from us as we gather for our final staff meeting for Term Three. Term 3 is always a challenge for a school; the weather can be disastrous (how many times did it rain at 3.20 in the last 10 weeks!) and it is the term that illness has the greatest impact on both staff and students. It is however also the time when we are able to really consolidate the gains students are making in their learning outcomes and a time for some important celebrations of our community.

Term Three 2012 has seen:

- Mullet the Musical – dancing to Spandau Ballet is not easy but we did it!
- Very successful Year 10 Camps to New Zealand and The Gold Coast
- Our fantastic intermediate girls’ soccer team made it to the state finals with coach Joel Armitage.
- Year 9 and 10 students helped out in the international PISA testing (this is the data the Federal Government uses when it sets the goal of Australia being in the top 5 – we are currently about 9th).
- Information Nights and Course Counselling sessions have been held for all students in Years 9 to 11.
- Students from Kumamoto Daichi school in Japan visited for a week. Our Year 9 students were great hosts.
- Year 7s have learnt all about medieval times and have constructed some fantastic designs for Big Day Out.
- Five Year 9 students participated in the Alpine School Leadership Program at the Gnurad Gundidj Campus.

Term Four will hopefully herald in better weather and also time for us to round off this year and prepare for next. Lyn has mentioned the importance of Year 12s using the time they have left effectively. Other Year levels will also be preparing for examination experiences (Years 9 to 11) Years 10 and 11 will also have a Commencement Week where they are actually in their classes for 2013. Students will be given holiday homework and preparation guides during this time. Our Year 9s will be investigating the positive and negatives of two cities in their Connections work. This will culminate in their Melbourne Urban Camp and the Year 6 to 7 Transition team will be eagerly visiting our feeder primary schools to meet our newest students.

Faye and I wish everyone a very safe and restful holiday and we look forward to seeing everyone bright-eyed and ready for the final term of 2012.

Glenda Ward & Faye Smith
Assistant Principal

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We got on the train at 9:10 and arrived at North Melbourne at 10:05. We then caught the train to the Melbourne Zoo where we spent 3 hours walking around and looking at the animals. When we finished at the Zoo we caught a tram to Collins Street where we walked to Southern Cross Station and took the train home. I really enjoyed the day and my favourite part was seeing the Sumatran Tigers.

Brayden D

On Friday the 14th September my ELO group Wildlife Warriors went on an excursion to the Melbourne Zoo with our teacher Bu Santi. First we had to walk from Lara Secondary College to the train station and we caught the train to North Melbourne, then we caught another train to the back entry of Melbourne Zoo. Once we were in and the tickets were sorted we got into groups of four or two then we were given a map and the tasks. Once everything was cleared everyone was given a time and place to meet up again. I went with my three friends Rebecca, Amber and Tayla. The first animals we saw were the big cats. There were snow leopards, tigers, jaguar and leopards.

The next animal we saw was a brown bear. It was like a giant teddy bear. After the bears we went to see the lions. They were roaring so loudly.

When the lions had finished roaring we went to see the tortoises. We were allowed to pat the tortoises. Then we saw the reptiles and frogs and toads and then saw the seals. After we watched the seals we saw these cute seal statues and had to get a photo. After we saw the statues we got to feed the seals.

Then we saw two elephant calves being friends. Then me and my friends went back and had lunch. After lunch we observed a huge crocodile that looked really hungry. After the crocs we witnessed a family of baboons with a baby one as well.

The last animal we saw was a family of Peccaries which are pig like creatures.

After the peccaries we had to meet up with Bu Santi and the others. So once we found them we had to leave. Once we left the zoo we caught a tram near to North Melbourne and caught the train back to Lara. My friends and I had so much fun and thought it was a really fun and exciting learning experience for everyone. I learnt that most of the animals at the zoo were endangered and now I want to help save all the endangered animals.

Kiandra C
After I finished reading the article below about communicating with adolescents which was written by Michael Grose, www.parentingideas.com.au, it really reinforced the symbolism of the logo above in that families and school staff, both in their own environment, are communicating with their sons/daughters/students so as to support them reach their full potential academically, socially and as a valued member of our wider society.

Each child within a family is different, as each student within a classroom, so for us all to navigate the path of this supportive role we also need to be understanding and supportive of each other.

COMMUNICATION
Communicating effectively with adolescents.

It has been estimated that teenagers today spend a third of their waking time among their peers and less than a tenth of their time interacting with adults. When you consider all the elements competing for your teenager's time including television, electronic gaming machines, homework and part-time work it is little wonder that parents are lucky to spend even half an hour a day with teenagers.

The best communication in families tends to happen when no one is working at it; however opportunities to talk shouldn’t be left to chance. Here are some ideas to promote some communication between you and your teenagers:

- Make all meals television-free and insist that all family members eat together
- Have an electronic screen-free day once a week (except computers used for schoolwork). You will be surprised what a difference it makes.
- Take your teenager out alone and spend some special time together.
- Ask their opinion about a range of topical and news issues
- Look for communication starters. Television, music and shared interest can provide entry into your teenager's world.

MIND YOUR LANGUAGE
Speaking with teenagers can require great attention to detail. Sometimes it seems that you say one word out of place and a teenager can close communication down or fly off into a tantrum. That can seem like normal behaviour with some young people for quite a period. Communication that came naturally with children suddenly requires parents to choose every word with care, to consider carefully your tone of voice and body language. It seems that communicating with teens is like going for a job interview – you need to pay close attention to what you say and how you speak.

Here are some ideas to promote respectful two way communication between parents and young people:

- Respect your teenager's ideas and opinions. There is a difference between disagreeing and disregarding. You may say, “I understand what you are saying, but I disagree with your opinion.”
- One way of dealing with teenagers is using a problem-solving approach. That is, you state the rule: “I need you home safely by . . . o'clock.” And then follow up saying, “Let’s come up with some ways to make this work for you and me.”
- Then generate some ideas and pick a solution and try it. Talk in a week or two to see if it is working.
- Give the speaker plenty of time to finish what they are saying without interrupting. Give your teenager your full attention when they talk.
- Use ‘l-sentences’ to get your point across. For example, “I feel worried when you don’t tell me where you are going.”
- Be prepared to negotiate and change your mind if presented with a reasonable argument. On the other hand, avoid being ambushed by a teenage bush lawyer arguing for a better deal just as you are going off to work. Set some rules and processes in place for negotiating.

CHOOSE BATTLES WISELY
The trick to living cooperatively with teenagers is not to fight with them over the minor events. It is easy to become caught up in battles over relatively inconsequential issues such as bedroom tidiness and appearance, or school uniforms, which are inconsequential in the broader scheme of life. The trouble with sweating over the small stuff is that relationships are damaged with young people over issues of relatively little importance. It also drains energy away so that when there really is a need to hold some ground over an important issue such as a young person coming home at a reasonable time from a party there is just nothing left to fight with.

KEEP IN MIND
Create opportunities to talk with your teenagers. Often they prefer to talk with parents by themselves. Let them bring a friend to some family events. It is important that young people don’t drop out of their family.

VOLUNTEERS APPRECIATION
On Thursday we had the Year 11 Pathway Interview. Each panel included volunteers who gave of their time to support both the process of the Pathways Interviews and also the students.

Our thanks and appreciation go to Chris Anson, Libby Bate, Ralph Brown, Paula Trotter Jim Adams, Ken Simons, Lionel McWilliams, Neville Gillett and Jane Albon.

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Careerspace

Reminders

MINING ENGINEERING - UNSW Minerals Tour; 7-10 Jan, 2013; www.mining.unsw.edu.au/UMSS2013,
WOMEN IN ENGINEERING CAMP – 14-18 Jan, 2013;
SWINBURNE SEMINARS – on a wide range of courses; Ph 1300 275 794 or www.swinburne.edu.au/2013
UNEQUIRED WHAT TO STUDY? La Trobe Uni Future Students Advisory Day; 25 Sept (Bundoora); 27 Sept (Bendigo);
Register: www.latrobe.edu.au/school/events.

VTAC APPLICATIONS – (www.vtac.edu.au) Place courses you wish to apply for in the order in which you most want them. Remember to pay the application fee of $26, otherwise you will not receive an offer of a place in Jan 2013. If you plan a GAP year in 2013 you are advised to apply, as in most cases university offers can be deferred for a year, and sometimes, two years. Always check Extra Requirements when applying for courses. Some just use the ATAR; others, such as design, music and drama require an interview, folio presentation or audition. These are often a compulsory part of the application process.

Fri 28 Sep, 5:00pm: Timely course applications close - $26
Fri 28 Sep, 7:00pm: Late course applications open - $89
Fri 9 Nov, 7pm: Very late course applications open - $114
Tue 9 Oct, 5:00pm: SEAS Applications close
Fri 19 Oct, 5:00pm: Scholarships close
Fri 26 Oct, 5:00pm: Change of preference closes

DISCOVERY DAY AT VICTORIA UNIVERSITY – Interested in law, business, engineering or science? Find out what life at VU is like. Enjoy a day of activities with current students, with a free lunch and entertainment. When: 10am-2pm, Mon 24 Sept; Where: Footscray Park;
Register: www.vu.edu.au/events/discovery-day-footscray-park.
DISCOVER DEAKIN- holiday sessions; When: 25 Sept; Register online at www.deakin.edu.au.

LAW SCHOLARSHIPS AT AUSTRALIAN CATHOLIC UNIVERSITY - ACU has two Law scholarships each worth up to $40,000 for prospective law students in 2013 (ACU has new law degrees commencing in 2013). Applications are currently open and close on Fri 30 November. See: www.acu.edu.au/about_acu/faculties_schools_institutes_centres/faculties/law/law_scholarships/.

UNIVERSITY SCHOLARSHIPS – many scholarships are available. Good research starting points are university websites (eg www.unimelb.edu.au/scholarships) and the VTAC website. Some scholarships have their own VTAC course Code (eg Swinburne Dean’s Scholarships – p. 361 of VTAC Guide; Monash Accounting, p. 272, Code 28011, Monash Science Scholars, p. 292, (28191); Deakin Business Scholars Program, p 186, (16311); Deakin Science and Technology Dean’s Scholars Program – covers a range of study areas, p 197 (14381); University of Melbourne Chancellor’s Scholars Program, p 391-394 – see www.chancellorscholars.unimelb.edu.au. Many universities print booklets on their scholarships. Some are in the Careers Room. You need to look out for opportunities. They can save you a lot of money…

WERRIBEE OPEN RANGE ZOO AND HEALESVILLE SANCTUARY – The Zoo and Sanctuary are offering the Keeper for a Day program in the September holidays. It is a hands-on program for students interested in a career working with animals. Participants will help out the animal keepers and learn about jobs. When: Werribee – 9.30am-3.30pm, 27 Sept and 1, 2 and 4 Oct; Healesville – 25, 26, 27 Sept and 2, 3 and 4 Oct; Info: www.zoo.org.au/learning/holiday/WORZ-Zoo-Keepers and www.zoo.org.au/learning/holiday/HS-Zoo-Keepers.

THE FUTURE OF NEWS – a LECTURE by Kim Williams, Chief Executive Officer, News Ltd. The past year has seen restructuring of Australia’s news media industry. What is the future? When: 6:30pm, 4 Oct; Where: Basement Theatre, The Spot, Business and Economics Bld, 198 Berkeley St, Carlton; Book: www.events.unimelb.edu.au; Ph 8344 6004

FOLIO PREPARATION SHORT COURSES – RMIT is running folio preparation and career discovery days for VCE students during the holidays. Experience the study environment in which you are interested with the guidance of expert design teachers. Info: Short Courses, ph 9925 8111, www.shortcourses.rmit.edu.au.

SUSTAINABLE SYSTEMS ENGINEERING AT RMIT – You are invited to take part in a workshop in Sustainable Systems Engineering where you will examine real world challenges that engineers face. When: 10am-2pm, Thurs 4 Oct; Where: 13.02.029 building 13 (Emily MacPherson), cnr Russel and Victoria St; Cost: Free (lunch provided); Register: www.rmit.edu.au/aeromecheng/sseworkshop.

WHAT IS ENGINEERING? What’s it like studying engineering at RMIT? The set for the video was constructed using 100’s of Meccano pieces and highlights the range of engineering fields available. See it at: http://www.youtube.com/watch?v=qjwUoyXJhY.

MECHATRONICS DAY – RMIT invites you to visit Bundoora campus to experience cutting edge mechatronics and automation technology. Participate in vision workshops, robotic competition and programmable logic controllers. When: 10am-3pm, Thurs 27 Sept; Where: Cnr Mckimmies Lane/Plenty Rd, Bundoora; Cost: Free (lunch included); Register: www.rmit.edu.au/aeromecheng.

PROPERTY AND VALUATION AT RMIT – RMIT has redeveloped the Bachelor of Applied Science (Property) and the Bachelor of Applied Science (Valuation) to create the Bachelor of Applied Science (Property and Valuation). As part of that redevelopment, courses have changed to better meet the current and future needs of the industry. The two programs will merge from 2013. The program is fully accredited by the Australian Property Institute and the Royal Institute of Chartered
Surveys to provide students with a marketable and industry focused qualification (VTAC Code: 32721).

CAREERS IN PSYCHOLOGY – Are you interested in studying psychology? Wondering about careers? Then this free information evening is for you. When: 6.30-9.00pm, Wed 19 Sept; Where: Prince Phillip Theatre, Architecture, Building and Planning (Building 133), Melbourne University; By: Australian Psychological Society (Students); Contact: melbapssstudents@gmail.com.

FIND YOUR CAREER WITH CAREER ARCHITECT – La Trobe University’s Career Architect considers your personality style together with your strengths/talents to recommend jobs/courses. See it at: http://latrobe.custhelp.com/ci/documents/detail/2/ca2012

ACCESS ALL AREAS – The University of Melbourne offers this program to Year 10-12 students/families. Explore opportunities. See: www.futurestudents.unimelb.edu.au/accessallareas.

COMMERCE AT MELBOURNE – The university has introduced a CSP guaranteed place in 2013 in the B. Commerce for those achieving an ATAR of 95.00. The minimum ATAR will be 93.00, while for Access Melbourne students it will be guaranteed at 88.00. See: www.bcom.unimelb.edu.au/apply/entry-requirements.html; www.access.unimelb.edu.au.


INTERESTED IN MINING ENGINEERING? A fantastic opportunity exists for you to get inside the Minerals Industry as part of the annual 4-day residential UNSW Minerals Summer School. Learn about study, careers, lifestyles and opportunities for professionals and current students. Start at the UNSW in Sydney then travel to the Hunter Valley for 3 nights to visit underground and surface mines. Who: Students currently in Year 10/11 interested in science or engineering and studying subjects like physics and advanced maths. When: Mon 7-Thurs 10 Jan, 2013; Cost: $200 (heavily subsidised); Apply by: 14 Sept at www.mining.unsw.edu.au/UMSS2013.

WOMEN IN ENGINEERING CAMP – Do you enjoy using lateral thinking, creativity and design? Do you love problem solving and working in teams? Do you have an aptitude for maths and science? If yes, and you are a young woman in Year 10 or 11, join a 4 day residential experience and find out more about the careers available for professional engineers. Who: Women with a genuine interest in finding out more about engineering careers and at least 16 on 13 Jan 2013; When: Mon 14- Fri 18 Jan, 2013; Cost: $200; Apply by: 30 Sept at www.eng.unsw.edu.au/WIEC.


ARCHITECTURAL TECHNOLOGY AT DEAKIN – New in 2013, the Bachelor of Architectural Technology is a unique offering from Deakin University’s School of Architecture and Building in partnership with The Gordon’s Advanced Design and Building Department. The course is made up of three years of full-time study – the first two primarily at The Gordon and the final year at Deakin (Geelong Waterfront Campus). On completion students are conferred with the degree from Deakin University. Graduates will be professionally qualified architectural technologists with diverse and practical skills, giving them the capability to be involved in commercial, industrial or domestic projects covering the scope of construction. Architectural technology is a highly regarded profession in the UK, Ireland and Europe and architectural technologists play a major role on construction projects in these regions. With career opportunities opening up in Australia, the B. Architectural Technology can provide graduates with an exciting career path. Prerequisites: 3/4 English; To find out more go to: www.deakin.edu.au/acatech. To apply for the course for 2013, the VTAC Code is 16101 (CSP).

Gap Medics – a medical work placement with Gap Medics has given students an unforgettable life experience, expanded their potential, built their confidence and provided a key advantage in the application process to university. Spaces available for placements in Tanzania, Thailand and India! www.gapmedics.co.uk GAP year: vacancies are posted on the website listing all current positions. Most traineeships for a GAP year will commence November 2012-February 2013 and will run for 12 months. We have a list of current vacancies for VCAL students who will be finishing up shortly. For further information contact Stacey Fedden on 9389 9942 or Emilia Hamit on 9389 9962.

Nell Wilson — Careers Advisor
LIBRARY NEWS

LSC STAFF FAVOURITE BOOK COMPETITION

Fear and Loathing in Las Vegas by Hunter S. Thompson is the favourite book of both Ms Fitzgerald and Mr Hardley. Blueback by Tim Winton is the favourite of Ms Newell and Wild Swans: Three Daughters of China by Jung Chang is Ms Joblin’s. The latest prize winners are Kaitlyn H, Ms Shay, Melissa M, Mr Tomkin, Mr Galtry and Emily T.

Some new additions to the library

LARA LIBRARY SCHOOL HOLIDAY ACTIVITIES

SWITCH: Journalism Writing Workshops

Learn how to write, get advice, swap ideas and have your articles edited at this free workshop run by experienced journalists and contribute to the next issue of SWITCH youth magazine. Presented in partnership with CoGG Youth Development Unit.

Ages 12+
Friday 5 October
Lara 10:00am-2:00pm

Due to popular demand our school holiday program requires each youth participant to be registered for a free ticket via our website to attend. Game On!

Get your game on at these hands-on console gaming sessions! Presented in partnership with CoGG Youth Development Unit. Ages 12+
Wednesday 3 October Lara 6:00-8:00pm

Due to popular demand our school holiday program requires each youth participant to be registered for a free ticket via our website to attend.

For more information visit www.geelonglibraries.vic.gov.au

Ms Sartori & Ms McCrea
Library

FOR SALE

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Call Joanne on 0402 916 583