# PERSONAL DEVELOPMENT

Personal responsibility/rights; develop a resilient mindset; develop an awareness of growing personal responsibilities and obligations to others in community; balance academic and co-curricular; seek help for self or others if necessary; promote personal health.

<table>
<thead>
<tr>
<th>STUDENT ROLE</th>
<th>TEACHER ROLE</th>
<th>PARENT ROLE</th>
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<tbody>
<tr>
<td>Look after whole self</td>
<td>Offer pastoral care to support students in their emotional lives and communicate concerns to Head of Year, Head of House and Mentors</td>
<td>Be aware of school cocurricular activities and balance with academic commitments</td>
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<tr>
<td>Accept responsibility for learning, actions and be aware of consequences of these</td>
<td>Encourage active participation in all areas of school life</td>
<td>Support the College in the expectation of full participation in all programs</td>
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<tr>
<td>Be prepared to learn from mistakes</td>
<td>Encourage students to learn from experience; making mistakes is part of learning; students are able to move on with self knowledge</td>
<td>Work with pastoral staff to enhance child's development</td>
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<tr>
<td>In year 9, understand your role as a leader in Middle School</td>
<td>Use rewards and consequences that are logical</td>
<td>Maintain a fair and consistent approach between school and home to give an excellent foundation for growth</td>
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<tr>
<td>In year 10, make a transition to a senior student</td>
<td>Offer health classes which are responsive to adolescent issues</td>
<td>Encourage child to solve problems themselves at first</td>
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<tr>
<td>Be informed before making decisions about behaviour affecting health; participate in programs and seek out information independently</td>
<td>Refer students to specialist support when necessary</td>
<td>Participate in the school student parent partnership; attend parent/student interviews, understand the restorative philosophy</td>
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<tr>
<td>Participate actively in PDP</td>
<td>Engage students in PDP</td>
<td>Participate in parent seminars</td>
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<tr>
<td>Increasingly understand emotional reactions and work on ways to manage them</td>
<td>Model and work with students in a restorative manner</td>
<td>Discuss with child their emotional reactions and help them to understand them and learn to manage them</td>
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<tr>
<td>Participate in cocurricular program</td>
<td>Support the progressive development of a self managing student</td>
<td>Encourage child to seek out additional support when necessary</td>
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<tr>
<td>Seek out opportunities to connect with and contribute to the College.</td>
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# RESEARCH SKILLS

Develop more sophisticated research skills.

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<td>Use opportunities to do active research and develop career knowledge that will form a basis for future reference</td>
<td>Teach students to locate relevant resources</td>
<td>Be aware of the resources used and research that occurs</td>
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<tr>
<td>Critically assess information accessed</td>
<td>Give feedback about appropriateness of research conducted</td>
<td>Attend parent career information seminars</td>
</tr>
<tr>
<td>Use research tasks to pursue areas of specific interest or expertise</td>
<td>Encourage links between subjects and future pathways</td>
<td>Instigate career conversations and support research of options</td>
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<tr>
<td>Understand plagiarism</td>
<td>Explicitly teach citation formats</td>
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# USE OF TECHNOLOGY

Responsible, balanced, effective.

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<tr>
<td>Name and use your iPad cover</td>
<td>Utilise required apps</td>
<td>Discuss and support Cyber User and iPad Agreement</td>
</tr>
<tr>
<td>Download required apps</td>
<td>Integrate iPad into curriculum</td>
<td>Implement technology free bedroom</td>
</tr>
<tr>
<td>Keep apps up to date</td>
<td>Direct on/off iPad usage</td>
<td>Monitor student’s online security and activity</td>
</tr>
<tr>
<td>Comply with Cyber User and iPad Agreements</td>
<td>Lead cyber-related discussions</td>
<td>Balance online time with other activities.</td>
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### ATTITUDES TO LEARNING

Inquirers, knowledgeable thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective (International Baccalaureate learner profile).

#### STUDENT ROLE

- Be positive and challenge yourself.
- Ask questions if you don’t understand.
- Understand the difference between study and home learning.
- Use diary app daily.
- Don’t ignore problems, do something about them.
- Use class time effectively; listen, take notes, ask questions, participate in discussions.
- Use technology effectively and responsibly for learning.

#### TEACHER ROLE

- Encourage positive learning, especially the teaching of others.
- Active role of pastoral staff in preparing students for study; timetables, time management.
- Engage year 11 and 12 students to mentor year 10 students.
- Discourage passivity.
- Teach learning as much as content.
- Provide brief and clear instructions; both verbal and visual.
- Check for understanding.
- Use STL Link for course information.

#### PARENT ROLE

- Support the learning process.
- Be aware of learning and progress; keep good contact with teachers and communicate concerns.
- Encourage child’s organisation and allow them to earn time away from study; discourage avoidance, procrastination.
- Encourage connections between child’s learning and the world.
- Attend parent information evenings; share vision, study demands, clear expectations.
- Undertake quizzes for understanding; have them explain tasks.

### GOAL SETTING

Set clear goals relating to short and medium term aims; Work Experience planning; Big Experience organisation.

#### STUDENT ROLE

- Set clear goals for learning: academic, personal & cocurricular.
- Reflect on learning to review goals each term.
- Use opportunities to be informed about future options.
- Review exam performance and semester results to establish goals.
- Aim to contribute to the College community through leadership and cocurricular programs.
- Initiate Work Experience decisions, in consultation with the Careers Office.
- Participate fully in CUE/Big Experience/Work Experience; take responsibility for organisation and success of experiences.

#### TEACHER ROLE

- Encourage realistic expectations in line with maturity, ability and aspirations.
- Teach thinking and time management skills.
- Appreciate inconsistency in adolescent behaviour; recognise factors which influence behaviour and development.
- Role model and reinforce proper ethical/moral behaviour and attitudes.
- Discuss appropriate goals and strategies to achieve them.
- Scaffold learning, give time to reinforce ideas.

#### PARENT ROLE

- Attend information sessions; Big Experience, subject, careers.
- Understand inconsistency in adolescent behaviour; recognise factors which influence behaviour and development.
- Encourage your son or daughter to take responsibility for Big Experience and Work Experience organisation.

### EXAMINATION SKILLS

Exam preparation; commitment to exams as an important assessment element.

#### STUDENT ROLE

- Learn how to sustain study.
- Use study planner.
- Seek to deepen understanding by connecting ideas with examples.
- Optimise learning in class: active listening, understanding exam topic and following up with teacher after you have tried revising yourself.
- Long term study for exams; develop notes and revise key areas over the semester.
- Practise exam techniques and complete practice exam tasks.
- Undertake all assessments thoughtfully and with care.
- Practise working under pressure of time.

#### TEACHER ROLE

- Communicate due dates and be fair in expectations.
- Model use of study planner.
- Identify differences between study and home learning.
- Use positive reinforcement.
- Ensure assessment is both formative and summative.
- Thoroughly cover knowledge and skills to be tested.
- Organise practice tasks under exam conditions.
- Explain criteria used to mark exams.
- Give constructive feedback on test and exam performance.
- Make consistent reference to course outlines.

#### PARENT ROLE

- Be aware of dates, expectations and assist with long term planning.
- Planner on fridge of school dates, including exam period.
- Encourage planned revision as part of home learning schedule.
- Appreciate that exams are only one means where child may display knowledge.
- Be familiar with course documents on STL Link.
- Be positive about exams with balanced view.

### HOME LEARNING

Home learning routine is established: Year 9 – 1.5 hours five times per week; Year 10 – 10 hours a week.

#### STUDENT ROLE

- Write vocabulary lists and glossaries.
- Develop a regular home learning routine.
- Do home learning as well as you can.
- Speak to teachers and peers if having difficulty with home learning.
- Join study groups; teach and learn with peers.

#### TEACHER ROLE

- Set meaningful tasks; reinforce concepts, practice, completion and extended writing.
- Monitor task completion.
- Communicate with parents if repeated incompletion.
- Provide feedback regarding quality of home learning.

#### PARENT ROLE

- Provide effective homework environment.
- Consider technology free bedrooms.
- Limit distractions.
- Require your child to take responsibility for completion of home learning.
- Support use of planner for managing time.

### READING

An ongoing essential element for success across curriculum.

#### STUDENT ROLE

- Maintain regular (daily) reading to enhance progress in all subjects.
- Seek to understand unfamiliar words.
- Take notes, make sub headings or questions out of set reading.
- Re-read difficult passages for meaning.

#### TEACHER ROLE

- Encourage reading, model good habits.
- Give students several examples of types of texts.
- Provide approaches to deconstruct a text.
- Connect reading with academic.

#### PARENT ROLE

- Model good reading habits.
- Create quiet reading times.
- Read and discuss set texts.