Planning for Teaching / Learning Programs  
- Subject selection and supporting processes  
- Year level handbooks  
- Information evenings  
- Guidance and counselling service  
- Mentoring  
- QCS Preparation Program  
- Learning Support - IC Department  
- 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  
- IC Department 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  
- Teacher appraisal  
- QCS, NAPLAN preparation teams

Core Program  
- Mathematics  
- English  
- Science  
- Arts / Languages / Technologies  
- Geography  
- HPE / History  
- Religious Education

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 judgments 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
  - SLIMS / RABS (Years 10, 11 & 12)
  - QCE (Year 12)
  - TASS Data System

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

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

Cross Curricular Priorities  
- Sustainability
- Asia
- Indigenous Histories & Cultures
- Gospel Values

Primary School  
- Geography
- Social Science
- Arts
- Languages
- Technologies

Curriculum Framework  
- Students transition into lifelong learning
- Transitions to senior school
- Multiple pathways
- Work placement

Semester 1:  
- Term Electives sample Senior subjects

Semester 2:  
- 3 Electives - Transition to Senior Subjects

VET: Vocational Education and Training  
- School Based Traineeships and Apprenticeships  
- Work Placement

The Arts  
Design & Technologies  
Digital Technologies  
Japanese  
Geography

Electives:  
The Arts  
Design & Technologies  
Digital Technologies  
Japanese  
Geography

Reporting

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

School Renewal
Scrubilises ongoing engagement

College Curriculum Committee tracks and updates changes annually

College Curriculum Framework Informs Internal Report and Validation Phase

QCAA approved Senior Studies Work Programs and Study Plans

Diocesan approved Junior Work Programs

Validation informs further School Curriculum Framework Review

Responding to State and National Initiatives

College Community Forums

Ongoing Engagement

VET Programs

Launching Adolescents into Lifelong Learning

Purpose
Goal-oriented
Ownership of Learning

Quality and Adventure
Self-directed
Pride in Learning

Trust
Wise Choices
Self-discipline
Respect

Academic Excellence

Students able to harness the full attributes of a learner

Students displaying Quality Studentship

Students skilled at applying the 49 Common Curriculum Elements (CCEs) in the classroom, assignments and exams

Senior Pathways
* Tertiary (OP)
* Vocational Education and Training (VET)

Year 7 Transition Program

Year 10 Introduction to Senior Studies Program

Continuity across Years 7 - 12

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

April 2015