



St Catherine's School

TOWARDS 2025

Bold. Independent. Resilient. Creative.

Middle Years Information Night

- Welcome – Ms Michelle Carroll, Principal
- Teaching & Learning – Mrs Ceri Lloyd, Deputy Principal - Teaching and Learning
- Middle Years – Ms Freda Armstrong, Director of Middle Years

PFA Welcome – Mrs Roxanne Ktenavos, PFA President



We acknowledge the
Wurundjeri people of
the Kulin nation who are the
traditional custodians of the land
on which we meet today. We pay
respect to the Wurundjeri Elders,
past, present, and emerging and
extend this respect to Aboriginal
and Torres Strait people from
other communities who
are here today.



Bold. Independent. Resilient. Creative.

Academic Achievement

Embed an unwavering focus on intellectual curiosity through a rigorous academic program, sensitive to the needs of individual pursuits.

Wellbeing & Leadership

Encourage our students to be proud of their accomplishments, seek out challenge and build personal leadership and confidence.

Co-Curricular Opportunities

Empower young women to discover through experience and find their voice in the communities and world around them.

Exemplary Staff

Enhance the student experience through the engagement of exceptional staff, committed to girls' education and wellbeing.

Embrace Community

Ensure opportunities for our students through a cohesive, diverse and inclusive community of current and past parents, St Catherine's alumnae and wider school network.

Equip Our Future

Envision the delivery of learning environments for students and staff that lead the world in innovative and contemporary design and the delivery of exceptional educational programs.



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Graduate 2025

A young woman who has mastered independent learning and draws upon a comprehensive tool kit of transferable thinking skills in all work and life experiences.





Bold. Independent. Resilient. Creative.

Graduate 2025

Possesses a global and inclusive outlook with an outstanding ability to work independently and in team environments. She values community service and has bold passion for exploring her capabilities.





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Small but Fierce




TOP SCHOOLS 2022

School name	Suburb	Median study score	% of study scores of 40 and over
Ballarat Clarendon College	Ballarat	38	35.5%
St Catherine's School	Toorak	37	32.9%
Bialik College	Hawthorn	37	32.7%
Mount Scopus Memorial College	Burwood	37	31.4%
Haileybury Girls College	Keysborough	36	33.5%

TOP GOVERNMENT SCHOOLS

School name	Suburb	Median study score	% of study scores of 40 and over
Melbourne High School	South Yarra	36	27%
Mac.Robertson Girls' High School	Melbourne	36	25.7%
Nossal High School	Berwick	36	24%
John Monash Science School	Clayton	35	21.2%
Wycheproof P-12 College*	Wycheproof	34	25%

*Wycheproof P-12 College is classed as a small school and had 19 students enrolled in year 12 subjects in 2022. Source: Victorian Curriculum And Assessment Authority



**BEST GIRLS' SCHOOLS/
MEDIAN VCE SCORE**

- St Catherine's School **37**
- Fintona Girls' School **36**
- Haileybury Girls' College **36**
- Korowa Anglican Girls' School **36**
- Lauriston Girls' School **36**
- Mac.Robertson Girls' HS **36**
- Ruyton Girls' School **36**
- Sacre Coeur **36**
- Shelford Girls' Grammar **36**
- Strathcona Girls' School **36**

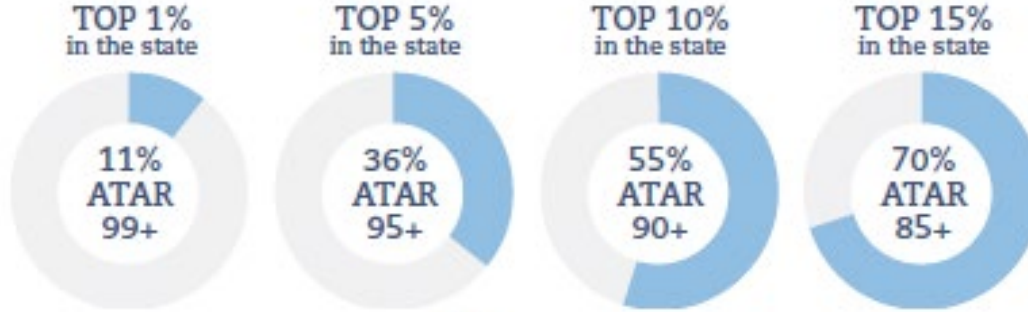
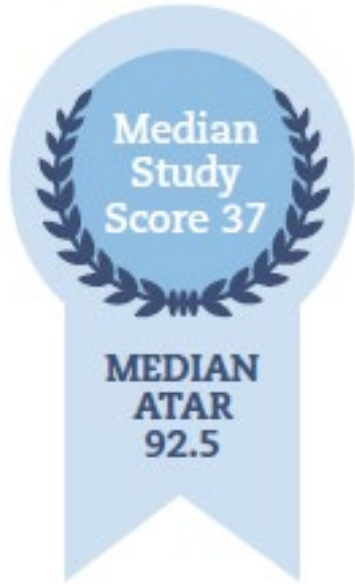


#1 Girls School Victoria
2021 & 2022

St Catherine's School



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At St Catherine's, our teachers are recognised as great activators of change for girls. They inspire girls to be fearless, teaching them how to harness the storm of adolescence, and encourage them to discover their individual passions, interests, and talents.

These VCE results are testament to this and could not have been achieved without the wisdom, dedication and passion of our teachers. Their inspiration, encouragement and energy enabled our Class of 2022 to flourish.



Angela Yu
Oxford University



Jasmine Glass – Top Arts selection



Paula Chen - Medicine



Charlotte Myer – Vet Science



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A Bright Future

In 2022, our Year 12 students displayed wisdom, perseverance, and courage through a most unique period of time. Emerging from two years of COVID-interrupted schooling, requiring extended periods of remote learning across Years 10 and 11, our Class of 2022 stepped into their final year of School with passion, resilience, and enthusiasm.



2023 Tertiary Institutes

The University Of Melbourne	45%
Monash University	30%
RMIT University	
Deakin University	
Swinburne University of Technology	
Brown University (USA)	
University of Michigan (USA)	
University of Oxford (UK)	
Stanford University (USA)	
Monash College	
Box Hill Institute	
Australian Catholic University	



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The St Catherine's Student Journey

ELC

Developing gross motor skills

Developing problem-solving skills

Learning how to interact with peers

Following teacher directions and instructions

Strategies

Small-group experiences that develop problem solving skills

Whole-group experiences encourage working collaboratively

Perceptual motor program to develop their gross motor skills

Prep-Year 3

Developing control over fine and gross motor skills

Learning to share resources and teacher time

Operational thinking replaces egocentric cognition

Strategies

Resilience Health & Wellbeing Program

Personalised Improvement plans

Beyond Boundaries Outdoor Education program

ELC to Prep Transition program

Years 4-5

Commencing team sports and developing specialised skills

Understanding that friends have minds of their own

Beginning to think conceptually

Beginning to take ownership of learning and setting goals – often unable to plan how to achieve them

Developing metacognitive skills

Strategies

Harvard Visible Thinking HASS Program

Personalised Improvement plans

Year 5 Study Tour – Sovereign Hill

Year 5-6 Musical

Years 6-7

Focus on conformity and importance of appearance

Strong emotions

Can grasp abstract concepts and consider hypothetical situations

Developing skills to use feedback to identify achievements and prioritise improvement

Initiate and undertake tasks independently, within time-frames

Strategies

Ambassador Leadership Program

Year 6 to Year 7 transition days

eSmart Curriculum

Year 6 Study Tour – Canberra

Year 6 Debating

Year 5-6 Musical

Year 6 Leadership opportunities

Year 8

Intense concern with peers

Often egocentric

Can confront moral and ethical questions

Awareness of sexuality increasing

Can reflect on the influence emotions have on behaviour, learning and relationships

Developing skills to use feedback to identify achievements and prioritise improvement

Strategies

St Catherine's Thinking Agenda

Year 8 weConnect – with self, with others, with community

Central Australia trip assists with bonding and developing new friendships

eSmart program

Year 9

Change in sleeping patterns; staying up later

Moods fluctuate

Relationship with parents can become more distant

Increase in risk taking behaviour

Reflect more critically on emotional responses to challenging situations

Strategies

Thinking Agenda - Harkness Inspired Learning

Year 9 weEngage – with self, with others, with community

FNQ Program establishes a culturally collaborative experience and global perspective

Expanded Global Trips & Exchanges programs

Leadership Diploma

Year 10-12

Brain development continues into the mid-20s

Heightened levels of stress/anxiety

Stronger understanding of own values

More focussed on future, hopes and ideals

Managing complex ideas and concepts

Strategies

Independent Learning Tutorials & Masterclass

weEmbrace, weAccomplish and weLead wellbeing themes focus on embracing opportunity, striving for personal and academic accomplishment and leadership

World Challenge Expedition/Global Young Leaders/ Language study Tours/Trips and Exchanges

Year 10 Careers Testing

Careers interviews in Years 10-12



The Journey to Academic Achievement



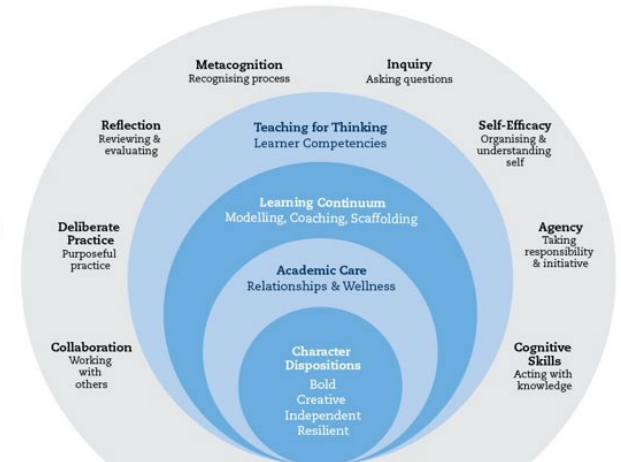
St Catherine's Thinking Agenda

TEACHERS

1. How do you know students are thinking in your classroom?
2. How do you plan for student thinking?
3. How do you give feedback on student's thinking?

STUDENTS

1. How do I develop my thinking in my classes?
2. How do I develop skills and strategies for my learning?
3. How do I reflect on my learning?

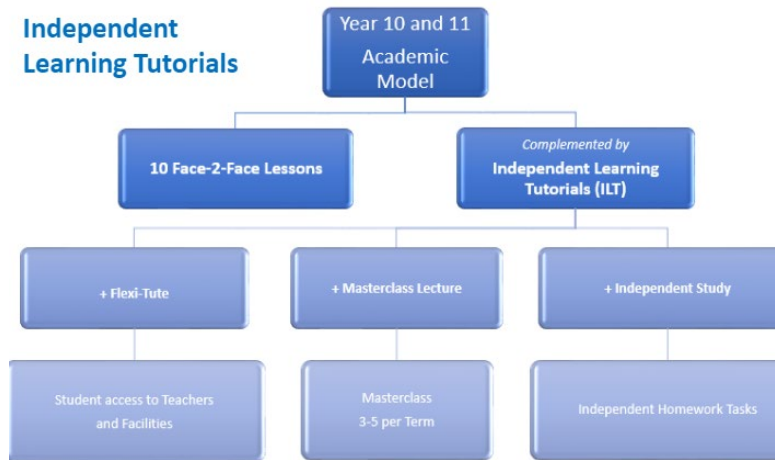


Signature Year 9 Program Empower Her Signature & Her Voice



Year 9 Critical Conversations Humanities Program

Independent Learning Tutorials



AUSTRALIAN EDUCATION AWARDS 2022

Awarded an excellence award for *Innovation in Learning Environment Design*





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Graduate 2025

Educated and supported by highly skilled staff dedicated to leading practice within a culture of learning where educators and students share a common language, understanding and approach to high quality intellectual endeavour.



St Catherine's School

TOWARDS 2025

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Teaching and Learning - Middle Years

Mrs Ceri Lloyd, Deputy Principal - Teaching and Learning



Our Teaching & Learning Framework

- The St Catherine's Learning Framework seeks to provide every student with the strongest foundation possible for them to reach their aspirations in learning and in life.
- St Catherine's sees teaching and learning and the development of wellbeing as parallel, integrated and complementary processes.
- High impact teaching & learning contributes to the growth of individual and collective wellbeing.

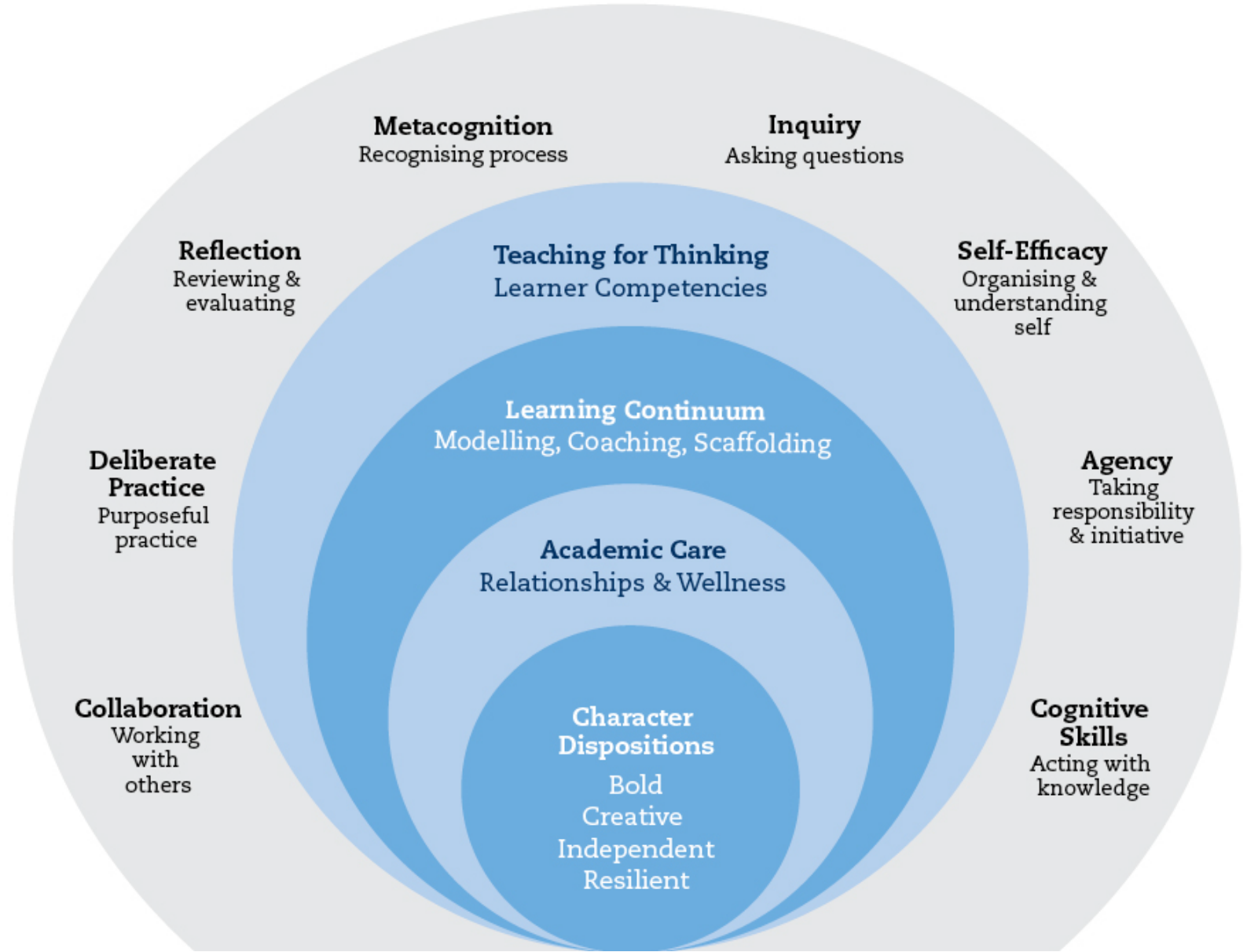


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St Catherine's School

Teaching & Learning Framework





St Catherine's Thinking Agenda

TEACHERS

1. How do you know students are thinking in your classroom?
2. How do you plan for student thinking?
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STUDENTS

1. How do I develop my thinking in my classes?
2. How do I develop skills and strategies for my learning?
3. How do I reflect on my learning?





Our Learning Competencies

Year 7: We belong & model in our learning.

Years 8 & 9: We connect, engage & scaffold in our learning.



St Catherine's School Learning Competencies Year 7

Year 7 We Model				
Learner Competency	Independent	Resilient	Bold	Creative
Metacognition <i>Recognising process</i>	Develop organisation. Learn thinking routines through modelling.	Recognise a process exists and willing to embrace multiple steps to engage with that process.	Learn how to take intellectual risks.	Model subject discipline process(es) as a pathway to creativity.
Inquiry <i>Asking questions</i>	Develop the ability to ask questions. Start to identify gaps in knowledge.	Courage to ask to questions & reflect on answers.	Learn to take risks through questioning. Reflect on responses to questions.	Model creative questioning of subject matter, key skills and knowledge. Use of thinking routines. Choice within a structure.
Self-efficacy <i>Organising & understanding self</i>	Learn how to work collaboratively moving towards some independence	Respond to challenges when organising and understanding self.	Learn how to take risks with teacher as support. Explore new adventures.	Learn systems of security & belonging that enables creativity.
Agency <i>Taking responsibility & initiative</i>	Develop responsibility. Understand how to communicate & seek out improvement.	Receive, understand & act on feedback.	Trust in teacher and openness to intellectual risk, confidence in their own capacity. Start to show initiative in learning.	Exposure to passion and drive through school, community & external connections.
Cognitive Skills <i>Acting with knowledge</i>	Active modelling by learner. Work together, more teacher directed.	Engage with & build knowledge.	Take an interest in new knowledge & ideas.	Acquire knowledge through creative & imaginative ideas.
Collaboration <i>Working with others</i>	Develop group work skills and learn how to connect with others.	Recognise the value in working with different teams of peers in belonging to a group.	Courage in social friendships. Make new friends. Be inclusive of others.	Work collaboratively with others using imagination.
Deliberate Practice <i>Purposeful practice</i>	Develop practice routines with diligence and accuracy in response to set tasks.	Open to and respond to deliberate practice with scaffolds.	Learn to apply thinking routines to tasks.	Start to take creative risks.
Reflection <i>Reviewing & Evaluating</i>	Begin to review & <u>evaluate</u> in an independent way through feedback.	Accept feedback positively.	Develop awareness of empathy and understanding others.	Begin to review & evaluate creative risks in learning.



Feedback on Learning

- Feedback is not just grades
- Verbal feedback
- Written feedback
- Group/peer feedback
- Reflecting on their progress
- Feed forward
- Learning Behaviours

LEARNING BEHAVIOUR & COMPETENCY	Emerging	Developing	Establishing	Proficient	Accomplished
Organisation for Learning <i>Metacognition: Recognising process</i>	Working towards self-management & organisation.	Some self-management & organisation. Has established some learning goals.	Developing self-management & organisation. Seeks feedback to set learning goals and monitor learning processes.	Effective self-management & organisation. Consistent efforts to self-monitor their learning goals	Highly effective self-management & organisation. Independently self-monitors and evaluates their learning goals and processes.
<i>Self-Efficacy: Understanding & Organising Self</i>	Beginning to navigate learning challenges.	Developing confidence in ability to navigate learning challenges. Beginning to develop a sense of self-belief.	Demonstrating the confidence in ability to navigate learning challenges. Developing a sense of self-belief and learning strengths.	Confident in ability to navigate learning challenges. Established sense of self-belief and understanding of strengths and weaknesses as a learner.	Highly confident in ability to navigate learning challenges. Strong sense of self-belief and capacity
Engagement in Learning <i>Inquiry Asking questions</i> <i>Collaboration Working with others</i>	Beginning to ask and answer questions. Learning how to connect with others.	Developing some strategies for asking and answering questions. Learning collaborative group work skills.	Demonstrating strategies for asking and answering questions. Consolidating collaborative group work skills.	Confident in asking & answering purposeful questions and justifying views. Confident in independent and interdependent thinking.	Mastery in asking & answering purposeful questions to aid inquiry. Justifies views with confidence. Highly confident in interdependent thinking and actively seeks to collaborate with others.
Attitude to Learning <i>Agency Taking responsibility & initiative</i> <i>Deliberate Practice Purposeful practice</i> <i>Reflection Reviewing & evaluating</i>	Beginning to take initiative. Starting to take creative risks. Beginning to self-reflect and seek feedback to develop & improve learning.	Developing initiative in learning. Sometimes takes creative risks in learning. Developing self-reflection and seeking feedback to improve learning.	Generally confident in seeking learning challenges and taking some initiative. Developing creative risk taking in learning. Applies self-reflection and seeks feedback to develop and improve learning.	Confidently seeks challenge in learning and takes initiative. Confident in creative risk taking in learning. Courage to persist with challenges in learning. Frequently applies self-reflection and actively seeks critical feedback to develop and improve learning.	Consistently confident in seeking challenges in learning and taking initiative. Proactive in creative risk taking in learning. Courage to persist with challenges in learning. Independently applies self-reflection and actively seeks feedback to develop & improve learning.



Portal Assessment and Feedback



Advertising Campaign Presentation

● Reviewed | *Due Work* | *Due Nov 11, 2022*

16 / 20

“ [redacted] you created a relatively cohesive advertising campaign and displayed an understanding of how to market towards your target audience. The use of contrasting colours in the logo was eye-catching, and you explained your creative choices for this clearly. Additionally, using the pattern of three in your slogan was effective and the directives in it encapsulated your brand’s vision. Your pitch was significantly under the required time, however, so adding more discussion about your creative choices would have been beneficial, such as explaining your intentions behind the television advertisement. This advertisement had good ideas in it, for example switching from black and white shots to colour, but the second half seemed a little rushed. While you all delivered your pitch at a nice even pace, you were too reliant on your notes at the expense of engaging more directly with the audience by making more eye contact. For future oral tasks, aim to use your notes discreetly. You had a clear understanding of your prospective customers, made appropriate decisions for them and used a range of persuasive techniques. Well done.



Portal Assessment and Feedback

GRADING



Feedback

Jun 21, 2022 7:32am

“ you tried to use you lino to emboss the clay, however, the fine detail in your print did not transfer as well as hoped. You overcame this by hand drawing into the clay to create a pattern on the top band of your organic artwork. You demonstrated a controlled use of the ceramic techniques, then applied your own creative interpretation to form a vessel which changed the cylindrical slab work. There were some areas, especially around the base, which needed to be trimmed and smoothed to create a more even surface.

		Not Shown	Low	Medium	High	Very High
To produce a refined and creative artwork that reflects the studio process	Use of materials and techniques to generate a creative, individual artwork in response to inspiration.	No evidence 0	Insufficient consideration of the characteristics of the materials. Used some techniques 1-10	Evidence of consideration of the characteristics of the materials. Used taught techniques to support ideas 11-14	Demonstrated skills; and a consideration of the characteristics of materials in the application of materials and techniques to communicate individual ideas 16 (15-17)	Demonstrated accomplished skills; and consideration of the characteristics of materials in the application of materials and techniques to communicate individual ideas 18-20
	Considered use of art elements and art principles to generate a creative, individual artwork in response to inspiration.	No evidence 0	Insufficient consideration of art elements, art principles and ideas to depict subject matter. 1-10	Use of art elements, art principles and individual ideas to depict subject matter. 11-14	Use of art elements, art principles and individual ideas to depict subject matter in a resolved manner. 16 (15-17)	Clarified and creative use of art elements, principles and individual ideas to depict subject matter in a resolved and refined manner. 18-20

SUBMISSION HISTORY







What is Middle Years Academic Advisory 2023?

We thrive in our learning & wellbeing

The Academic Advisory program aligns with the Wellness and Health program and the Student Voice Program at Year 7 to 12. The program aligns with our Teaching and Learning Framework and the character dispositions and learning continuum.

Academic Advisory sessions are where we introduce students to **specific learning and study strategies and skills**, giving them an opportunity to **apply** a strategy and then **reflect and review** their approach linked to explicit success criteria.



YEAR 7: ORGANISATION HABITS FOR LEARNING	STEP 1 USING YOUR TIMETABLE 	Self-checking routines using timetable. At home: <ul style="list-style-type: none">Look at your timetable the night before and organise everything that is needed for the next day. Consider:<ul style="list-style-type: none">-Books-Laptop and chargers-Instruments-Clothing At the locker in the morning, recess and lunch: <ul style="list-style-type: none">Look at your timetable for the day and organise your materials so the correct things can be accessed quickly.Make sure you take books for the whole of 2a-2a so you do not need to go back to your locker between classes.
	TERM 1 MODULE 1	<ul style="list-style-type: none">Create a two-week timetable.Colour code your subjects on your timetable and include extra-curricular activities (such as music lessons and GSV).Print off three copies of your timetable: one for your diary, one for the inside of your locker and the other for home.
STEP 2: HOMEWORK PLANNING AND PRIORITISING USING WEEKLY AND DAILY CHECKLISTS.	<ol style="list-style-type: none">Record due work: Write all due work immediately into your student diary (and your outlook calendar as this helps with reminders).Write a weekly 'to do' list in your locker.<ul style="list-style-type: none">Place a to do list in your locker. This could be a paper notebook or a mini-whiteboard planner that sits on the locker door.On Monday, look at your diary and the Portal for upcoming work or other tasks, and write a weekly 'to do' list in order of priority. Tick off this list as you complete each task.Write a daily 'to do' list in your diary:<ul style="list-style-type: none">At the end of each day, look at your timetable and your weekly to-do list, and write a smaller 'to do' list for any tasks that need completing that night in your diary.Be very specific in your list. Do not simply write 'science homework' but list the questions you will do, and the time (no more than 45 minutes).Include non-study related things such as exercise, reading for pleasure or creative tasks. 	Success criteria:  <ul style="list-style-type: none">Showing evidence of the daily and weekly checklists.Using the list to begin homework well in advance of due dates.Successfully completing the items on your list without needing adult reminders.
STEP 3: ORGANISING YOUR ICT	One Drive and Outlook <ul style="list-style-type: none">Open your One Drive account by going through Office 365.Create a folder for subjects, similar to the one you have created in explorer.Save all highly important documents (such as assessments) to One Drive.Using your to do list, diary and Portal, place the due dates for work and other important events in your Outlook calendar.	Success criteria:  <ul style="list-style-type: none">File system on Explorer and One Drive is clearly organised and is being used effectively.You can create events on your calendar in outlook.You can successfully submit work onto the Portal for assessment.

What does Academic Advisory look like?

- ✓ **Every Tuesday**
- ✓ **Each Module takes 3 Academic Advisory sessions**
- ✓ **Always in Tutor Rooms run by Tutor teachers.**
- ✓ **May also be supported by HOF & subject teachers in delivering a subject specific module**
- ✓ **Three Week Modules:**
 - 1. Introduction**
 - 2. Application**
 - 3. Reflection and review**



YEAR 8: ORGANISATION FOR LEARNING AND INFORMATION ETIQUETTE

TERM 1 MODULE 1

Study Schedule:

Recording homework and due work:

- a) **Record due work:** Write all due work immediately into your student diary and your outlook calendar as this helps with reminders.

Using checklists to manage your daily and weekly schedule:

- b) **Write a weekly 'to do' list in your locker.**
 - Place a to do list in your locker. This could be a paper notebook or a mini-whiteboard planner that sits on the locker door.



STEP 1: FOLDERS SET UP AND STUDY SCHEDULE

Folders and lockers:

Physical folders and locker:

- Create a separate physical folder for each subject, where you will keep class notes and handouts in one place.
- Organise these clearly in your locker so they are quickly accessible.

- On Monday, look at your diary and the Portal for upcoming work or other tasks, and write a weekly 'to do' list in order of priority. Tick off this list as you complete each task.
- Include non-study related things such as exercise, reading for pleasure or creative tasks.
- Write a daily 'to do' list in your diary:
 - At the end of each day, look at your timetable and your weekly to-do list, and write a smaller 'to do' list for any tasks that need completing that night in your diary.
 - Be very specific in your list. *i.e.* do not simply write 'science homework' but list the questions you will do, and the time (no more than 45 minutes).

ICT Organising:

- Create a filing system using Explorer**
 - Use Microsoft Explorer to create a clear filing system for your work.
 - Create a folder for each subject.
 - Create sub-folders for different units in the subject.
- Create the same system on One Drive:**
 - Open your One Drive account by going through Office 365.
 - Create a folder for subjects, similar to the one you have created in explorer.
 - Save all highly important documents (such as assessments) to One Drive.
 - Ensure that your Outlook Calendar is set up.

Success criteria

- Folders are clearly labelled and organised in your locker.
- File system on Explorer and One Drive is clearly organised and being used effectively.
- You are using daily and weekly checklists to complete your tasks without adult reminders.

STEP 2: USING PORTAL EFFECTIVELY AND EMAIL ETIQUETTE

- Familiarise yourself with each class Portal page so you can find things quickly and independently.
- Refresh the process for submitting work on the Portal.



EMAIL ETIQUETTE and COMMUNICATION

- Include clear subject line that relates to your inquiry.
- Use the teacher's name and a formal salutation (good morning Ms).
- Outline your request precisely.
- Send emails during office hours: **8:30-4:30 pm** on school days, not in evenings or weekends.

Before sending an email, think:

- Have I looked on Portal to check for the answer first (*i.e.* questions about due dates or documents).

Success criteria:

- Submission of work on Portal accurately.
- Using the list to begin homework well in advance of due dates.
- Successfully completing the items on your list without needing adult reminders.
- Sending emails using the correct etiquette.

STEP 3: SETTING LEARNING GOALS

SMART GOALS

Ensure the goals are SMART: Specific, measurable, attainable, relevant and timely. Focus on small habits, for example: 'I will get up ten minutes earlier each day to go over my daily checklist'.

Success criteria:

- Achieving your two SMART goals relating to organisation for the Term.

YEAR 9: ORGANISATION for LEARNING and SELF REGULATION

TERM 1 MODULE 1

STEP 1 : REFRESHER ON FILE ORGANISATION



Folders and lockers:

Physical folders and locker:

- Create a separate physical folder for each subject, where you will keep class notes and handouts in one place.
- Organise these clearly in your locker so they are quickly accessible.

ICT Organising:

- Create a filing system using Explorer**
 - Use Microsoft Explorer to create a clear filing system for your work.
 - Create a folder for each subject.
 - Create sub-folders for different units in the subject.
- Create the same system on One Drive:**
 - Open your One Drive account by going through Office 365.
 - Create a folder for subjects, similar to the one you have created in explorer.
 - Save all highly important documents (such as assessments) to One Drive.
 - Ensure that your Outlook Calendar is set up.

Success criteria:

- Folders are clearly labelled and organised in your locker.
- File system on Explorer and One Drive is clearly organised and being used effectively

STEP 2: HOMEWORK PLANNING AND PRIORITISING USING WEEKLY AND DAILY CHECKLISTS.

- Record due work:** Write all due work immediately into your student diary (and your outlook calendar as this helps with reminders).
- Write a weekly 'to do' list in your locker.**

- Place a to do list in your locker. This could be a paper notebook or a mini-whiteboard planner that sits on the locker door.
- On Monday, look at your diary and the Portal for upcoming work or other tasks, and write a weekly 'to do' list in order of priority. Tick off this list as you complete each task.

c) Write a daily 'to do' list in your diary:

- At the end of each day, look at your timetable and your weekly to-do list, and write a smaller 'to do' list for any tasks that need completing that night in your diary.
- Be very specific in your list. *i.e.* do not simply write 'science homework' but list the questions you will do, and the time (no more than 45 minutes).
- Include non-study related things such as exercise, reading for pleasure or creative tasks.

Success criteria:

- Showing evidence of the daily and weekly checklists.
- Using the list to begin homework well in advance of due dates.
- Successfully completing the items on your list without needing adult reminders.



STEP 3: APPROPRIATE USE OF ICT

Laptop set up:

-Organise your file system (word, one note) into classes.

-Move commonly used apps to the taskbar.

-Declutter your desktop.

-Use the sticky notes feature for a 'to do' list.



Phone use:

- Change settings on your phone to switch off notifications. Do not use it in class unless instructed to.
- Sync your phone so that you can immediately upload 'notes photos' to your file system.
- Keep the phone in your pencil case (or in a phone box) during class time.

Laptop use:

- Open the laptop when directed by your teacher to a learning task, and close it when you are not working. Look at your teacher and class *mates* and interact with them.

Success criteria:

- Your laptop desktop is 'decluttered'.
- You are using ICT only for learning tasks, in response to teacher instructions.
- Your phone is not interfering with your learning focus.



Term 1 Focus Areas

Organisation
for study

A range of
study skills
and strategies

The best
mindset for
study

Setting up
your study
spaces

How to use
ICT to support
your study

Effective
notetaking
skills

Timed writing
skills

Revision skills
and strategies

**Just to name
a few ...**



Bold. Independent. Resilient. Creative.

Signature Year 9 Program

Empower Her Signature & Her Voice



**Year 9 Critical
Conversations
Humanities Program**



Year 9 Critical Conversations

Humanities Program

An alternative methodology of teaching and learning in which students lead critical conversations.

Central purpose is to develop student capacity to use questioning and dialogue to direct their own learning and observe the learning process

Develops academic confidence and resilience as life-long learners.

Class sizes of 12 students

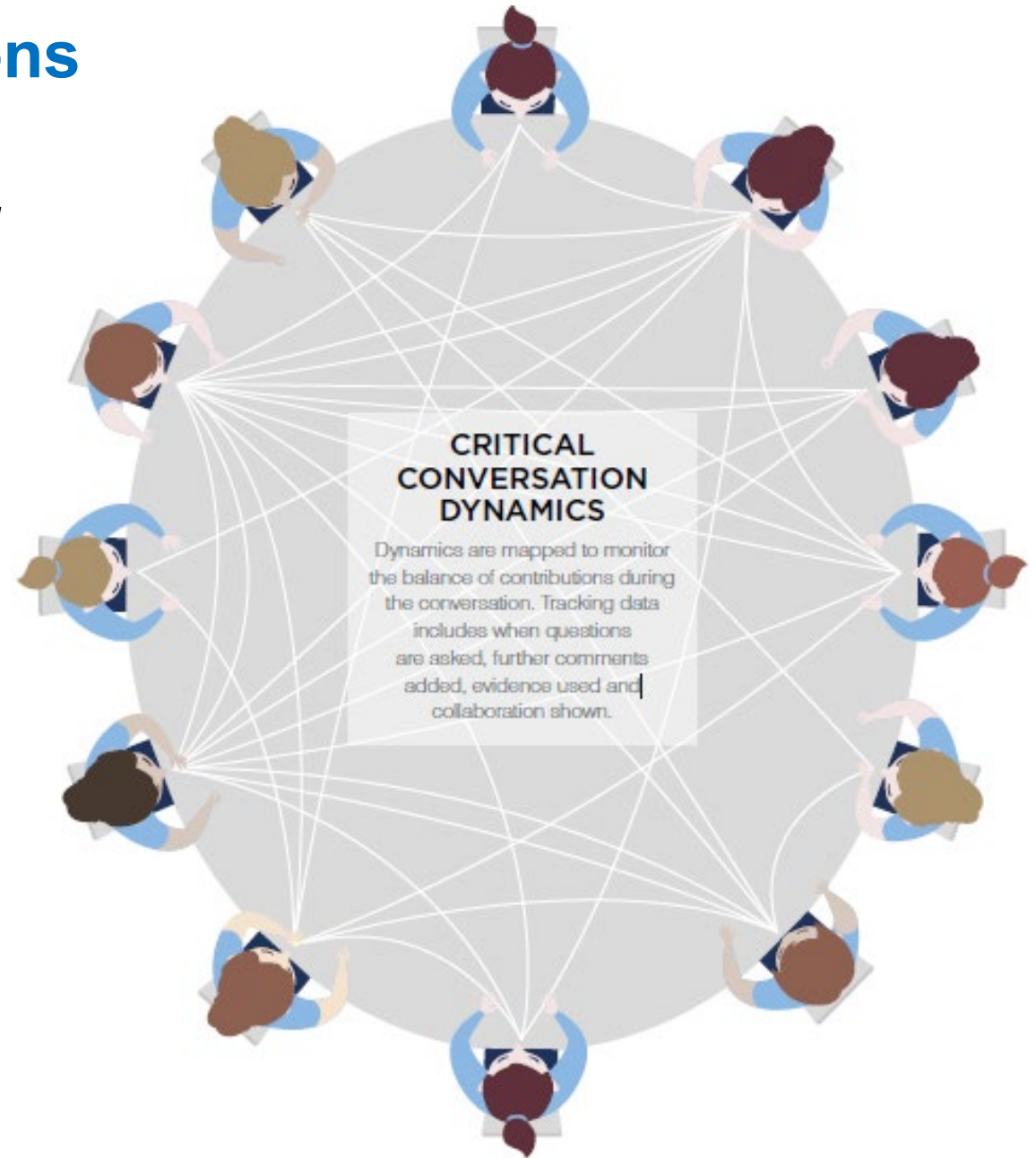
Students read and prepare in advance of the discussions, including viewing videos, reading texts and interpreting graphics, maps and other data

Examples of Questions: Can we stop biomes being destroyed?
Can our need for clothing be met without harm to people and the environment?

Year 9 Critical Conversations

"This Program cultivates our Thinking Agenda across Year 9, placing the onus for learning on our students to undertake independent research, apply critical thinking, work collaboratively, and be unashamedly intellectual. We are excited to follow the progress of our students as they take these Harkness skills into the senior years of school."

Paul Gilby
Head of Humanities







St Catherine's School

TOWARDS 2025

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Middle Years

Freda Armstrong, Director of Middle Years



Director of Middle Years

Year 7 - 9

Wellbeing

- Working alongside Heads of Year.
- Implement and track wellbeing programs and individual progress in the Middle Years.
- Assist with coordination of Years 7 – 9 camps and Global Pathways programs.
 - Transition and Orientation for new girls.
- Assist to oversee School's child safe standards.

Academic

- Oversee academic care program across Year 7 – 9.
 - Liaise with Heads Of Faculty.
 - NAPLAN.
- Oversee acceleration, subject selection, Learning Plus program.



Supporting Positive Mental Health at home

1. Refrain from demonising stress

Show empathy: "I can see you're really worried about this [TEST/ESSAY//PRESENTATION/FRIENDSHIP ISSUE]"

2. Don't go into fix-it mode

3. Acknowledge what she is going through

"I think the reason you are feeling worried right now is because you really care.

You're [studies/friendship/performance] is important to you.

If you didn't care, you wouldn't be stressed.

I value this character in you"

4. Remind her that small amounts of stress is a good thing ... when coupled with sleep

"You know, this stressful experience you're having is actually really useful, as it's going to make you hyper-focussed, improve your concentration, force you to think through different scenarios"

5. Give her time/space to fix it herself

Ask: "Do you need anything from me?"





Bold. Independent. Resilient. Creative.





Bold. Independent. Resilient. Creative.



Careers Practitioner
Ms Kristy Tine



Senior Years Psychologist
Ms Georgina Speak



Middle Years Psychologist
Ms Lena Wintermantel & Bella

Middle Years Support Team



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The Resilience Project: Years 7 - 9

THE

RESILIENCE PROJECT

"As an organisation delivering evidence-based practical strategies to build positive mental health, we know prevention works." TRP



Four evidence based positive mental health strategies.

Gratitude

Paying attention to the things that we have right now, and not worrying about what we don't have. We practise this by noticing the positives that exist around us.

Empathy

Putting ourselves in the shoes of others to feel and see what they do. We practise this through being kind and compassionate towards other people.

Mindfulness

Intentional awareness generated by remembering to pay attention to the whole of your experience while differentiating that which is helpful vs. unhelpful for you.

Emotional Literacy

Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practise this by labelling our emotions as we experience different parts of our day.



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Year Level	Beyond Boundaries Programs
Year 7	Orientation Camp Camp Eildon, Wanggai Tasmania Hiking Introductory Program (optional)
Year 8	Central Australia Tasmania Hiking Introductory Program (optional)
Year 9	Far North Queensland Program <i>Year 9 Optional Programs – Domestic and UK/Canadian Exchange</i> Tasmania Hiking Introductory Program (optional)
Year 10	Wellbeing Retreat – All Year 10 students <i>Year 10-12 Optional Programs</i> <i>New Zealand Expedition</i> <i>World Challenge</i> <i>Duke of Edinburgh Trips – Hiking, Cycling or Sea Kayaking</i> <i>NASA Science Study Tour</i> <i>Italian Art Study Tour</i> <i>French History Study Tour</i> <i>Language Exchanges - China and France</i> <i>USA Exchange</i> <i>Marina Biology – Qld</i>



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**Head of Year 7
Ms Kathryn Lucas**



**Head of Year 8
Ms Liv Cher**



**Head of Year 9
Ms Skye Stansfield**

Middle Years Wellbeing Team



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Head of English
Ms Mary-Anne Keratiotis



Head of Mathematics
Ms Danae Salipas



Head of Humanities
Mr Paul Gilby



Head of Science
Ms Vanessa Jackson-McRae



Head of Arts
Mrs Vicki Marinelli



Head of Health &
Physical Education
Ms Debbie Thompson



Head of Languages
Ms Anna Pianezze



Head of Learning Plus
Ms Elka Gaensler



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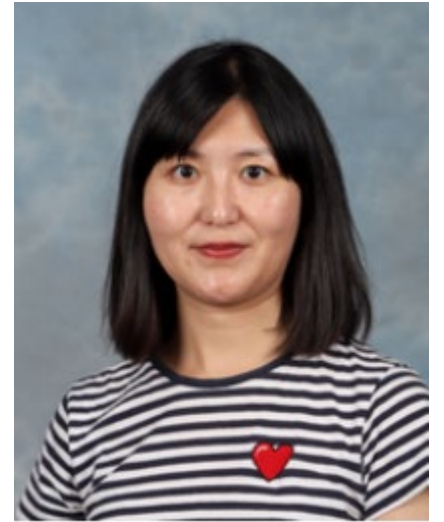
7 Beaulieu Blair
Debbie Thompson



7 Davis
Jessica Basa



7 Homes Kilbride
Scott Dacy



7 Langley Templeton
Song Cui



8 Beaulieu Blair
Virginia Midgley



8 Davis
Clare Haysom



8 Homes Kilbride
Kara Patrick



8 Langley Templeton
Vicky Marinelli



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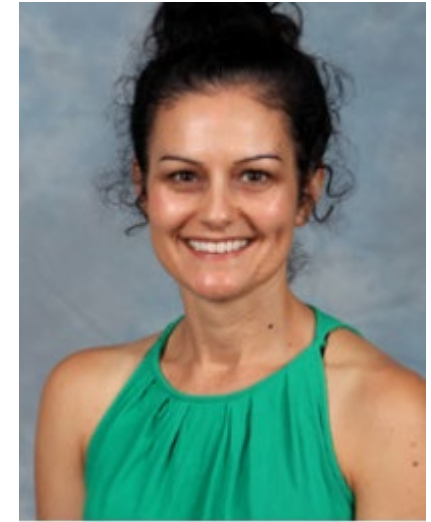
9 Beaulieu Blair
Clint Blennerhassett



9 Davis
Jenny Malloy



9 Homes Kilbride
Anna Pianezze



9 Langley Templeton
Gillian Hosking

Middle Years House Tutors

she is
STRONG



Changing The Game | St Catherine's School Sports Centre