

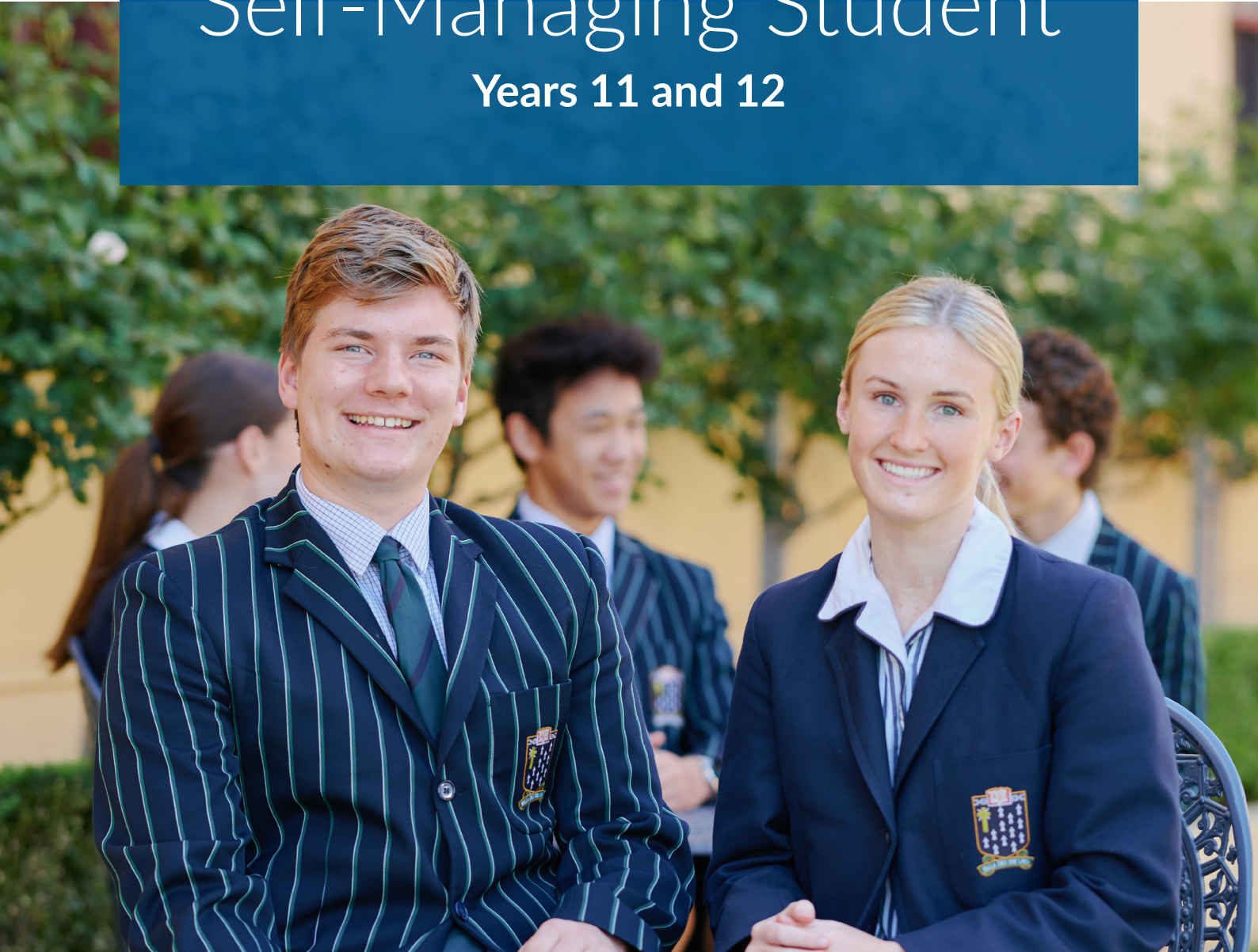


St Leonard's College

An education for life.

Towards a Self-Managing Student

Years 11 and 12



Attitudes and Responsibilities to Learning

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|---|---|---|
| <ul style="list-style-type: none"> Support the Senior School Statement of Commitment | <ul style="list-style-type: none"> Discuss and support the Senior School Statement of Commitment | <ul style="list-style-type: none"> Support the Senior School Statement of Commitment |
| <p>Comply with College student behaviour policies:</p> <ul style="list-style-type: none"> Present yourself well and comply with uniform requirements | <ul style="list-style-type: none"> Discuss and enforce the College's student behaviour policies Actively address that correct uniform is worn in each class | <ul style="list-style-type: none"> Support the College's student behaviour policies Expect your child to dress in accordance with the College uniform standards |
| <ul style="list-style-type: none"> Behave as mature young adults in all College activities | <ul style="list-style-type: none"> Have high expectations of student behaviour in all College activities | |
| <ul style="list-style-type: none"> Understand that success in the VCE or IBDP requires prioritising study | <ul style="list-style-type: none"> Support students in not being over-committed | <ul style="list-style-type: none"> Discuss with your child their commitment |
| <ul style="list-style-type: none"> Approach every class with a positive intention to learn | <ul style="list-style-type: none"> Approach every class with the positive intention that all students can learn | <ul style="list-style-type: none"> Expect your child to approach every class with a positive attitude towards learning |
| <ul style="list-style-type: none"> Maximise learning opportunities | <ul style="list-style-type: none"> Engage students in learning opportunities | <ul style="list-style-type: none"> Have clear, high expectations for effort and application towards learning |
| <ul style="list-style-type: none"> Proactively seek assistance with learning, in and out of class time | <ul style="list-style-type: none"> Encourage students to be proactive, to seek assistance by promoting independent learning | <ul style="list-style-type: none"> Encourage your child to be proactive and to seek assistance |
| <ul style="list-style-type: none"> Work collaboratively with peers and teachers | <ul style="list-style-type: none"> Provide opportunities for collaboration with teacher and peers | <ul style="list-style-type: none"> Demonstrate interest and support by discussing and keeping informed about your child's learning |
| <ul style="list-style-type: none"> Understand and plan for regular study and revision as part of home learning | <ul style="list-style-type: none"> Distinguish regular study from revision opportunities for students | <ul style="list-style-type: none"> Provide an appropriate study environment at home where possible |
| <ul style="list-style-type: none"> Develop resilience by persisting when learning is challenging | <ul style="list-style-type: none"> Encourage students to develop resilience by persisting when learning is challenging | <ul style="list-style-type: none"> Encourage your child to develop resilience by persisting when learning is challenging |
| <ul style="list-style-type: none"> Maintain a growth mindset to enhance learning and personal growth | <ul style="list-style-type: none"> Model and actively foster a growth mindset in students | <ul style="list-style-type: none"> Understand how a growth mindset can help your child to enhance learning and personal growth |
| | <ul style="list-style-type: none"> Make explicit relevance of learning through best practice strategies | |
| | <ul style="list-style-type: none"> Establish and maintain a culture of high standards and inclusion | |

Goal Setting and Planning

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|--|--|--|
| <ul style="list-style-type: none"> Develop and implement planning skills | <ul style="list-style-type: none"> Assist students to develop and implement planning skills | <ul style="list-style-type: none"> Model effective planning skills Support planning skills with diaries, planners, whiteboards, etc. |
| Develop and implement goal setting: <ul style="list-style-type: none"> Set SMART goals Make goals visible Review and revise goals Read/listen and respond purposefully to feedback | Assist students to develop and implement appropriate personalised goals: <ul style="list-style-type: none"> Teach SMART goals Provide opportunities to review and revise goals Provide feedback Recognise achievements and help students to value their progress | <ul style="list-style-type: none"> Know and discuss your child's goals |
| <ul style="list-style-type: none"> Investigate post-school pathways utilising Careers Counsellor, information events and bulletins, Open Days, etc. | <ul style="list-style-type: none"> Discuss Careers Bulletins and promote Open Day planning Encourage attendance at College careers events | <ul style="list-style-type: none"> Participate in your child's post-school pathways investigations Attend College information and careers events |
| <ul style="list-style-type: none"> Understand the deadlines involved in post-school pathway application processes Seek help and advice early and as required | | <ul style="list-style-type: none"> Be aware of post-school pathway deadlines and application processes |

Organisation and Personal Development

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|---|---|--|
| <ul style="list-style-type: none"> Actively engage in academic, pastoral and cocurricular programs. Strive for a healthy balance between activities and commitments | <ul style="list-style-type: none"> Be aware of competing demands for students Discuss and help students develop a balanced program across academic, pastoral and cocurricular programs | <ul style="list-style-type: none"> Be aware of competing interests and demands Note any worrying signs that they are overwhelmed Discuss a plan to meet obligations while maintaining a balanced life. (It is OK to say 'no' sometimes) |
| <ul style="list-style-type: none"> Be open to engaging mindfulness techniques to improve attention, learning and well being | <ul style="list-style-type: none"> Understand the potential of mindfulness strategies to enhance student learning and wellbeing in the classroom Implement mindfulness strategies in the classroom as appropriate | <ul style="list-style-type: none"> Be a calm influence for your child, especially in times of stress or anxiety. |
| <ul style="list-style-type: none"> Be responsible for all documentation and deadlines | <ul style="list-style-type: none"> Make due dates and documentation requirements explicit Refer students to VCE/IBDP calendars of assessment dates Place resources on School Box | <ul style="list-style-type: none"> Be aware of due dates and assessment requirements and expect your child to manage these Discuss assessment dates with your child and plan for these on a visible planner and timetable |
| <ul style="list-style-type: none"> Participate actively in academic mentoring and the PDP | <ul style="list-style-type: none"> Discuss specific strategies and support home learning Inform mentor, Head of Year, VCE/IBDP Coordinator of successes and concerns | <ul style="list-style-type: none"> Discuss and support effective home routines Monitor School Box |

Organisation and Personal Development

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|---|---|--|
| <ul style="list-style-type: none"> Take responsibility for your physical, social and emotional well being Proactively seek assistance as required Take responsibility for supporting the wellbeing of your peers | <ul style="list-style-type: none"> Discuss and promote the benefits of healthy habits for sleep, diet, exercise and relaxation | <ul style="list-style-type: none"> Discuss your child's organisation and personal development needs Encourage good habits in sleep, diet, exercise and relaxation Encourage your child to proactively seek assistance Communicate with the College if difficulties persist |
| <ul style="list-style-type: none"> Take responsibility for work missed through absences – communicate with teachers in advance if possible | <ul style="list-style-type: none"> Monitor absences and follow up any concerns | <ul style="list-style-type: none"> Communicate with your child's mentor in instances of extended ill health, family emergency or change in circumstances and keep the College informed Do not plan family holidays during term times due to the impact on learning |
| <ul style="list-style-type: none"> Explore opportunities for leadership in areas of interest or ability | <ul style="list-style-type: none"> Support students in applying for and carrying out leadership positions | <ul style="list-style-type: none"> Encourage your child to apply for leadership positions in areas of interest or ability |

Assessment Strategies and Skills

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|---|---|---|
| <ul style="list-style-type: none"> Prepare and follow a purposeful revision program | <ul style="list-style-type: none"> Support the development and review of personalised revision programs with students | <ul style="list-style-type: none"> Know and discuss your child's revision program with them |
| <ul style="list-style-type: none"> Know and understand best study approaches for you in each subject | <ul style="list-style-type: none"> Teach specific best practice study approaches | <ul style="list-style-type: none"> Discuss best study approaches with your child Encourage your child to read and respond to feedback |
| <ul style="list-style-type: none"> Implement specific assessment-taking strategies that are effective for you | <ul style="list-style-type: none"> Make explicit evidence-based assessment taking strategies | <ul style="list-style-type: none"> Discuss specific assessment taking strategies with your child |
| <ul style="list-style-type: none"> Practise past exams and revision materials, including under timed conditions | <ul style="list-style-type: none"> Provide and discuss past exams and revision materials Provide opportunities for timed practice and feedback | |
| <ul style="list-style-type: none"> Use available resources including study designs, course outlines, resources on STL Link, additional teacher materials | <ul style="list-style-type: none"> Direct students to relevant available resources on STL Link and elsewhere | <ul style="list-style-type: none"> Encourage your child to access and utilise all available resources |
| <ul style="list-style-type: none"> Consider after school and weekend study in the Cornish Library with Student Study Assistant support | <ul style="list-style-type: none"> Encourage students to consider after school and weekend study in the Cornish Library with Student Study Assistant support | <ul style="list-style-type: none"> Encourage your child to consider after school and weekend study in the Cornish Library with Student Study Assistant support |
| <ul style="list-style-type: none"> Approach assessments in a calm and confident manner Consider applying mindfulness techniques | <ul style="list-style-type: none"> Promote a calm and balanced approach to assessments | <ul style="list-style-type: none"> Be calm, positive and offer emotional support for your child through assessment periods |

Use of Technology

| Student Responsibility | Teacher/Mentor Responsibility | Parent Responsibility |
|---|--|---|
| <ul style="list-style-type: none"> Know and comply with the College's Acceptable Use of Information and Communication Technology Policy | <ul style="list-style-type: none"> Discuss the College's Acceptable Use of Information and Communication Technology Policy | <ul style="list-style-type: none"> Know and support the College's Acceptable Use of Information and Communication Technology Policy |
| <ul style="list-style-type: none"> Read and sign the Agreed Standards for Student Use of Technology | <ul style="list-style-type: none"> Discuss the College's Agreed Standards for Student Use of Technology | <ul style="list-style-type: none"> Be aware of your child's use of technology, security settings and content access (social media, gaming, gambling, sexually explicit material) |
| <ul style="list-style-type: none"> Comply with the Student Electronic Device Code of Conduct and Mobile Phone Policy | <ul style="list-style-type: none"> Enforce the Student Electronic Device Code of Conduct and Mobile Phone Policy | <ul style="list-style-type: none"> Know and support the Student Electronic Device Code of Conduct and Mobile Phone Policy |
| <p>Ensure and practise effective use of technology including:</p> <ul style="list-style-type: none"> File management Word processing Excel/Numbers Search and research skills Relevant apps, supporting learning | <ul style="list-style-type: none"> Teach necessary technology skills for success in your subject / mentor group Demonstrate and utilise technology supporting research-based effective subject specific learning | <ul style="list-style-type: none"> Discuss and encourage effective use of technology supporting learning and wellbeing |
| <ul style="list-style-type: none"> Remove technology distractions when engaged in learning activities | <ul style="list-style-type: none"> Enforce removal of technology distractions during classes | <ul style="list-style-type: none"> Understand the potential for technology to interfere with effective and efficient learning Only message/contact your child before/after school and not during class time Proactively encourage removal of distractions during learning activities |
| <ul style="list-style-type: none"> Limit your use of screen time for balance and to prioritise study | <ul style="list-style-type: none"> Discuss the importance of a balanced use of technology | <ul style="list-style-type: none"> Recommend tech-free bedrooms at night and for one hour before sleep |