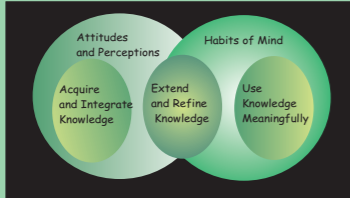


**Planning for Teaching / Learning Programs**  
The Art & Science of Teaching (ASOT)



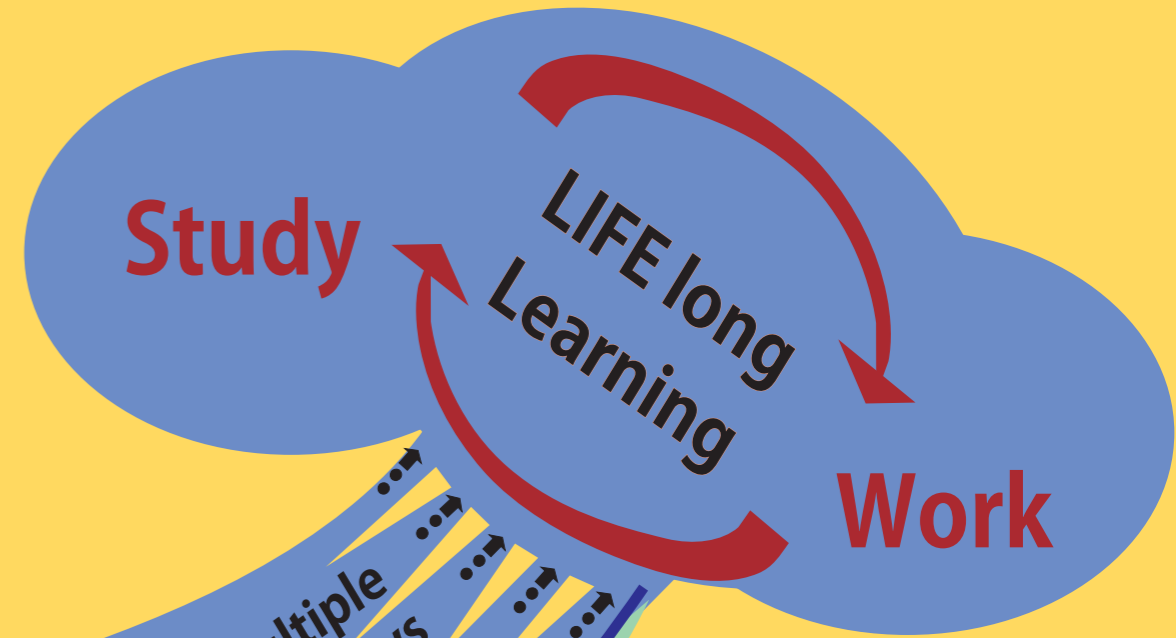
- Subject selection and supporting processes
- Year level handbooks
- Information evenings
- Guidance and counselling service
- Mentoring
- Study & Organisational Skills Programs for new QCE System
- Learning Support - Inclusive Curriculum Centre
- Multiple pathways
- Goal setting
- TOPS (Tapping our Potential Sessions)
- ACE (Academic Capacity Extension)
- ELT / NGZ (Engaged Learning Time / No Go Zone)
- NAPLAN Preparation Program

**Identifying and Developing Resources**

- Resource Centre
- ICT management structures
- Departmental budgeting
- Community resources eg. parish, guest speakers
- Digital Learning Coordinator
- Inclusive Curriculum Centre
- Resourcing for learning support
- DAPR Laptop Help Desk
- Parent Lounge (online)
- Student Café (online)

**Identifying Effective Teaching and Learning Practice**

- Staff professional development
- Induction program for new and beginning teachers
- Departmental meetings- planning and evaluation of program material
- NAPLAN preparation teams
- Teacher Capability Program
- Literacy Advisory Team
- Quality Teaching & Learning Program



**Developing Strategic Community Partnerships**

- College Board
- College P & F Association
- College Chaplain & Campus Minister
- School links with Catholic primary schools
- Weekly newsletters, website & Facebook
- Parent information evenings
- Reporting processes including diaries, curriculum and pastoral interviews
- Industry connections through VET

**New QCE System - Underpinning Factors**

- Literacy
- Numeracy
- 21st Century Skills
- Aboriginal & Torres Strait Islander Perspectives

**Australian Curriculum**

The aim is to develop in young people a range of capabilities:

- to work with knowledge in creative, critical, ethical and innovative ways
- to be confident individuals who can interact with others, act autonomously and manage themselves
- to be responsible citizens who can work with diverse communities and manage the rights, responsibilities and duties of citizenship
- to deepen their understanding of the 9 LA's - Learning Areas: Religious Education, English, Mathematics, Sciences, Health & PE, Humanities & Social Sciences, Languages, The Arts, and Technologies.

**Cross Curricular Priorities**

- Sustainability
- Asia
- Indigenous Histories & Cultures
- Gospel Values

**Reporting**

Communicating information about student learning in both a formal and informal context

Formal:  
**Term 1**  
Progress & Application  
Responsible Behaviour

Semester I & II:  
Achievement (Overall & Criteria)  
Application & Written Comment  
Responsible Behaviour

Informal:  
- Parent/Teacher Interviews  
- Written feedback on tests and assignments  
- Student - Teacher conferencing  
- Student Diary  
- E-Com System

**Assessment & Record Tracking**

Provides purposeful and systematic collection of data for the purpose of making judgements about student progress and providing feedback and informing decision making regarding student learning.

- QCAA guidelines
- Australian Curriculum guidelines
- Diocesan guidelines
- Student folios / profile sheets
- Student Data Capture & School Portal
- SLIMS / RABS (Years 10, 11 & 12)
- QCE (Year 12)
- TASS Data System

*A decade into Lifelong Learning*

**Semester 2:**  
3 Electives - Transition to Senior Subjects

**10**  
**TRANSITION TO SENIOR**

**Semester 1:**  
Term Electives - to sample Senior subjects

**8 & 9**

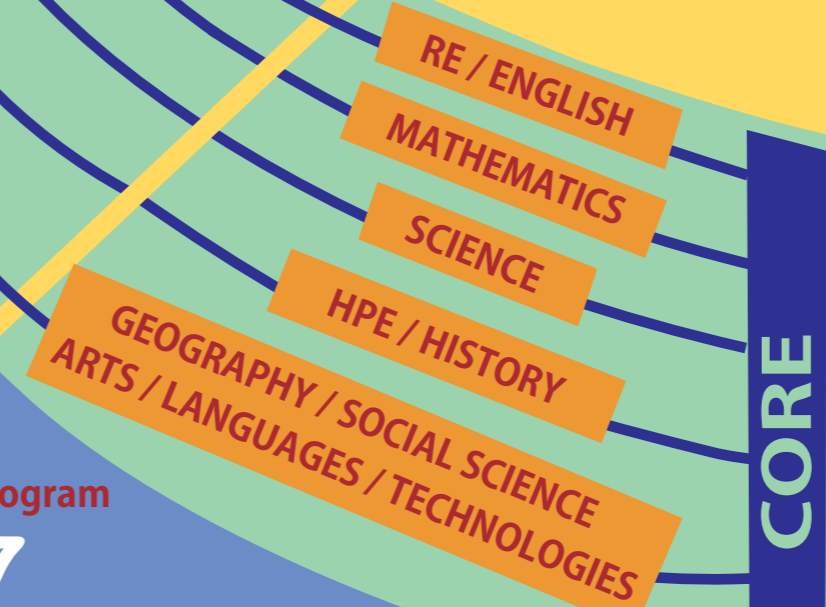
**Electives:**  
The Arts  
Design Technologies  
Digital Technologies  
Japanese (Yr 9)  
Geography (Yr 9)  
Business

**11**  
**SENIOR SCHOOLING**  
**12**  
University Entrance Subjects - Australian Tertiary Admission Rank (ATAR)  
VET - Vocational Education and Training  
School Based Traineeships and Apprenticeships  
Work Placement

**Core Program**

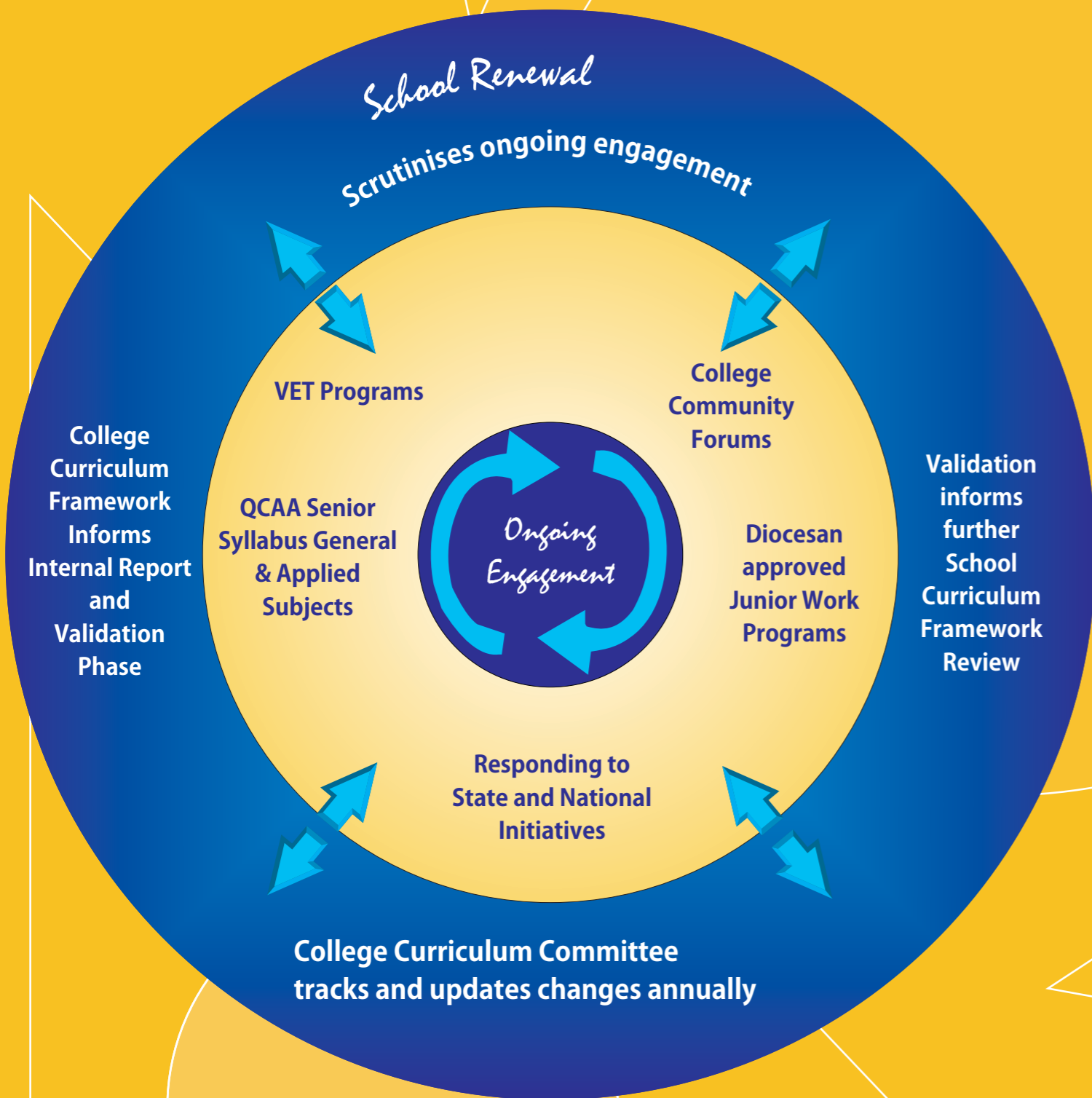
**7**

**Curriculum Framework**



**Primary School**

# Engagement and Review

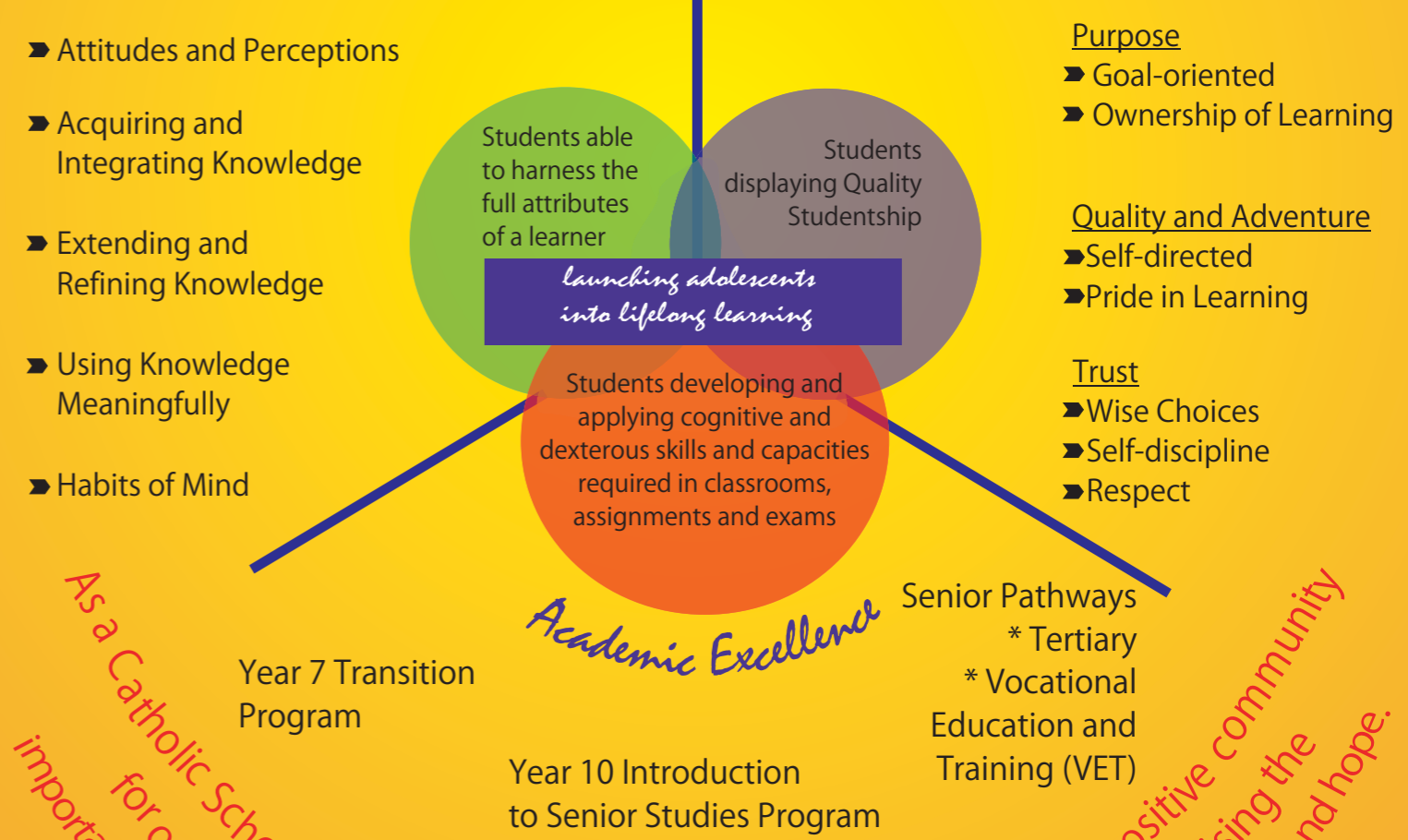


Holy Spirit College is a Catholic, co-educational college which nurtures learners through quality curriculum and supportive pastoral care based on the life and values of Jesus. Students are empowered and encouraged to recognise and develop their gifts so that they become involved and responsible community members.



## Curriculum Framework

### Launching Adolescents into Lifelong Learning



As a Catholic School, Holy Spirit College strives to achieve a sense of positive community importance of each individual and, guided by the Holy Spirit, living our lives in faith and hope.

*Continuity across Years 7 - 12*

\* Information in this brochure is our best understanding of information released to date and may be updated as further details are released by QCAA.