

# SCHEDULE OF EDUCATIONAL SERVICES 2024



## INTRODUCTION

Lowther Hall has a reputation for providing a well-rounded education for girls in an intimate environment of 900 students from Kindergarten to Year 12. We are a diverse, open-entry school where students are known and well catered for from their very first day.

We pride ourselves on offering academic programs which support and challenge each student to achieve her best, and we seek to assist girls to understand a wide range of academic disciplines and cocurricular pursuits. At Lowther Hall, we see our role as broader than the provision of a leading edge curriculum. We seek to be a school that educates the whole person, helping each girl to develop personal qualities and values that will equip her for a happy and successful adult life. All of our teachers, support staff and student leaders work towards realising this goal of providing a holistic educational experience for every girl.

### Our Vision

Our Vision is that every girl will leave Lowther Hall with the knowledge, skills and personal qualities needed to make a positive and rewarding contribution to the world beyond school.

### Our Mission

Lowther Hall is an inclusive learning community, founded on Christian values, engaged in educating the whole person for the whole of life.

### Our Motto

Chosen when the school was founded in 1920, the School's motto, Non Nobis Solum (not for ourselves alone) encapsulates the balance we hope each girl will find in life, so that she is able to both care for herself and for others too.

### Our Values

Within our inclusive, caring school community, we support our girls to achieve academic excellence while at the same time developing a set of values that will help them to live full, happy and successful lives beyond the school gates.

We value:

- Learning for all members of our community and especially for young women.
- Respectful relationships which give rise to everyone having a voice.
- Living the School motto, Non Nobis Solum, through a proactive demonstration of social responsibility.

- Inclusivity, diversity and acceptance of difference within our girls' school context.
- A physically, emotionally and socially safe environment which fosters health and wellbeing.
- Individuals working together for a common good.
- The pursuit of excellence through effort.
- A broad curriculum which promotes the recognition of diverse interests and strengths.
- Local, national and global engagement.
- Leadership that aligns with our School values and the development of such leadership in students and staff.
- A physical environment which is sustainable and has both aesthetic and functional value.
- An orientation towards the future which embraces our Anglican context, our traditions and our past.

## ONE CAMPUS

As a school of 900 girls from Kindergarten to Year 12 on a single campus, we are large enough to offer a broad, rich curriculum yet small enough to ensure that each girl is known by our staff. This promotes a sense of connectedness and sense of belonging as well as giving students the advantage of multiple cross-age learning opportunities.

## FACILITIES

Lowther Hall is divided into three parts - Blinkbonnie House (Kindergarten to Year 1), Raymond House (Years 2 - 6) and Senior School (Years 7 - 12) - enabling all students to identify with their own peer group, whilst also remaining an integral part of the wider school community.

Our single campus provides multiple opportunities for students to interact with girls in other year levels and to access the full spectrum of our facilities including our Science Laboratories and Dance Studios in the Noelene Horton Centre, Mary Thurman Recital Space, Resource Centres, commercial grade Food Technology facilities, Multipurpose court and Green Play Spaces, Music and Drama studios and learning spaces designed for contemporary instruction. Students enjoy discrete learning spaces, purpose designed to complement both their educational and developmental stages.

Lowther Hall features a blend of new, contemporary facilities, complemented by the stunning heritage-listed building, 'The Mansion'.

## **Blinkbonnie House (Kindergarten to Year 1)**

In Blinkbonnie House, we offer a Reggio Emilia inspired approach to learning. Central to this is the *Image of the Child* as competent and able to express herself in multiple ways.

At Lowther Hall we believe that the Early Years are a pivotal time in the education of girls. It is the time where discovery leads to the building blocks of strong foundational understanding in all areas of learning. It is our desire for students to continue to explore, create and make sense of the world around them by planning learning situations where they will develop skills and understanding through inquiry and play-based activities. We also seek to provide girls with explicit teaching in the fundamentals of English and Mathematics and to lay the foundations for sound learning behaviours. This is complemented by a varied program that includes Inquiry, Health and Wellbeing, Visual Arts, Digital and Design Technologies, Literature, Music and Movement, Physical Education, and Learning Strategies and Enrichment, Blinkbonnie Assemblies and Chapel Services.

Underpinning all our planning is the Lowther Hall Teaching and Learning Framework, the National Curriculum and also the Victorian Early Years Learning and Development Framework.

## **Raymond House (Years 2 – 6)**

Learning in Lowther Hall's Raymond House is exciting, stimulating and challenging. Our focus is to provide social, emotional and academic growth for every girl in our care.

Learning in Raymond House is multi-faceted. A strong focus on cementing essential capabilities in literacy and numeracy is complemented by a varied program that includes: Humanities, Japanese, Physical Education, Library, Music, Outdoor Education (Camps), Performing Arts (Years 4 - 6), Sport, Science and Technology, Visual Arts and our comprehensive personal and social development program, 'Raymond House Health and Wellbeing'.

Developing the personal qualities of every girl in our community is a priority for us and Raymond House's pastoral care program features our comprehensive Health and Wellbeing sessions, designed to help our girls develop resilience, high self-esteem and positive relationships. Personal development is also fostered through our Year 6 leadership program, our Chapel program and through involvement in service activities linked to the School motto, *Non Nobis Solum*.

## **Senior School (Years 7 – 12)**

Through a differentiated curriculum and a focus on educating the whole person for the whole of life, in Senior School we help each student to understand her own unique educational needs and empower her to be the driver of her own learning, not a passenger.

Separate spaces for our Years 7 – 9 students (Sampford House) and our Years 10 – 12 students (Grant House) in Senior School, enable students to benefit from tailored programs suited specifically to their developmental stage.

### **Sampford House (Years 7 – 9)**

While strengthening and consolidating literacy and numeracy skills, the Sampford House curriculum gives students the chance to enjoy a wide range of learning experiences across the visual and performing arts, sciences, languages, humanities, physical education and sport, digital technologies, religious education, food technology and health. This breadth of studies, each taught by a specialist in the field, assists students to discover which subject areas most appeal to them and positions them well to make decisions about subjects for their final years of secondary school.

Students' wellbeing is nurtured in Sampford House via our highly regarded pastoral care program. All students are part of a Home Group with two Home Group teachers who work with the Year Level Coordinator and subject teachers to monitor the personal and academic journey of each girl. Students also participate in year-level specific health and personal development programs.

In Sampford House, we look to encourage and develop our students as future global citizens who are flexible thinkers, inquirers who are innovative and creative in their approach to learning and acquisition of knowledge. In addition, we want students to "take considered risks", to approach uncertainty with courage and to navigate ambiguity with comfort.

### **Grant House (Years 10 – 12)**

Grant House is home to students in Years 10 – 12. There is an emphasis on academic rigour complemented by a focus on developing students' independence and leadership skills.

The Grant House learning environment features a dedicated VCE student common room and a VCE Silent Study Space provides a focussed and quiet place for you to study when you do not have a scheduled class.

Lowther Hall's strong academic tradition is reflected in our excellent VCE results. Our broad range of subjects, taught by specialised and experienced teachers, means girls can tailor an academic program that matches their unique interests, abilities and career goals. As well as the wide selection of VCE units on offer, students can also choose from several VET subjects. Year 12 students have the additional opportunity to study a first year university subject through our partnership with the University of Melbourne.

Academic study in Grant House is complemented by an extensive range of co-curricular activities and special programs such as camps and exchanges.

## NOELENE HORTON CENTRE (Science)

The Noelene Horton Centre contains five science laboratories for the study of biology, chemistry, physics and environmental studies. Living earth walls on both the ground and first floors enable girls to study a range of scientific processes, and a roof top garden provides a number of teaching opportunities due to its location for the building's intentionally visible engineering systems.

## PERFORMING ARTS

### Mary Thurman Recital Space

The Mary Thurman Recital Space is fitted with acoustic panelling and retractable seating, allowing the space to be used for intimate concerts, lectures, year level gatherings and a myriad of other functions.

### Media Studio

The Performing Arts Basement houses a purpose-built Media Classroom and editing suite with lighting, a green screen and desktops to support the creation and editing of short films by our students.

### Drama Studio

The Drama Studio can be used as both a classroom and a performance space and is fitted out with lights and sound equipment. With many students across the school undertaking speech and drama lessons, the inclusion of a classroom for these purposes is also included as well as a staff workroom for Drama, Speech and Dance staff.

### Dance Basement and Music Tuition Rooms

Six music tuition rooms and associated musical instrumental storage facilities are located in the basement of the Noelene Horton Centre along with a full dance studio with a sprung floor and ballet barres.

### Joan M Garde Cultural Centre

The Joan M Garde Cultural Centre (also referred to as the Cultural Centre) contains a stage and auditorium which can hold the whole student body or up to 500 seated guests, contemporary learning spaces, a maintenance office and school canteen.

## FOOD STUDIES

Our state of the art Food Studies facility is a spacious, full hospitality commercial grade kitchen including overhead screens for demonstration and allows students to take greater responsibility in all aspects of practical learning.

## LOWTHER LIBRARIES

Special library spaces are located in each of the three areas of the School (Blinkbonnie House, Raymond House and Senior School). These spaces provide key support to all students with books and resources as well as specialised staff to lead literacy programs and initiatives.

## OFFERED MODES OF STUDY

The School's main mode of teaching and learning is face to face. Age appropriate online components are introduced into the face to face program as students move through the year levels to create a blended learning environment when appropriate.

When required due to public health concerns or for other reasons where the school considers it necessary, learning may take place in "remote mode" supported by the technological infrastructure in place for students and staff.

## LEARNING ENHANCEMENT AND SUPPORT

### Support

#### Blinkbonnie House

Students experiencing difficulty in English or Mathematics may receive additional assistance through the Learning Strategies program. Such a program unquestionably produces most benefits when consistent support at home and school is provided. Therefore, we invite families to discuss and become involved in these programs. Often participation requires a short term involvement for students, perhaps a semester, in which time they may learn or refine particular strategies or skills which they can employ in the classroom.

In Year 1 we offer small group intervention programs for students in English (MiniLit – Meeting Initial Needs in Literacy) and Mathematics (EMU - Extending Mathematical Understanding) which run for a semester.

The MiniLit program has been shown to be effective in raising performance levels in reading and related skills. It is a small group intervention program which incorporates sound and word activities, text reading and story book reading.

The EMU program has been shown by detailed research to improve children's learning and confidence with mathematics. It is a small group intervention program which incorporates learning activities to target counting, place value and problem solving in addition and subtraction, multiplication and division.

#### Raymond House

Students experiencing difficulty in English or Mathematics may receive additional assistance through a variety of measures. This support can be delivered by the classroom teachers, Learning Strategy teachers or the Learning Support staff.

Student achievements and areas for development are regularly reviewed, allowing for flexibility in the duration required for the additional assistance and in the method of delivering such support. Curriculum support can be provided in many formats, ranging from individual and small group support withdrawal where lessons are provided in a separate learning area, to small groupings within the classroom program.

## Senior School

Some Year 7 students will be recommended for the Learning Support Program and will undertake this program instead of studying French or Japanese. Students are assessed on a case by case basis for the Learning Support program. Factors which are considered in assessing suitability for the program include:

- Results of testing undertaken by an Educational Psychologist or other external professional
- Diagnosed learning difficulties or other conditions which impact classroom learning
- Results of academic testing
- English as an Additional Language (EAL)

The Learning Support program runs all year for 7 lessons per fortnight. It takes place when other students are studying French or Japanese. Typically, there are between 6 and 15 students in the program: some girls commence Learning Support at the beginning of the year, whereas others may join the program at a later date.

During Learning Support classes, girls undertake sessions with an English teacher, a Mathematics teacher and a Science teacher to review, consolidate or preview mainstream curriculum skills and knowledge. Under teacher direction, students will be supported to develop skills which assist them to complete subject-based homework and to prepare for assessment tasks. Additional interventions may also be delivered for individual students at this time.

## Enhancement

### Blinkbonnie House

Students demonstrating particular strengths in an area of the curriculum are encouraged and extended by their class teacher who endeavours to provide challenging and stimulating experiences within the class program. Our English and Mathematics Coordinators support teachers to cater for highly able students within the classroom. Small group activities may be provided for students at their point of need.

### Raymond House

Students demonstrating particular strengths in an area of the curriculum are encouraged and extended by their class teacher who endeavours to provide challenging and stimulating experiences within the differentiated class program. Teachers are supported by a learning enhancement specialist teacher in creating challenging programs to support highly able students.

## Senior School

Across Lowther Hall, our focus is on delivering learning at each girl's point of need. To this end, we provide differentiated learning experiences within all Senior School classrooms and all of our teachers tailor their lessons to meet the varied needs of their students.

Our teachers are experts in this area and participate in regular professional development specifically focused on delivering best-practice differentiated learning that engages and challenges gifted and talented students.

Pathways through the curriculum are developed specifically for girls with identified abilities and additional learning opportunities, events and activities for high achieving students ensure they are supported to develop to their full potential.

Sampford House provides many opportunities that enhance the development of talented and gifted students. Within the regular curriculum, students are provided with extension opportunities that explore ideas in greater depth or provide lateral enrichment.

Students requiring extension may be involved in:

- Differentiated extension activities within the classroom
- Withdrawal from class to participate in subject based extension programs
- Acceleration
- Opportunities to participate in extra programs, such as 'Tournament of Minds'

## WELLBEING

At Lowther Hall we understand that a girl's emotional, spiritual and physical wellbeing are paramount to her overall development. To this end we have in place a pastoral care approach that ensures every girl is known and supported by a team of people.

As well as collecting data to determine the academic needs of students, students from Years 5 and above participate in annual Social and Emotional Wellbeing surveys, developed by the Australian Councils for Educational Research. Results of these surveys inform the development of tailored year Level and Cross Age programs based on the particular needs of each cohort.

## Pastoral Care Staff

In addition to our specialist pastoral care team across campus, training for all staff at Lowther Hall occurs to ensure that adults within the organisation can be focussed on maintaining a positive culture for the girls. Care for each girl is a responsibility shared by all adults at Lowther Hall.

Staff training is prioritised to ensure that all adults within the organisation can be focussed on maintaining a positive culture for the girls. Across the Lowther Hall campus there is a team of specialist pastoral care staff who have time specifically allocated to attend to the social, emotional and psychological needs of students as they move through the School. Many of these staff have specific qualifications in child or adolescent welfare, or have had specific training in managing the concerns commonly faced by young people and their families.



Specialist pastoral care staff:

- Deputy Principal, Head of Senior School
- Years 7, 8, 9, 10, 11, 12 Coordinators
- Head of Raymond House
- Raymond House, Head of Pastoral Care
- Head of Blinkbonnie House
- Deputy Head of Blinkbonnie House
- School Psychologists
- School Nurse
- School Chaplain
- Speech Pathologist

## Cross Age Programs

Multiple cross age programs help foster our culture of inclusiveness and create additional opportunities for students to be known by peers of all ages throughout the School community. The opportunity to interact and participate with other girls of varying ages cements students' feeling of connectedness to their School community – a factor that is of vital importance to the healthy growth and development of young people.

### The House System

When they enter Lowther Hall, each student is placed in one of the School's six Houses. As well as facilitating cross age interactions, the House system provides significant opportunities for leadership and participation across areas including sport, music and drama.

### Year 5 Mentoring Program

This program provides an opportunity for Year 5 girls to provide friendship and guidance to the Year 2 students.

### Year 6 Leadership Program

All Year 6 students hold a leadership position in which they must promote, devise and lead activities for younger students.

### Year 8 Mentoring Program

This program sees Year 8 students apply for positions to work with significantly younger students in specific areas of interest. There are 70 mentoring positions including:

- Kindergarten, Prep and Year 1 Gate Greeters
- Playground Friends
- Classroom Friends or Mentors
- Camp Leaders
- Choreographic Assistants for the Raymond House Production
- Walking School Bus mentors

### Senior School inter-year level programs

Each year, Senior School pastoral care staff evaluate the needs of each cohort of students based on annual surveys regarding health and wellbeing as well as observations of teachers and feedback from girls. Specific cross-age experiences are then prepared for different cohorts to address their specific needs.

### Years 10 and 6 Debating Program

During Term 3, Year 10 members of the school Debating Team lead workshops with Year 6 students to introduce them to the formalities of debating.

### Years 11 Leadership of Year 10 Camp

As part of their leadership development, Year 11 students can apply to attend the Year 10 Camp as leaders where they work alongside staff to facilitate the full camp program.

### Years 11 and 12 Home Group

Home Groups in Years 11 and 12 include a mix of students from both year levels. This enables girls to form friendships between year levels and facilitates informal leadership mentoring opportunities for Year 11 girls.

### Student Representative Council (SRC), Social Justice Committee (SJC)

Students from Years 2–12 are represented on the SRC and SJC and work together to conceive and implement initiatives that positively impact the student body.

### Alumnae Involvement

Cross age activities continue into life after Lowther with our Old Grammarians encouraged to stay connected and give back to their school by being involved in programs and events with current students. Specific ways in which this occurs:

- Year 7 School History Project
- Years 7-10 Supervised Homework Sessions
- Years 9, 10, 11 and 12 Careers Expo
- Years 10, 11 and 12 Assembly Guest Speaker Series
- Year 11 Leadership Conference Panel
- Year 12 Pathways Panel Series

## Qualities of a Lowther Hall Girl

Both within the classroom and beyond, girls at Lowther Hall are encouraged and supported – by staff and student leaders – to develop the 12 Qualities as they move through their education.

- She has a clear set of values which she can articulately communicate and apply to her life
- She is committed to the pursuit of excellence
- She is curious and knows how to learn
- She is resilient and able to accept and learn from failure
- She is prepared to take a considered risk
- She understands herself, her strengths and weaknesses
- She is confident and independent
- She has a sense of belonging
- She cares for others and for herself
- She can work with others and take the lead
- She understands the world and her capacity to shape it
- She is optimistic and has a sense of hope for the future

## Leadership Development

Altogether there are over 100 formally recognised leadership positions across the whole school, with each leader commissioned at a formal ceremony in which they pledge to serve the School to the best of their ability.

### Prefects

The prefect body includes the School Captain, Deputy School Captain, the Social Justice Prefect, Faith and Worship Prefect and the six House Captains.

As well as being role models for every student in the School, prefects – who are all Year 12 students – take on significant roles such as managing the Student Representative Council, coordinating wide-ranging House activities, chairing the Social Justice Committee and running weekly chapel services. They are also responsible for assisting all Senior School students to develop the 12 Qualities of the Lowther Hall Girl. Prefects are elected via a democratic process that involves the entire Senior School community.

### Activities, Faculty and Sport Captains

These Year 12 students lead girls in Years 7 to 10 in specific areas of student interest. Activities and events take place either within lunchtimes or before and after school. Captains support the prefects in acting as role models to younger students, and are selected by staff, following a thorough process that involves nomination, application and interview.

### House Leaders

As well as a House Captain, each House has a Deputy House Captain, an Assistant Deputy House Captain and Year 11 House Leaders. Together, these House leaders work as a team to coordinate House events including the Swimming Competition, Athletics Competition and the Performing Arts Competition, as well as act as points of contact for the younger girls and assist them to participate fully in the life of their House.

### Year 6 Leaders

All Year 6 students take on a position of leadership. Roles are matched to each student's individual area of interest in which they must promote, devise and lead activities for younger students.

### Preparation for Leadership Program

Intentional leadership development programs take place for students in Years 5 and 11 as they prepare to take on leadership roles in Year 6 and Year 12 respectively. The programs involve workshops and seminars with outgoing leaders.

## Pastoral Care Routines

There are regular pastoral care routines and practices for students, designed to build emotional literacy/competence.

Wellbeing Week occurs in the first week of each semester for girls in Years 2 and 6 and is focussed on staff and students working together to develop rules and routines which will be used to promote a safe and positive learning environment throughout the year. Wellbeing Week also provides students with a clear understanding of the support available to them to assist their wellbeing journey.

All classes from Kindergarten to Year 6 participate each day in "Circle Time", a routine which provides a safe forum in which to develop social and emotional competencies and cultivate student and school wellbeing. Circle Time provides all students with an opportunity to share how they are thinking and feeling, builds resilience and a sense of belonging and emphasises problem solving. In Years 7 to 12 this is replaced with a morning and afternoon "Home Group" time where staff can touch base with girls at the start and end of each day.

Each classroom from Kindergarten to Year 6 has an Emotion Wall which promotes emotional literacy, self and social awareness, and proficiency in identifying and communicating how they are feeling. It equips them with specific vocabulary to facilitate speaking up in situations where they may feel unsafe, unhappy or where adult intervention is needed. Being able to name how we are feeling is the first step in developing skills for emotional regulation. It is also one way our teachers get to know each girl.

Students in Kinder, Prep and Year 1 are taught to use a "Problem Solving Wheel" which assists them to build confidence in solving their own social problems through choosing strategies such as "talk it out".

## Formally Timetabled Year Level Programs

Our formally timetabled Year Level Programs are adapted each year in response to the particular needs of the cohort. From Kindergarten to Year 3, data is collected through discussions with students, parents and staff observations. From Year 5 onwards, data is collected via the Australian Council of Educational Research Social Emotional Wellbeing surveys, which provide information about each cohort which is used as a basis for building each Year Level Program.

### Year 7 and Year 8 Year Level Programs

Girls in Year 7 participate in the "Tangara" Program comprising wellbeing focussed lessons 4 days a week with the Principal, Deputy Principal and Year Level Coordinator in the first 6 months of the year. The focus is broadly on establishing a sense of belonging, determining their Year Level culture and teaching the girls how to manage both homework and study. Similarly in Year 8, girls undertake the "Willarra"

Program which involves wellbeing lessons led by the Year Level Coordinator and key Year 8 pastoral staff. Focus areas include mindfulness, positivity and altruism.

### **Year 9 Year Level Program**

The Year 9 “Yannergee” Program runs for half the year with 5 lessons each fortnight and assists students to explore topics such as positive body image, self-esteem, empowerment, empathy and the development of values.

### **Years 10, 11 & 12 Year Level Programs**

In Years 10, 11 and 12, as well as supporting each cohort to work together cooperatively as a group to achieve positive outcomes, the Year Level Programs shift focus to begin preparing students for the transition to senior study and, ultimately, to the world beyond school. Guest speakers become a more regular feature of the programs and deliver workshops relating to career development, résumé writing, financial management, family planning, consent and safe celebrations. Where data suggests a particular need, Year Level Programs are also tailored to address specific areas such as positive mental health, dealing with anxiety and academic confidence. These programs operate for the whole year for 90 minutes per fortnight.

### **Year 5**

The second half of the Year 5 Year Level Program focusses on Leadership and assists girls to identify their strengths, weaknesses and passions as they prepare for leadership positions in the following year.

## **Student Voice**

Student Voice plays a vital part in the wellbeing program at Lowther Hall as it is one of the main ways in which confidence and a sense of belonging are fostered. Two specific examples of the ways in which student voice is fostered are listed below: Formal Structures and Student Feedback Processes.

### **Formal Structures for student voice to be heard**

A range of formal structures continue to provide regular opportunities for girls to raise concerns or offer solutions to emerging challenges.

- Raymond House and Senior School Student Councils
- Year 12 meetings for all girls with the Principal at the start and end of each year
- Inclusion of students on some review committees (for example, the Uniform Review Committee, the Charity Partnerships Review Committee and the Canteen Selection Committee)
- Student leader regular meetings with staff mentors
- Student led assemblies in which students can share messages they believe are important

- Student led committees – for example the Social Justice Committee, the Pride Committee and Faith Committee.
- Student representation on whole school committees such as the Sustainability Committee and the Reconciliation Action Plan Committee.

### **Student Feedback Processes**

Teaching staff across Years 7 to 12 are required feedback from one class of their students about their teaching practice through anonymous surveys. This data focusses on instructional strategies as well as classroom practices such as fostering inclusion and developing positive relationships with students. The feedback is acted on by teachers and then classes are re-surveyed to assess whether improvement had occurred. The Independent Schools Victoria School Effectiveness LEAD (Listen, Evaluate, Act, Deliver) surveys are undertaken annually and seek anonymous feedback from students in Years 5 to 12 on nine aspects of school life: Academic Program, Discipline and Safety, Learning Outcomes, Pastoral Care, Personal Development, Peer Relationships, Resources, School Values and Ethos and Transition.

## **Camps**

The annual Year Level Camp is a cornerstone of the pastoral care program for the girls in each cohort from Prep to Year 12. They are intended to further develop skills such as independence, confidence, resilience and supports the delivery of the 12 Qualities of a Lowther Hall Girl.

Camps are age-appropriate experiences designed by our staff to complement the classroom curriculum and provide opportunities for personal development. They are tailored to the specific needs of each year level aim to create connections, a sense of belonging and opportunities to find success in challenge.

While we outsource locations for most camps, they are run entirely by our staff. We know our girls, and we build and deliver camp experiences that will create maximum enjoyment and benefit for them.

### **Blinkbonnie House**

Our Prep and Year 1 students experience a range of activities on their respective day camps including Hut Building, Nature Walks and Bush Art as well as independently preparing their own lunch using the Lyrebird Kitchen facility.

### **Raymond House**

Year 2 students experience their first overnight camp on campus at Lowther Hall.

Year 3 students experience their first offsite overnight camp.

Year 4 students experience a two night camp at a beachside location aimed at enhancing their understanding of coastal environments and teamwork.

Year 5 students experience three nights in regional Victoria to expand their understanding of the Australian History Curriculum and build confidence in taking considered risks.

Year 6 students spend three nights in our nation's capital, Canberra to extend their understanding of the Civics and Citizenship curriculum and foster independence.

### **Senior School**

Year 7 students experience four days in regional Victoria participating in team challenges to develop an increased awareness for each girl of her importance within the year level and the contribution she makes to shaping the 'personality' of the group.

Year 8 students experience four days at a beachside location to focus their clarity around their capacity to identify their strengths, set goals, face challenges and select the right strategy to problem solve.

Year 9 students begin the Duke of Edinburgh's Award Scheme (D of E) and all girls participate in two outdoor expeditions as part of this program. The D of E program is recognised internationally as one that empowers young people to explore their potential. Each expedition runs for two days.

Through their Humanities program, Year 9 students also participate in a field trip within Australia where they expand their cultural understanding and explore issues around tourism and food sustainability. This compulsory field trip is held across ten days.

Year 10 students experience a four day camp delivered with the assistance of Year 11 girls. The aim of this camp is to increase the girl's consciousness around independent decision making and the consequences of those decisions as they prepare to head into VCE.

Year 11 students experience a three day leadership conference where they are exposed to a variety of student leadership and service models all aimed at prompting them to reflect on their own aspirations and the legacy they want to leave as leaders at Lowther Hall.

Year 12 students experience a two day Retreat at the end of Term 3. "Looking back, looking forward", the theme of this camp, provides time for the girls to reflect on the remarkable journey they have shared in their time at Lowther Hall. At the same time we want them to think about the exciting journey that is life beyond Lowther.

## **Physical Health & Wellness**

Our Nurses bring extensive experience to their work in the Lowther Hall Health Centre where they deal with first aid incidents, support students with chronic or severe health conditions, provide input to relevant school policies and ensure that First Aid training and equipment is maintained in line with best practice.

## **MUSIC**

The musical and cultural life of Lowther Hall is steeped in tradition, highly renowned and well established. Girls take an active role in classroom music (compulsory from Kindergarten – Year 8), cocurricular music (over 20 optional ensembles and performance groups), private music tuition and the instrumental and choral programs. Students perform regularly at events such as the Carols Service at St Paul's Cathedral, the Melbourne Recital Centre, Eisteddfods, Jazz Festivals, the annual Evening of Song concert, Winter Strings Festival, Autumn Bands Festival, Piano Festival, Paris Cat jazz gigs, assemblies, Chapel services, concerts, tours and many other public performances.

The Music Program seeks to deliver a high quality, inclusive and engaging musical experience for all students. All aspects of the Music Program at Lowther Hall aim to provide students with opportunities to gain knowledge and an appreciation of music, to be challenged and inspired, and to foster a lifelong love of music.

All students from Kindergarten to Year 12 have the opportunity to learn an instrument in a private lesson. This can be an extension of the Class Instrumental Music Program or can allow the student to learn more than one instrument. In addition, voice lessons are available for girls in Years 5 to 12.

### **Choral Program**

Singing together is a regular part of the school life at Lowther Hall. The Choral Program is an integral component of the Lowther Hall Music Department and has a long and proud tradition of providing high quality performances within the School Community and beyond. Through a variety of choirs embedded in both our curriculum and cocurricular programs, all girls are encouraged to take part and to develop a lifelong love of music and singing. Our choirs perform regularly at school assemblies, services, concerts and public events, and compete in Eisteddfods and singing festivals.

The auditioned choirs are open to all students who are already members of the open choirs. Selection into these choirs is based on an audition-selection process. The auditioned choirs perform publicly in competitions and as a result, the repertoire is generally more challenging. As a prerequisite, all members are required to also be committed members of an open choir and an ongoing commitment to rehearsals and performances is essential.

### **Girls' Voices of the Cathedral Choir**

The Girls' Voices of the Cathedral Choir, launched in 2016, sing at St Paul's Cathedral under the direction of the Cathedral Director of Music, Mr Philip Nicholls. An auditioned choir, girls enter the choir as a probationer in Year 4, and sing with the choir until the end of Year 10. During Years 11 and 12, girls are able to sing as lay choristers in the adult choir if they wish. In addition to their regular commitments, the Girls' Voices of the Cathedral Choir may be asked to sing at significant services throughout the year, including Diocesan events.



The Girls' Voices hold a rehearsal and sing Evensong at St Paul's Cathedral on Wednesday afternoons during term, rehearse at Lowther Hall on Friday mornings, and sing at either the 10:30 am Eucharist or 6:00 pm Evensong service on Sundays.

## PHYSICAL EDUCATION AND SPORT

In the Early Years, students are introduced to fundamental motor skills and perceptual motor skills (PMP). They also begin to acquire knowledge and skills in tennis, soccer, basketball and various minor games.

Year 2 students develop, build and refine their fundamental motor skills by 'learning through movement', developing and understanding strategies that work in group situations and encouraging 'fair play', whilst participating in physical activities, students will also focus on performing fundamental motor skills in a variety of movements when participating in minor games and drills that introduce them to rules and identify boundaries.

Students in Years 3 and 4 practise and refine fundamental motor skills in a variety of movement sequences and situations. Students learn about game play and different approaches when applying movement concepts and strategies to major games, either individually or in a team setting. Students will also apply basic rules and scoring systems that encourages and promotes fair play.

Students in Years 5 and 6 practise specialised and movement patterns and apply them in game situations. They participate in teams and groups encouraging one another to feel positive about their involvement in team settings. Students align their behaviour to follow the rules of the games and encourage fair play amongst their peers.

In addition to the weekly Physical Education classes, students in Years 3 to 6 are provided with the opportunity to represent Lowther Hall at various carnivals both in individual and team capacities in swimming, athletics, cross-country, basketball, Australian Rules Football, soccer, snow sports and equestrian.

Students in Years 4, 5 and 6 are offered additional opportunities during the year to participate in specific sports such as swimming and tennis in addition to their physical education program. Students are then selected to represent the School in district and regional competitions based on their times in various events.

Alongside compulsory PE classes in Years 7 and 8, a weekly Sports Skills program is offered in order to assist with the development of skills and to expose girls to a range of sports which they may wish to pursue during school or in their adult lives. In addition, girls with appropriate skills may also apply to represent the School in competitive sporting teams.

## Interschool Weekly Competitions

Lowther Hall is a member of Girls Sport Victoria (GSV) and this organisation coordinates our representative sports program. GSV comprises 24 independent girls' schools which compete in weekly sports competitions, carnivals and development programs.

Many girls make the most of the diverse sporting opportunities offered at Lowther Hall through GSV, including Australian Rules Football, badminton, basketball, diving, indoor cricket, netball, soccer, softball, tennis, volleyball, swimming, cross country, triathlon and track and field. In addition, some other sports offered outside the GSV options include equestrian, fencing, orienteering, rock climbing, rowing and Snowsports.

Weekly sport in Senior School is played after school between 4.00pm and 6.00pm during the relevant term (plus travel time) against other schools in the GSV competition. Fixtures are developed by GSV and schools play several rounds in zones, with finals played at the end to determine overall winners from the 24 schools.

## Representative Sport

Students who have prior experience in a particular sport are strongly encouraged to apply to represent the School in a team. In some sports, development or training programs will be offered in the term before competition begins.

Sports training for Years 7 to 10 representative teams occurs either in lieu of the Sports Skills program or at designated before school or after school training times. Year 11 and Year 12 training occurs either in allocated Physical Activity Program lessons or at designated before school or after school training times.

There are 3 styles of representative sport competition offered: Weekly Sports, Carnivals and non-GSV Sports.

## Carnivals

GSV carnivals are held during the School day and are on the School calendar. Personal Best Meets are held after school usually between 4.00pm and 6.00pm prior to the Preliminary Carnival to give the teams an opportunity to practise against other schools and obtain a 'best' performance for final team selection. The Preliminary Carnivals determine the Schools' rankings and allocation into the Championship Carnivals.

## Afternoon and Weekend Sport

Monday, Friday, Saturday and Sunday sport offered by the GSV includes training and competition programs in less traditional sports such as triathlon. These optional programs are designed to encourage girls to try new sports and learn skills.

## The Arts

### Visual Art Exhibition

The Lowther Hall annual Art and Design Exhibition showcases the work of all girls from Kindergarten to VCE.

## Productions

Each academic year, the Dance, Drama & Productions faculty mounts two theatrical productions which create opportunities for our energetic and talented girls to develop and showcase their performance skills. The Senior School Production for students in Years 7 to 12 and the Raymond House Production for students in Years 4 to 6. In Senior School, the staging in alternate years of a play, followed by a musical production, allows our faculty to work in conjunction with the Music faculty, to allow students to hone their skills in the areas of acting, singing and dance, whilst working collaboratively to create highly imaginative theatre. The Raymond House Production is staged each year in the Joan M Garde Cultural Centre at the school. The Senior School Production is staged each year the Clocktower Theatre in Moonee Ponds; this provides the opportunity to work in a professional theatre space and to utilise sophisticated stagecraft technology.

## Private Speech and Drama Program

All students from Year 5 to Year 12 have the opportunity to participate in our Private Speech and Drama Program. The cocurricular program is designed to help students develop skills in speaking in public as well as gain confidence in discussion and every day speech situations. The course focuses on effective and fluent reading, exploration of prose, poetry and drama, movement and mime to develop imagination and drama skills to aid communication strategies. The program encourages clear speech, covers the technique of voice production and the development of effective speech habits. Specific objectives include the development of a varied range of vocal tone, self-esteem, confidence, imagination and creativity.

## ADDITIONAL COCURRICULAR OPPORTUNITIES

### Chess

Chess is offered for girls in Raymond House and Senior School who wish to undertake specialist coaching and develop their skills through participation with peers or via interschool competition.

### Clubs

A range of clubs including: Art and Design Club, Book Club, Code Club, French Club, Japanese Club, Maths Club, and Science Club, cater to students' individual interests and are led by captains in Year 6 (for Raymond House students) or Year 12 (for Senior School students). These clubs run at lunchtimes.

### Debating

The Debating Program commences as an internal program in Years 6 and 7. Lowther Hall students may represent the School in Debating Association of Victoria (DAV) competitions from Year 8.

### Journalism

For those with a journalistic bent, the Senior School student newspaper "The Mansion Messenger" provides an outlet for girls wishing to write articles,

submit cartoons or participate in written debate. Senior School students also produce the School's annual student magazine, "The Chronicle".

## Social Justice

Social Justice projects for students in Years 2 to 6 are led by the Year 6 Social Justice Captains and teacher mentors. In Senior School, students from Years 7 to 11 may elect to join Lowther Hall's Social Justice Committee. Led by the School's Social Justice Prefect, the committee plans and coordinates fundraising and awareness raising activities around issues or causes as determined by the student body.

## Pride Committee

The Pride Committee participates in a myriad of activities and events throughout the year to provide support for the LGBTQIA+ community and raise awareness for the challenges they face. Focusing on important dates in the Queer community, the Pride Committee helps the School to celebrate Trans Day of Visibility, Bisexual Health Awareness Month, and of course, Pride Month. It is independent from the SRC and Social Justice committees and creates a safe and inclusive environment for all students.

## Tournament of Minds

Tournament of Minds is an inter-school problem solving program for teams of students from both primary and secondary years. Tournament's aim is to enhance the potential of our youth by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a challenging and competitive environment. They are required to solve demanding, open-ended challenges from one of the following disciplines:

- **The Arts**

A new discipline for those who have a love for the visual and performing arts! The long term challenges will involve research before developing a creative interpretation in response to the Challenge. Plenty of opportunities for artistic expression in the form of dance, song, musical instruments, theatre and all forms of the Visual Arts.

- **STEM (Science, Technology, Engineering and Mathematics)**

The combination of Science, Technology, Engineering and Mathematics principles provides an integrated approach for students to deepen their conceptual understanding and use their creative and critical thinking skills to solve the challenges within an authentic context.

- **Language Literature**

Language Literature Challenges will involve in-depth analysis and research of texts from a variety of fields.

- **Social Sciences**

A journey through the moral and ethical issues confronting society in the 21st Century.

## TEACHING AND LEARNING -

### Guiding Principles

Teaching and Learning is the core business of our School. Our structures, processes and policies are all designed to provide effective Teaching and Learning as the number one priority. Our capacity to deliver this is reliant on the commitment, dedication and skill of our teaching staff. To this end, and to be able to facilitate the development of the Qualities of the Lowther Hall Girl, we know that there are particular qualities our teaching staff need to have. They are outlined below;

### Qualities of the Lowther Hall Teacher

A Lowther Hall teacher:

- knows the students they teach and how to meet their individual learning needs
- understands how to plan for teaching that will maximise learning for each student
- has a deep understanding of the subjects they teach
- is familiar with a range of instructional strategies to effectively teach the curriculum
- knows the skills and competencies required in the 21st century and how to plan learning experiences which foster these
- uses data and student feedback to plan for, monitor, assess and report on student learning
- involves students in the learning process
- gives relevant feedback to improve student learning
- demonstrates respect for students by creating safe and challenging learning environments
- plans, documents and implements learning experiences which are relevant, structured, sequential and scaffolded to maximise learning for each student
- demonstrates effective communication skills with colleagues and with students and their families
- works collaboratively with teaching colleagues
- is an active and supportive member of the school community
- actively seeks to improve their practice through the examination of data, gathering of feedback, reflection and professional learning
- models passion for teaching and learning and the pursuit of excellence

## ASSESSMENT AND REPORTING; PROVISION OF INFORMATION RELATING TO SCHOOL AND STUDENT PERFORMANCE

### Assessment

Teachers are regularly monitoring and assessing student knowledge, skills and understanding so that they have reliable data to inform their own ongoing teaching and to communicate with parents. Classroom teachers, Heads of Faculty and Teaching & Learning

Leaders provide specific details of assessment expectations for each area including which assessment items are included in reports and their respective weightings. Wherever possible, assessment are completed in such a way that student work can be authenticated.

At Lowther Hall we value excellence. That does not mean that we expect every girl to be a high achieving student. What we do expect, however, is that every girl demonstrates Learning Behaviours that will assist her to achieve her very best.

### Reports

Reports are a formal means of reporting student progress to parents. The reporting system is part of the regular communication between the School, students and their parents. Reports focus on student progress, Learning Behaviours, effort and achievement and strategies whereby these may be enhanced. It is important to note here that nothing in the report should come as a surprise to parents. For example, it should not be the first occasion on which the parent learns that an assessment task was not completed or that their daughter has received a grade significantly below expectation.

Parents and students are encouraged to contact their teachers or relevant Year Level Coordinator at any time during the academic year if there are concerns about the learning program or progress in particular areas.

Formal reporting to parents and students occurs each term. At least twice a year, parents and caregivers have an opportunity to meet teachers in Learning Conferences. In Senior School it is expected that the girls attend Learning Conferences with their parents.

### Blinkbonnie House

Reports are issued twice a year for Prep and Year 1 students in Terms 2 and 4. A Kindergarten Transition Statements is issued in Term 4.

- Semester 1 Prep and Year 1 Half Year Reports (June)
- Semester 2 Kindergarten Transition Statement (October)
- Prep and Year 1 End of Year Reports (December)

Parents are encouraged to read these carefully as they list learning goals and skills in each subject area and provide an indication of each student's progress for each component of her program.

### Raymond House

Reports are issued 4 times per year:

- Semester 1 Progress Report (April)
- Semester 1 Report (July)
- Semester 2 Progress Report (October)
- Semester 2 Report (December)

Parents are encouraged to read these carefully. The summative Semester Reports list learning goals and skills in each subject area and provide an indication of each student's progress for each component of that curriculum area.

## Senior School

Reports are issued 4 times per year: in Terms 1 and 3, students receive a Progress Report and in Terms 2 and 4, students receive a more comprehensive Semester Report. Reports contain the following information:

### Progress Report

- A progress or 'indicative' Learning Behaviour rating
- A listing of assessment items (with scores)
- A short progress comment. This comment should have 3 elements:
  - a. Commendation – what the student has done well
  - b. Explanation of progress Learning behaviour – this should include a clear reference to how the Learning Behaviour rating has been derived.
  - c. Recommendation – suggestions for general improvement

### Semester Report

- A Learning Behaviour rating
- The detailed breakdown of allocated Learning Behaviours.
- An overall attainment grade of A-E
- A breakdown of assessment items (with scores) and their contribution to the overall attainment grade.

Overall attainment is recorded as a grade, not as a percentage on the printed report.

In order to ensure consistency across all classes being taught at year level for a given subject, all assessment used as a basis for reporting must be planned and discussed within the faculty teaching team for that subject and moderated across the year level where possible.

## Submission of Work

Students are expected to complete and/or submit set work, by the due date. Work which is not submitted by the due date is still expected to be completed but is not normally graded, however, should still receive appropriate feedback. Parents need to be informed of the late or non-submission of set work either by telephone or email. A student may also be placed on Academic Bridging.

## Academic Bridging

### Raymond House

Academic Bridging is an allocated and supervised time within the school week where students who have not met specific work requirements are assisted to remedy

this situation. This might occur if any of the following have been in evidence:

- Not completing set class work within a reasonable time frame.
- Messy completion of tasks within a student's workbook.
- Incomplete or unsatisfactory completion of homework tasks.
- Not meeting classroom or school expectations.

It is expected that verbal and written communication takes place with students prior to them attending academic bridging. In the first instance, a verbal communication takes place. This would be followed up if necessary, via a written notification in the student planner.

Academic Bridging is not seen as a punishment of unacceptable behaviours but as a bridge of support to ensure improvement in achieving success.

### Senior School

Year Level Coordinators or subject teachers can recommend students attend an academic bridging session, held twice a week after school, if a student is behind in her work or needs to complete or redo an assignment or test. The sessions provide a "bridge" to Academic success.

On Monday, Tuesday, Wednesday and Thursday afternoons, and every second Friday afternoon for Years 11 and 12 students, we offer Academic Bridging sessions. The purpose of these is to provide an opportunity for students to:

- Complete a test or task missed through absence
- Re-do a task that has not been completed to an acceptable standard
- Complete homework that has not been handed in on the due date
- Complete supervised practice tasks

## Supervised Homework Sessions

An initiative for Years 7 to 10 students to attend after school supervised homework sessions. Each session provides an opportunity for students to complete homework and/or undertake revision or study in a supervised and silent space.

Sessions are scheduled twice each week (excluding examination periods) under the supervision of two recent Year 12 graduates per session. The Old Grammarians work closely with the Deputy Head of Senior School – Culture and Innovation. Supervisors check-in with each student at the start and throughout each session to monitor their productivity and levels of confidence with various tasks they are completing.



# CURRICULUM OUTLINE

## Blinkbonnie House

Our Early Years program is inspired by the Reggio Emilia philosophy. Optimal learning in Early Years occurs in a positive and challenging environment in which girls are offered the opportunity to grow in all aspects of development and to express their thinking and learning using the hundred languages.

### *Image of the Child*

Our Image of the Child underpins all that we do in Blinkbonnie House. It informs our decisions about programs, materials, staffing, space and the allocation of time. We believe that children are unique and rich in potential. They are active participants who construct knowledge and create theories about their world. We recognise that children have rights and are capable of being responsible for themselves. They can make decisions about how they respond to situations. Children move through the world we wonder and awe.

### **Kindergarten curriculum outline:**

Students in 4 year old Kindergarten participate in small group activities, fine and gross motor tasks, outdoor play, preliteracy and prenumeracy activities and inquiry learning that is student centred and teacher framed. They also participate in a structured curriculum around Health and Wellbeing, Visual Art, Chapel, Assembly, Literature, Music and Movement and Physical Education (PMP). A Bush Kinder program exposes girls to nature play off campus through scheduled excursions.

### **Preparatory and Year 1 curriculum outline:**

- English:
  - Explicit reading strategies
  - Developmentally sequenced writing including handwriting
  - THRASS spelling
  - Supported practice of speaking and listening skills
- Mathematics  
Students engage in hands-on, meaningful, relevant and challenging problem-solving investigations to develop strong foundations in early mathematical reasoning.
- Inquiry:
  - Based on the curriculum areas of Humanities, Health and Science
  - Inquiry learning that is student centred and teacher framed
  - Collaboration and group work to develop research skills
- Digital Design and Technologies  
Students engage with the Design Process to create solutions to problems. They learn to use digital technologies such as iPads, cameras, Beebots and robots.

- Learning Strategies Program  
Support for students who require additional assistance in the core areas of English and Mathematics.
- Enrichment  
Students are provided with a range of enrichment activities both within and outside of the regular classroom as appropriate.
- Health and Wellbeing:  
Development of personal and social capacity including:
  - Qualities of a Lowther Hall Girl
  - Self-awareness
  - Self-management
  - Social awareness
  - Social management
- Visual Arts  
Students develop their artistic skills through an integrated approach which makes connections to other key learning areas.
- Chapel Services  
Weekly Chapel services are led by the Chaplain and provide opportunities for girls to engage in activities relating to faith.
- Blinkbonnie Assembly  
Regular assemblies give students the opportunity to present, perform and to celebrate their learning.
- Literature  
Students foster a love of literature through sharing and borrowing library books.
- Music and Movement  
Students are introduced to the fundamental skills of beat, rhythm and singing. In addition, they explore movement in response to music.
- Physical Education  
Introduction of fundamental motor skills and perceptual motor skills (PMP), ball skills, tennis, soccer, basketball and minor games.

## Raymond House

The Raymond House curriculum has been developed to incorporate the best of all learning approaches through a balanced program that provides meaningful, significant and challenging experiences for our girls. Specific skills and knowledge are taught through the relevant key learning areas. Teachers have expertise in these specific learning areas and focus on the processes and content that are critical to that subject.

- English  
The English program provides:
  - Explicit teaching of a range of reading comprehension strategies to develop both literal and inferential understanding.

- A strong focus on a range of genres through the writing program, with explicit teaching of handwriting, grammar and spelling.
- The development of students' speaking and listening skills through a range of opportunities for informal and formal public speaking presentations.
- Mathematics  
Within the Mathematics program there is an emphasis on developing fluency and critical thinking skills in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability, with real world application and links.
- Enrichment Program  
The Enrichment program provides a range of enrichment activities both within and outside of the regular classroom program.
- Health & Wellbeing
  - The Health and Wellbeing program connects the 'Qualities of the Lowther Hall Girl' to the Australian Curriculum priorities of personal, social community health.
  - Students explore the personal and social capabilities of self awareness, social awareness, self management and social management.
  - Students develop their ability to navigate the digital world in a safe and responsible manner.
- Humanities  
The Humanities program is an inquiry based approach that links key learning areas including Civics, Geography, and History.
- Japanese (Years 4-6)  
The Japanese program develops aural, oral reading and writing skills in Japanese.
- Learning Strategies Program Support  
The Learning Strategies program provides support for students requiring educational assistance in the core areas of literacy and Mathematics.
- Library  
Students will utilise the Raymond House Library to investigate information technology, literature and research skills.
- Music  
The Music program provides opportunities to develop students' musical skills through a variety of programs.
  - Choir, Band, Orchestra (Years 4-6)
  - Instrumental class program (Years 3-6)
  - Individual tuition available for all instruments Classroom music – Kodaly based program
  - Songbirds Choir (Year 2)
- Outdoor Education  
The Outdoor Education program facilitates development of qualities such as self-reliance, courage to take risks and caring for self and others. This program ranges from an overnight experience to a four day program.
- Performing Arts (Years 4-6)  
The Performing Arts program provides the opportunity for development of skills in drama, dance and performance through involvement in the annual Junior School Production. Individual and group tuition in Performing Arts is also available (Years 5-6).
- Physical Education  
The Physical Education program provides the development of physical skills and individual fitness through a variety of games and activities.
- Science and Technology  
The Science and Technology program provides inquiry skills while exploring specific understandings and science as a human endeavour. The program also develops student's computational and algorithmic thinking and challenges them to create digital solutions to real world problems.
- Sport (Years 4-6)  
The Sporting program includes a variety of competitive House competitions that include Tennis, Soccer, Netball and Volleyball. It also involves major school sport carnivals in Swimming, Cross Country and Athletics.
- Visual Arts  
The Visual Arts program develops students' imaginative and expressive potential in a wide range of two and three dimensional art media.
- Chapel Services  
Regular Chapel Services are provided to develop the students' understanding of the Christian religion and supports the development of respect for other faiths.

## Senior School

### Sampford House

#### Year 7 & 8

The Year 7 & 8 curriculum builds on the primary years and extends the development of skills and strategies that are essential for effective learning.

Students study some subjects for a semester [half year] and others across the whole year. Each subject covers a comprehensive range of activities designed to provide the fundamental skills which students need to understand and successfully interact with the world around them, and work towards the standards specified in the Australian Curriculum.

Foundations in literacy in English and numeracy in Mathematics are laid whilst offering each girl the opportunity to attain her highest level. Humanities, Science, Music, Food Studies, Personal and Social Development, Physical Education and the Visual and Performing Arts provide a range of learning experiences. The Philosophy and Religious Studies curriculum promotes knowledge and understanding of spirituality as an important feature of being human. In the Languages area students choose to study either French or Japanese. The use of technology is an integral part of learning at Lowther Hall.

Students also participate in the Year Level Programs, "Tangara" (Year 7) and "Willara" (Year 8).

There is also a broad range of cocurricular activities for girls to be involved in.

#### Compulsory Subjects:

- Dance
- Digital Technologies
- Drama
- English
- Food Studies
- Geography
- History
- Languages: French / Japanese
- Mathematics
- Music: Class & Instrumental
- Personal and Social Development
- Philosophy
- Physical Education
- Religious Studies / Theology
- Science
- Sport (Girls' Sport Victoria)
- Art
- Year Level Program

#### Year 9

The Year 9 curriculum consists of core subjects: English, Humanities, Languages, Mathematics, Science, Sport and Philosophy Worldviews (Religious Studies).

Elective units from the areas of Food Studies, Information Technology, Music, Performing Arts, and

Visual Arts are also integral to the Year 9 course. The Humanities course, Our Place, will be studied by all Year 9 students. This unit focuses on increasing students' understanding of contemporary Australia, its people and its connections with the cultures in our region. This course includes three study tours.

Students also participate in the Year Level Program "Yannergee".

The Duke of Edinburgh Award Scheme, which includes aspects of outdoor education, first aid and community service, is also incorporated into the Year 9 Program.

#### Core Compulsory Subjects:

- English
- Humanities
- Languages: French / Japanese
- Mathematics
- Philosophy and World Views
- Science
- Sport (Girls' Sport Victoria)
- Year 9 Yannergee Program (Personal and Social Development)

#### Optional Electives:

- Drama & Dance:
  - Acting for Life
  - Modern Theatre Styles
  - Millennial Dance
- English:
  - English Development
- Health & Food:
  - Food Studies: An International Perspective
  - Health: It's all about me
- Information Technology:
  - Digital Technologies
- Mathematics:
  - Mathematics Development
- Music:
  - Music Styles & Performance, Pop, Jazz, Film
- Physical Education:
  - Move Your Body
- Visual Arts:
  - Art
  - Three Dimensional Studies
  - Design

The Duke of Edinburgh Award Scheme is incorporated into the Year 9 Program.

## Grant House

### Year 10

Year 10 is the year students begin exploring and preparing to enter the workforce, work experience becomes an important focus. Some girls will begin their VCE studies in Year 10 and a small number will undertake an accelerated VCE pathway in one subject that prepares them to undertake a first year university subject before they finish school. For others, the goal will be to complete VCE without the ranking score necessary for university entrance, but with the aim of satisfactorily completing all aspects of their VCE studies. The Year 10 curriculum comprises:

- English - compulsory and studied all year.
- Science - compulsory and studied all year. Three specific strands available:
  - Access All Areas
  - Mixing It Up
  - A Natural Selection
- Mathematics - compulsory and studied all year. (Girls will work with the Maths staff to determine the most appropriate pathway).
- Japanese, French or Learning Support Following on from Year 9 Pathways and undertaken for the whole year.
- Humanities - at least two units of Humanities across Year 10. For some students, this requirement will be fulfilled through undertaking a full year VCE Humanities subject.
- Sport Compulsory, with choice available each term.
- Electives One or two Electives depending on choices made

#### Subjects offered:

- Applied Computing
- Art
- Biology\*
- Business Management
- Chemistry
- English / EAL
- Food Studies\*
- French
- Geography\*
- Health & Human Development\*
- History
- Japanese\*
- Legal Studies\*
- Literature
- Mathematics
  - Mathematics Methods\*
  - General Mathematics\*
  - Specialist Mathematics
- Media\*
- Music
- Performance (Solo)
- Philosophy
- Physical Education\*
- Physics
- Psychology\*
- Sport (Girls' Sport Victoria)
- Theatre Studies\*
- Visual Communication and Design
- Vocational Education and Training in Schools Program
  - Certificate II in Dance (CUA 2011)\*
- Year Level Programs:
  - Wellbeing
  - Life after Lowther
  - Life skills

VCE subjects marked with \* are usually available to Year 10 students (subject to approval).

### VCE Years 11 & 12

This is a good time for students to look back on their journey so far as they plan the next step. For each student, that step will be different with some preparing for study at university, some planning to go on to a TAFE course and others preparing to enter the workforce. In planning their own pathway, we encourage each student to draw on some of the "Qualities of the Lowther Hall Girl" that they have developed. In particular, their understanding of their strengths and weaknesses, their curiosity and knowledge of how to learn and their understanding of how they want to shape the world.

For students entering Year 12, many of their subject choices have been made already and all that remains are some final adjustments or confirmations of their selections. Students also have the opportunity to speak to subject teachers, the careers counsellor and coordinators for advice.

#### Core Compulsory Subjects:

- English
- Humanities (two semester electives required):
  - History and Civics > People Power
  - Geography and Commerce > We Are the World
  - VCE Unit 2 Religion and Society
- Languages
  - French or Japanese
- Mathematics
- Science
- Sport (Girls' Sport Victoria)
- Year Level Program
  - Wellbeing
  - Careers guidance
  - VCE preparation

#### Optional Electives Offered:

- VCE VET Units 1 & 2 Dance
- Drama
  - Theatre Studies
- English
  - English Development
  - Literature
  - Media
- Health
  - Food Studies: Food Trends
  - Health & Wellbeing
- Information Technology
  - Digital Technologies
- Music
  - Music Styles & Performance
- Physical Education
  - Sport Science
- Visual Arts
  - Art
  - Design



## SCHOOL DETAILS

**Lowther Hall Anglican Grammar School**  
17 Leslie Road, Essendon  
Victoria Australia, 3040

**Phone:**  
+61 3 9325 5000

**Email:**  
lowther@lowtherhall.vic.edu.au

**Website:**  
www.lowtherhall.vic.edu.au

**Google Maps:**  
-37.75913742678733, 144.91501284055133

**ABN:**  
35 006 660 984

**Principal:**  
Ms Elisabeth Rhodes

## Main Reception Open Hours

**During Term:**  
8am – 5pm

**School Holidays:**  
8am – 4pm

## School Specific Contacts

**Senior School Reception**  
(Years 7 – 12)

Email: seniorschool@lowtherhall.vic.edu.au

Phone: +61 3 9325 5100

Absentee Line: +61 3 9325 5111

**Raymond House Reception**  
(Years 2 – 6)

Email: raymondhouse@lowtherhall.vic.edu.au

Phone: +61 3 9325 5200

Absentee Line: +61 3 9325 5222

**Blinkbonnie House Reception**  
(Kindergarten – Year 1)

Email: blinkbonniehouse@lowtherhall.vic.edu.au

Phone: +61 3 9325 5300

Absentee Line: +61 3 9325 5333