



St Catherine's School

# TOWARDS 2025

Bold. Independent. Resilient. Creative.

## Senior Years Information Night

- Welcome – Ms Michelle Carroll, Principal
- Teaching & Learning – Mrs Ceri Lloyd, Deputy Principal - Teaching & Learning
- Senior Years & VCE 2023 – Mrs Alison Cassidy, Director of Senior Years
- Tertiary Information – Mrs Kristy Tine, Careers Practitioner
- 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.



1896-2021  
**125**  
YEARS

St Catherine's School



**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.



Bold. Independent. Resilient. Creative.

## 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.





Bold. Independent. Resilient. Creative.

# 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**

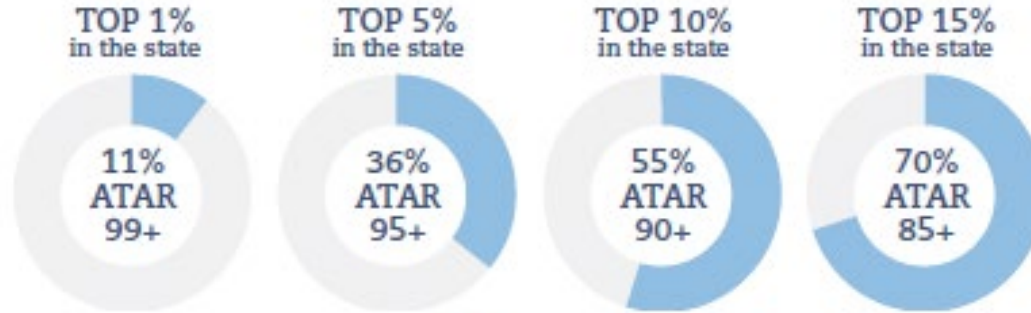
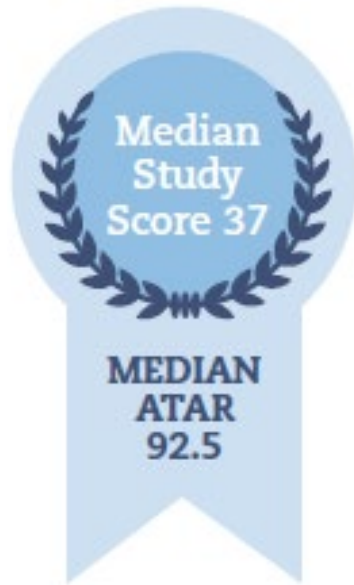


**#1 Girls School Victoria**  
2021 & 2022

**St Catherine's School**



Bold. Independent. Resilient. Creative.



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.

#1 Girls School Victoria  
2021 & 2022

St Catherine's School



Angela Yu  
Oxford University



Jasmine Glass – Top Arts selection



Paula Chen - Medicine



Charlotte Myer – Vet Science



Bold. Independent. Resilient. Creative.

# 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	





# The Journey to Academic Achievement



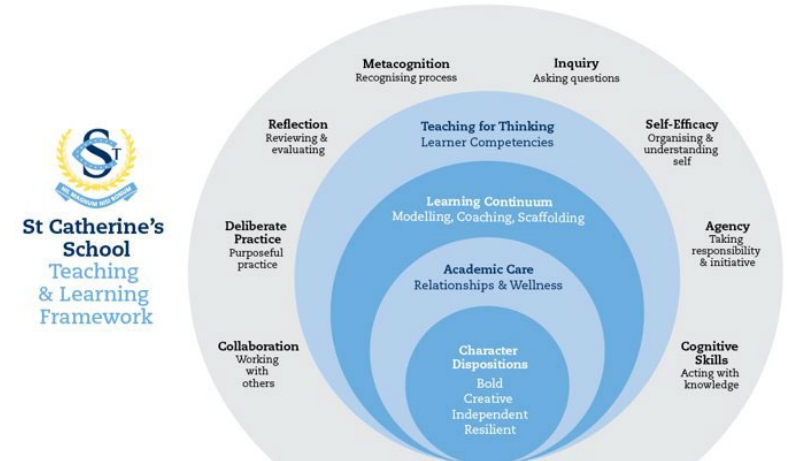
### St Catherine's Thinking Agenda

**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?

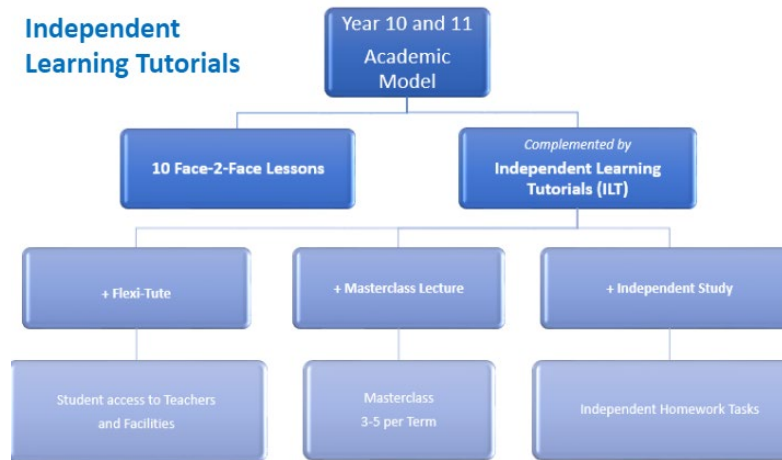


## Signature Year 9 Program Empower Her Signature & Her Voice



Year 9 Critical Conversations Humanities Program

## Independent Learning Tutorials



## AUSTRALIAN EDUCATION AWARDS 2022

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





Bold. Independent. Resilient. Creative.

# ChatGPT



Bold. Independent. Resilient. Creative.



## 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

Bold. Independent. Resilient. Creative.

Teaching and Learning – Senior Years

Mrs Ceri Lloyd Deputy Principal - Teaching & Learning

## 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.





# 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?





# Feedback on Learning

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

LEARNING BEHAVIOUR & COMPETENCY	Emerging	Developing	Establishing	Proficient	Accomplished
<b>Organisation for Learning</b>  <b>Metacognition: Recognising process</b>	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.
<b>Self-Efficacy: Understanding &amp; Organising Self</b>	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
<b>Engagement in Learning</b>  <b>Inquiry Asking questions</b>  <b>Collaboration Working with others</b>	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.
<b>Attitude to Learning</b>  <b>Agency Taking responsibility &amp; initiative</b>  <b>Deliberate Practice Purposeful practice</b>  <b>Reflection Reviewing &amp; evaluating</b>	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
<b>To produce a refined and creative artwork that reflects the studio process</b>	<b>Use of materials and techniques to generate a creative, individual artwork in response to inspiration.</b>	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	<b>Demonstrated skills; and a consideration of the characteristics of materials in the application of materials and techniques to communicate individual ideas</b> 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
	<b>Considered use of art elements and art principles to generate a creative, individual artwork in response to inspiration.</b>	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	<b>Use of art elements, art principles and individual ideas to depict subject matter in a resolved manner.</b> 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 Senior 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 10:  
Independent Learning & Organisation

TERM 1  
MODULE 1

STEP 1  
SETTING LEARNING GOALS

- Create learning goals.
- Set SMART goals: Specific, Measurable, Attainable, Relevant & Timely
- Reflect on your year in Year 9 and consider how you will change your homework and study habits
- Identify goals on the following areas: for each subject, identify key areas you want to achieve, the ILTs, study habits at home, school/life balance.
- Colour code your goals
- Place a copy in your diary & on your laptop
- Set clear learning goals: make your 'goals' of learning explicit through success criteria.

Self-checking routines for your goals.

- Create a check list for your goals, tick when they are achieved.
- Share your goals with another student
- Gain feedback on your goals
- Keep your goals manageable and explicit
- Review your goals throughout the year. Identify 'next step' personalised learning goals.

Success criteria:

1. Writing 3 to 4 SMART goals.
2. Achieving some of these goals by the end of Term 1.
3. You have identified any potential obstacles to your goals, and you are working to overcome them.

STEP 2: ORGANISATION FOR INDEPENDENT LEARNING & STUDY

1. Create a calendar
  - Design a study schedule around your commitments
  - Organise your time management for each week, prioritise key homework tasks & assessments.
2. Write down all Homework & Assessments
  - Write down in your diary all homework that has been set.
  - Be specific and record all due dates for homework.
  - Prioritise what is due and when for all Year 10 subjects and your VCE subjects if you are studying one.
3. Independent Learning Tutorials
  - Plan your use of Flexi-Tutes.
  - List down work that has been set by each teacher.
  - Create a checklist of work to complete. Tick off checklist once work is complete.
  - Remove yourself from any distractions during your independent learning time.
4. Study Spaces
  - Set up a study space at home that is quiet and organised.
  - Purchase a white board or pin board to display due work and homework details.
  - Remove any distractions from your study area such as devices and phones
  - Study and complete homework for 1 hour and then give your self a break before continuing.

Success criteria:

- Showing evidence of your study calendar and recording of all homework.
- Submitting your work on time.
- Successfully using ILTs to study and complete work independently & without being distracted.
- Your study space is set up at home.

Resources

SMART Goals

[https://www.youtube.com/watch?v=lyl\\_v-O\\_Cds](https://www.youtube.com/watch?v=lyl_v-O_Cds)

STEP 3: ORGANISING YOUR ICT

One Drive and Outlook

- Create a folder for each subject.
- Create sub-folders for different units in the subject.
- Bookmark the Portal and your subject pages.
- Learn how to use One Note for [note-taking](#)
- Use your Assessment Calendar

- Create a folder for subjects
- 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:








- Folders and sub folders are created and organised.
- You have set up your online calendar and entered due dates.
- You have bookmarked all subject pages on the Portal.

# 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



 <p><b>YEAR 11: Independent Learning &amp; Agency</b></p> <p><b>TERM 1 MODULE 1</b></p>	<p><b>STEP 1 SETTING LEARNING GOALS</b></p>  <ul style="list-style-type: none"> <li>• <b>Create learning goals.</b></li> <li>• Set <b>SMART</b> goals: Specific, Measurable, Attainable, Relevant &amp; Timely.</li> <li>• <b>Reflect</b> on your year in Year 10 and consider how you will apply different study habits to VCE.</li> <li>• Consider what a <b>Growth Mindset</b> is and how this approach allows you to take ownership of your learning.</li> <li>• <b>Identify goals</b> on the following areas: for each subject, identify key areas you want to achieve, the use of the ILTs, study habits at home, school/life balance.</li> <li>• <b>Colour code</b> your goals.</li> <li>• <b>Set clear learning goals:</b> make your 'goals' of learning explicit through success criteria.</li> </ul>	<p><b>Self-checking routines for your goals.</b></p> <ul style="list-style-type: none"> <li>• <b>Create a check list</b> for your goals, tick when they are achieved.</li> <li>• <b>Share your goals</b> with another <a href="#">student</a></li> <li>• Gain <b>feedback</b> on your goals</li> <li>• Keep your goals <b>manageable and explicit</b></li> <li>• <b>Review</b> your goals throughout the year. Identify 'next step' personalised learning goals.</li> </ul>
	<p><b>STEP 2: ORGANISATION FOR INDEPENDENT LEARNING &amp; EFFECTIVE STUDY HABITS</b></p> <ol style="list-style-type: none"> <li>1. <b>Organise &amp; prioritise homework and assessments</b> <ul style="list-style-type: none"> <li>• Create a study schedule calendar</li> <li>• Design a study schedule around your commitments</li> <li>• Organise your time management for each week, prioritise key homework tasks &amp; assessments.</li> <li>• Be specific and record all due dates for homework.</li> </ul> </li> <li>2. <b>Review Independent Learning Tutorials</b> <ul style="list-style-type: none"> <li>• Plan your use of <b>Flexi-Tips</b></li> <li>• List down work that has been set by each teacher.</li> <li>• Create a checklist of work to complete. Tick off checklist once work is complete.</li> <li>• Remove yourself from any distractions during your independent learning time.</li> </ul> </li> <li>3. <b>Effective Study Habits</b> <ul style="list-style-type: none"> <li>• Set up a study space at home that is quiet and organised.</li> <li>• Minimise any distractions.</li> <li>• Review the study strategies that work for you.</li> <li>• Communicate with your teacher about your work.</li> <li>• Take the initiative in any conversations/questions about your subjects and work.</li> <li>• Take notes in class &amp; review them.</li> <li>• Space out your studying. Reward yourself.</li> <li>• Find a study buddy.</li> <li>• Start to practise timed writing.</li> </ul> </li> </ol>	<p><b>Success criteria:</b> </p> <ul style="list-style-type: none"> <li>• Showing evidence of your organisation, study calendar and prioritising of work.</li> <li>• Showing evidence of implementing some of the effective study habits.</li> <li>• Successfully using ILTs to study and complete work independently &amp; without being distracted.</li> <li>• Your study strategies are effective.</li> </ul> 
<p><b>STEP 3: ORGANISING YOUR ICT</b></p> <ul style="list-style-type: none"> <li>• Tidy up all your folders. Delete what you no longer need.</li> <li>• Create a folder for each subject.</li> <li>• Create sub-folders for different units in the subject.</li> <li>• Learn how to use One Note for notetaking</li> <li>• Use your assessment calendar</li> </ul>	<p><b>One Drive and Outlook</b></p> <ul style="list-style-type: none"> <li>• Create a folder for subjects</li> <li>• Save all important documents (such as assessments) to One Drive.</li> <li>• Using your to do list, diary, and Portal, place the due dates for work and other important events in your Outlook calendar.</li> </ul> 	<p><b>Success criteria:</b> </p> <ul style="list-style-type: none"> <li>• Folders and sub folders are created and organised.</li> <li>• You have set up your online calendar and entered due dates.</li> <li>• You have bookmarked all subject pages on the Portal.</li> </ul> <p>© 2023 St Catherine's School All Rights Reserved</p>

 <p><b>YEAR 12: Independent Learning &amp; Self-Efficacy</b></p> <p><b>TERM 1 MODULE 1</b></p>	<p><b>STEP 1 SETTING LEARNING GOALS</b></p>  <ul style="list-style-type: none"> <li>• <b>Review learning goals.</b></li> <li>• Create <b>SMART</b> goals: Specific, Measurable, Attainable, Relevant &amp; Timely.</li> <li>• <b>Review</b> the goals you set in Year 11 consider how you may need to change them for VCE.</li> <li>• Consider what a <b>Growth Mindset</b> is and how this approach allows you to take ownership of your learning.</li> <li>• <b>Personal Goals:</b> consider goals in social life, friendships, family, and leadership this year.</li> <li>• <b>Post School Goals:</b> is there a post school goal you are aiming for?</li> <li>• <b>Set clear learning goals:</b> make your 'goals' of learning explicit through success criteria.</li> </ul>	<p><b>Self-checking routines for your goals.</b></p> <ul style="list-style-type: none"> <li>• <b>Create a check list</b> for your goals, tick when they are achieved.</li> <li>• <b>Share your goals</b> with another <a href="#">student</a></li> <li>• Gain <b>feedback</b> on your <a href="#">goals</a></li> <li>• Keep your goals <b>manageable and explicit</b></li> <li>• <b>Review</b> your goals throughout the year. Identify 'next step' personalised learning goals.</li> </ul>
	<p><b>STEP 2: ORGANISATION FOR INDEPENDENT LEARNING &amp; EFFECTIVE STUDY HABITS</b></p> <ol style="list-style-type: none"> <li>1. <b>Organise &amp; prioritise study</b> <ul style="list-style-type: none"> <li>• Review your study organisation. What was effective? What did not work?</li> <li>• Design a study schedule around your commitments.</li> <li>• Organise your time management for each week, prioritise key homework tasks &amp; assessments.</li> <li>• Be specific and record all due dates for homework.</li> </ul> </li> <li>2. <b>Effective Study Habits</b> <ul style="list-style-type: none"> <li>• Review your study space at home. Is it meeting your needs?</li> <li>• Minimise any distractions.</li> <li>• Use the Library after school as a study space.</li> <li>• Review the study strategies that work for you.</li> <li>• Communicate with your teacher about your work.</li> <li>• Take the initiative in any conversations/questions about your subjects and work.</li> <li>• Take notes in class &amp; review them.</li> <li>• Space out your studying. Reward yourself.</li> <li>• Find a study buddy.</li> <li>• Start to practise timed writing.</li> </ul>  </li> </ol>	<p><b>Success criteria:</b> </p> <ul style="list-style-type: none"> <li>• Showing evidence of your organisation, study calendar and prioritising of work.</li> <li>• Showing evidence of implementing some of the effective study habits.</li> <li>• Collaborate with another student on effective study strategies. Decide 'next steps' together.</li> <li>• Apply a different strategy.</li> <li>• Your study strategies are effective when reviewed.</li> </ul> 
<p><b>STEP 3: REVIEWING YOUR USE OF ICT</b></p> <ul style="list-style-type: none"> <li>• Review your ICT organisation for study and notetaking.</li> <li>• Create a folder &amp; sub-folders for each subject.</li> <li>• Use SAC Assessment calendar</li> </ul>	<p><b>One Drive and Outlook</b></p> <ul style="list-style-type: none"> <li>• Create a folder for subjects</li> <li>• Save all important documents (such as assessments) to One Drive.</li> <li>• Using your to do list, diary, and Portal, place the due dates for work and other important events in your Outlook calendar.</li> </ul> 	<p><b>Success criteria:</b> </p> <ul style="list-style-type: none"> <li>• Review your ICT organisation for study.</li> <li>• Share strategies with another student.</li> </ul> <p>© 2023 St Catherine's School All Rights Reserved</p>



## 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 ...**



# Senior Years Learning Model Years 10 & 11

## Learnings from 2020 & 2021

Schools are first and foremost about strong relationships and that must not be compromised.

“You’re going to have a lot of young people who have experienced different forms of learning in this crisis, learning that was more fun, more empowering.”

“(Students) will go back to their teachers and say: **can we do things differently?**”



Bold. Independent. Resilient. Creative.

# Rationale for Implementing the Independent Learning Tutorials in 2021

St Catherine's will continue to adapt its model of learning and educational platform in a way that meets the needs of our students.

Embrace the benefits of both face-to face teaching and online delivery for students.

Natural and necessary step to allow St Catherine's to evolve, stay relevant and lead in a hybrid learning model.

Develop through this learning model the character dispositions of bold, independent, resilient and creative.



# Rationale Key Priority: Positive Student Outcomes

Giving students the skills  
& dispositions for post  
school pathways & tertiary  
study:

Flexibility to enable students to access the Masterclass lectures and Online Tutorials in an asynchronous mode, either during a timetabled lesson time or at a time of their choosing.

Opportunities to access the Masterclass and Online Tutorials as many times as they wish to reinforce their learning.

Providing more choice and independence for students to control the pace of their learning.

Supporting students to develop greater independence with their own learning.

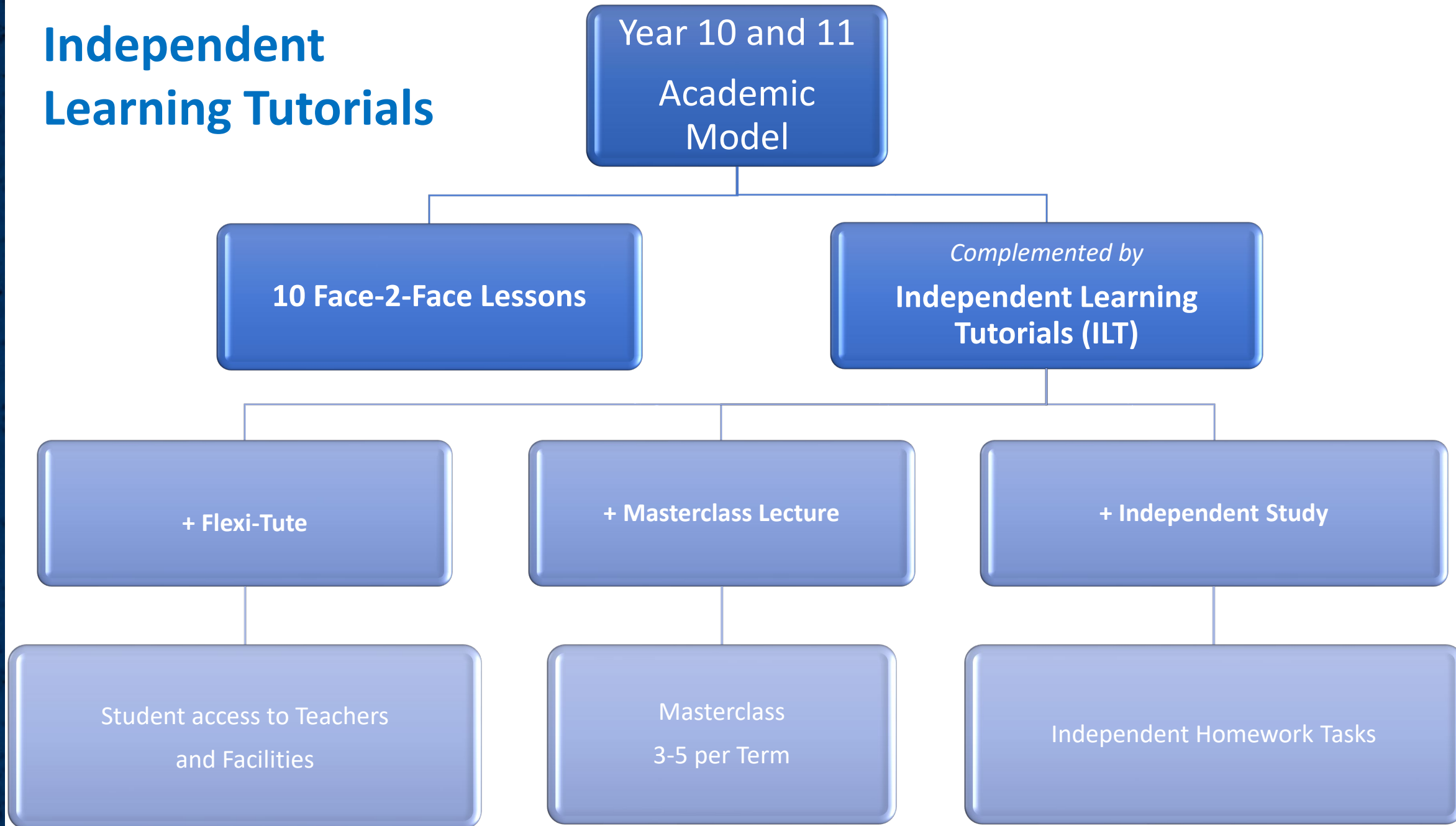
Developing students skills in synthesising content, note taking & critical engagement allowing for deeper learning.

Opportunities for measurable improvement in student engagement and results.





# Independent Learning Tutorials





# Flexi-Tutes

A designated time in the student's timetable where students **work independently** without direct face to face teaching encouraging **collaboration, greater independence, autonomy** and **flexibility** in their learning.

This may involve viewing their Masterclasses/Tutorials, completing any set work, activities, questions and reading.

The **teacher's role** during the Flexi-Tutes is to encourage and support students to work independently in their learning

It is an expectation that students have viewed their Masterclasses and completed any set study as per the deadlines set by their teachers.

## Students may choose to:

- View a masterclass resource
- Do private study in a subject of choice
- Work in another place to do other work. E.g. Art, Music or LOTE oral session (permission should be gained from the relevant teacher)
- Access the Flexi-Tute teacher in the Library



## Masterclass Lectures/Tutorials: What will they look like?

Masterclasses will cover a range of the following:  
**lectures on concepts, content and skills**

Skills could be reading, writing, listening or practical (Art & PE)

Instructions and purpose (for individual or group work)

Viewing and listening to a range of relevant multimedia

Some video recordings by your teacher

Links to further reading and stimulus materials to expand on your thinking

Independent study & homework tasks

**There will be differences in the approach to Masterclasses in various subjects**



# Survey Evidence

Student surveys on Formstack

Student Focus groups

Staff surveys

Anecdotal conversations & feedback from students & teachers

72% of students are highly engaged or engaged with the Masterclasses.

61% of students agree or strongly agree that the Masterclass is allowing them to become more independent.

70% of students agree or strongly agree that the Masterclass is clear and easy to follow.



Bold. Independent. Resilient. Creative.

***“The Masterclasses  
have been  
beneficial in their  
ability to provide me  
time to choose  
between the types  
of work I wish to  
prioritise and  
complete.”***





Bold. Independent. Resilient. Creative.

# AUSTRALIAN EDUCATION — AWARDS 2022 —

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





St Catherine's School

# TOWARDS 2025

Bold. Independent. Resilient. Creative.

**Senior Years Wellbeing  
VCE 2023**

**Mrs Alison Cassidy, Director of Senior Years**



# Practical Strategies for Managing Stress and Anxiety

## 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.

# Senior Years | Wellbeing Team



Head of Year 10  
Ms Roslyn McCulloch



Head of Year 11 (Term 1)  
Mrs Tracey Mc Callum



Head of Year 11  
Ms Vicki Spanos



Head of Year 12  
Mrs Linda Morgan



Bold. Independent. Resilient. Creative.



Senior Years Psychologist  
Ms Georgina Speak



Careers Practitioner  
Mrs Kristy Tine



Bold. Independent. Resilient. Creative.



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



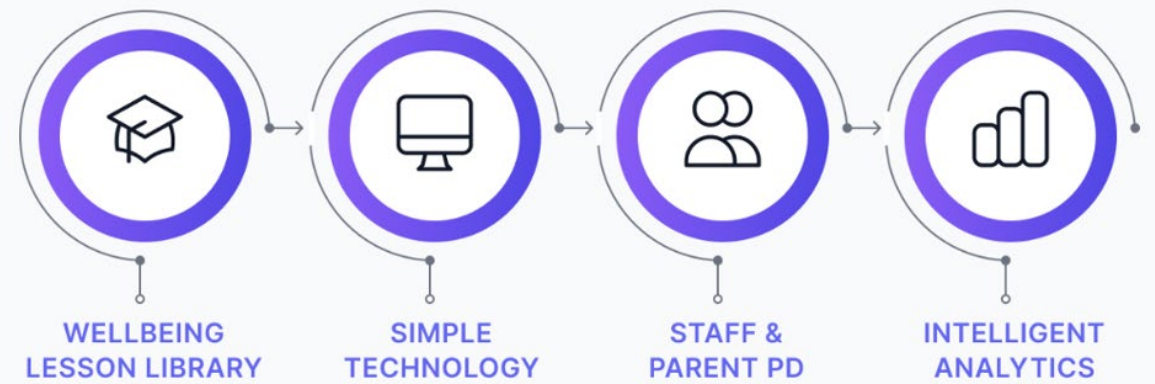
Head of Learning Plus  
Ms Elka Gaensler



Bold. Independent. Resilient. Creative.



- ✓ Technology powered Wellbeing sessions.
- ✓ Exceptional content with tailored scope and sequence to address our student needs.
- ✓ Staff and parent training so everyone feels confident to help.
- ✓ Rigorous measurement without the effort.



### Course: Phone Addiction

24 students



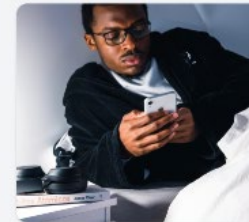
#### Lesson 1: Instagram vs Reality

Progress bar (100%)



40 mins to complete

All students have submitted



#### Lesson 2: Social Media & Sleep

Progress bar (0%)

40 mins to complete

No students have submitted

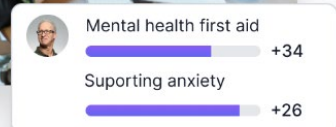
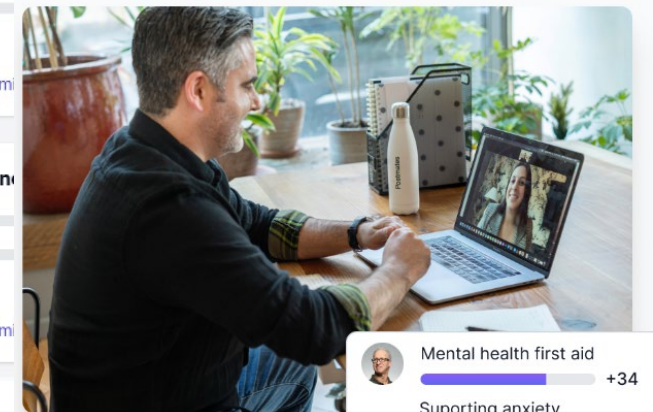


#### Lesson 3: Our Phone

Progress bar (0%)

40 mins to complete

No students have submitted





Bold. Independent. Resilient. Creative.



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY

The Victorian Curriculum and Assessment Authority (VCAA) coordinate the VCE.



The “Victorian  
Certificate of  
Education”



Includes general  
curriculum units (VCE  
units) + Vocational  
Education & Training  
(VET)



Completed over a  
minimum of 2 years.

---

# What is the VCE?



YEAR 10		YEAR 11	YEAR 12
English		VCE English #1	VCE English #1
Maths		VCE #2	VCE #2
Elective A	Elective B	VCE # 3	VCE # 3
Elective C	Elective D	VCE # 4	VCE # 4
Elective E	Elective F	VCE # 5	VCE # 5
Elective G OR Unit 1	Elective H OR Unit 2	VCE # 6 OR Unit 3/4	VCE # 6 (Optional if you completed $\frac{3}{4}$ in 2023, but advised)

## Acceleration.

- ✓ Performance in the **subject to be studied** in VCE (**A grade** or higher)
- ✓ Language proficiency (**B+ grade or higher in English/EAL**)
- ✓ **B+ grade average in all other subjects** during the year (variation may occur if a student receives a low grade in a subject unrelated to the intended course of study.)
- ✓ **Organisational ability** reflected in learning behaviours in all subjects.

# How do subjects contribute to the ATAR?

## 4 HIGHEST SCORING SUBJECTS

45 - ENGLISH

39 - METHODS

39 - CHEMISTRY

40 - HISTORY

35 - STUDIO ART





### 4 HIGHEST SCORING SUBJECTS

**45**  
ENGLISH

**39**  
METHODS

**39**  
CHEMISTRY

**40**  
HISTORY

+

### 2 LOWEST SCORING SUBJECTS

**3.5**

STUDIO ART

**3.1**

PE





# Assessment in the VCE



## INTERNAL ASSESSMENTS

- School Assessed Coursework, also known as “SACs” are completed in class and are assessed by the class teacher.
- School Assessed Tasks, known as “SATs”, are completed in practical based subjects during class and assessed by the class teacher.

## EXTERNAL ASSESSMENTS

- The General Assessment Test (“the GAT”), is completed in June by all students studying at least one 3/4 sequence.
- Each 3/4 sequence will have an externally assessed examination at the end of the year (October / November).



Bold. Independent. Resilient. Creative.

# VCE Housekeeping Assessment Calendars

- ✓ Print out.
- ✓ Post up.
- ✓ Check in.

## April 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	Japanese SAC Art Creative Practice Submission	4 Bus Man SAC	5	6	7
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Geography SAC	28 VCD SAC	29
30						

## May 2023

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 French SAC Chemistry SAC	2 Art Creative Practice Follo Submission	3 English SAC (4a/b)	4 Accounting SAC Chinese SL SAC	5 EAL SAC	6
7	8	9	10 TRIAL GAT TODAY	11	12	13
14	15	16 Economics SAC Biology SAC	17 PE SAC	18	19	20
21	22 Chinese SL SAC	23	24 Geography SAC History Revs (4a/b) Legal Studies (4a/b)	25 Geography SAC	26 Psychology SAC	27
28	29 HHD SAC Chemistry SAC	30 Physics SAC	31 Maths Methods SAC (4a/b)			



# Attendance Requirements

**80% Attendance Requirement**

Possible consequence is an 'N' for that Unit.

Letters to parents issued when concerns arise.

Absences must be supported by a **medical certificate** or a satisfactory and reasonable explanation from parent/guardian in writing.



# Rescheduling a SAC/Outcome

## \*IMPORTANT to note

- ✓ If a student is absent on the rescheduled date, they must provide another certificate.
- ✓ If student fails to provide suitable evidence for an absence, they will receive '0' for that assessment.

## Cases where SACs can be rescheduled:

- Illness (with medical certificate)
- School events (sport, excursion, etc.)
- If a student has 3 SACs scheduled for one day

## Cases where SACs may not be rescheduled:

- If a student is not feeling prepared for the SAC
- Illness (when no medical certificate is provided)
- Family holidays



# Rescheduling a SAC/Outcome

St Catherine's School Application  
to Reschedule SAC/Outcome.



All SAC dates are on the Portal.  
Fountain > VCE > Sac Calendar.

If a student is unable to attend school for a SAC/ Outcome it is important that the student emails the subject teacher ASAP to inform them of their absence.

The student must complete the rescheduling form as soon as possible. Ideally, no later than the date they have returned to school and back to good health.

Any application for missing a SAC on medical grounds must be supported by a statement from an independent medical practitioner who has seen the student at the time of the SAC (ideally on the day of the SAC).

SACs will be rescheduled for a Thursday afternoon in the Upper Library.



# VCAA Approved Special Provisions

Students may apply to VCAA for Special Examination Arrangements if they are adversely effected in a significant way by:

Mental Health  
Condition

Health Impairment

Physical Disability

Specific Learning or  
Language Disorder

Hearing Impairment

Vision Impairment



Special Arrangements for **School-Based Coursework**



Special Arrangements for **External Examinations (including emergency)**



Derived Examination Scores (**DES**)



Bold. Independent. Resilient. Creative.

# 2023 Key Dates



*Unit 3 and 4 enrolment finalised-21<sup>st</sup> February*

*Trial GAT (General Achievement Test) - 10<sup>th</sup> May*

*Applications for Special Provisions for Examinations due 8<sup>th</sup> April*

*The GAT : 15<sup>th</sup> June*

***Preference Applications Due- End of Term 3***

*Unit 3/4 Trial Exams: Term 3 Break*

*VCAA Oral/Performance Exams: 2<sup>nd</sup> – 29<sup>th</sup> October*

***VCAA Written Exams: 24<sup>h</sup> October – 15<sup>th</sup> November***

*VCE Results Available- Mid December*

*Offers (Early offers – mid December, Main Round – mid January)*



Bold. Independent. Resilient. Creative.

# Where to find important information



## The Portal

2023 SAC/SAT and Outcome schedules  
News and Wellbeing information

## VCAA website

Study Designs  
Past examinations  
Provisional information

## VTAC Website

SEAS applications  
General ATAR information





St Catherine's School

# TOWARDS 2025

Bold. Independent. Resilient. Creative.

## Tertiary Information

### Mrs Kristy Tine, Careers Practitioner



# 2022 Year 12 Tertiary Trends

## VTAC OFFERS

Over 50% of offers were across Commerce, Arts and Creative Arts

## UNIVERSITY OFFERS

45% of offers were made by University of Melbourne followed by Monash University at 30%

## OVERSEAS OFFERS

Overseas application to UK, US and Hong Kong University's



# 2023 Senior Years Careers Program

Year 10	Year 11	Year 12
<ul style="list-style-type: none"><li>• Morrisby Testing</li><li>• Year 10 Career Interviews</li><li>• Virtual Work Experience</li></ul>	<ul style="list-style-type: none"><li>• Year 11 Career Interviews</li><li>• Career Portfolio</li></ul>	<ul style="list-style-type: none"><li>• Year 12 Career Interviews</li><li>• Early entry applications</li><li>• Individual VTAC application (SEAS &amp; Scholarship)</li><li>• Interstate Applications</li><li>• Overseas Application and Examinations</li></ul>

## Year 10, 11 and 12 Information sessions

- Careers Expo-17th May 2023
- Scholarship
- GAP year
- Interstate applications
- Overseas Applications
- Personal Statements
- Course requirements UCAT/CASPer

## VCE External Education

- External Language providers
- Vocational Education and Training (VET)
- University Enhancement (University of Melbourne and Deakin University)
- Traineeships
- Virtual Schools Victoria (VSV)

she is  
**STRONG**



Changing The Game | St Catherine's School Sports Centre