Welcome & Introductions – College Principal (AF)

Significant Times and Year 12 Highlight Events (RMcL)

Retreat, Service (RMcL)

Assessment Calendar and Study/ Extended Day (RG)

Learning Support

University & Careers

Pastoral Matters and Academic Care/ Leadership (EB)
Significant Times & Year 12 Highlights

- 4th February – Opening Mass
- 26th February – Swimming carnival
- 3rd March – International Women's Day Women in Action Symposium
- 9th – 15th March - Assessment Block
- 30th March – 1st April - Year 12 Retreat
- 8th-11th April – Kairos retreat (voluntary)
- 16th June – St Vincent’s Day
- 22nd June – Athletics Carnival
- 24th- 27th June – Kairos Retreat
Significant Times & Year 12 Highlights

- **1st - 15th August** - Trials
- **16th August** - Post trial Timetable
- **15th September** - House farewells and Tutor lunch (last day of classes)
- **16th September** - Year 12 Last day:
  - Breakfast on the deck
  - Assembly
  - Farewells
- **18th September** - Year 12 Boarder Parent Dinner
- **19th September** - Year 12 Graduation
  - Mass - 12 noon at Randwick Racecourse
  - Graduation Presentation - 1:30 at Randwick Racecourse
  - Valedictory Dinner - 5pm at Randwick Racecourse
- **20th September** - Year 12 Formal (Le Montage)
Significant Times & Year 12 Highlights

- 13th October – HSC Written Examinations begin
- 4th November - HSC Written Examinations conclude
- 15th December – HSC results released
- 16th December – Students informed of ATAR
The purpose of the Retreat is to remove the students from their regular routines and pressures, and to allow them the space and time to reflect more deeply on their purpose, hopes and dreams as young Christian women.

It is our aim to provide the girls with the skills and the encouragement to see prayer, reflection and quiet time as integral to a balanced life.

The program for the Year 12 Retreat focuses on the great potential within these young people and the resources our faith and community give us to achieve this potential, so that the future may be faced with confidence and hope.
Year 12 Outreach

- **Generosity of Spirit**
- **This year we are building the Outreach portfolios.**
- **Students will have more opportunities to engage in Social justice experiences and reflect on these:**
  - Fundraising and awareness raising in Tutor groups led by particular year groups (e.g. Year 10 will lead the Tutor through Project Compassion)
  - Vinnies Night Patrol, Breakie Van, Vincentian House, Buddies Day
  - Pink Ribbon Day and Daffodil Day
  - House Charities which feature heavily around St Vincent’s Day
- **At Graduation students will be presented with a more substantial Portfolio which will include:**
  - Tutor feedback; coordinator feedback and student feedback
Assessment

- Most subjects have already performed their first assessment task.
- Term 1 Assessment Block: (weeks 7/8)
  Wednesday 9\textsuperscript{th} March – Tuesday 15\textsuperscript{th} March
- Term 2 Assessments – not in a block
- Term 3 Assessment – Trial examination (weeks 3-5)
  Monday 1\textsuperscript{st} August – Monday 15\textsuperscript{th} August

KEY ISSUES:
- Illness Misadventure process
- Disability provision applications
- School attendance
Post Trial Period

- Complete courses
- Rectify weaknesses: Time for gains
- Complete applications for Post school options
Everyone needs to begin thinking about what they will be doing in the future. Not everyone will be going to university but, nevertheless everyone should put in university preferences because it is important to access all options open to you. Remember if you receive a University course offer you are not required to accept it.

Applications to University, 2017 open first week of August and usually close at the end of September.
Most universities have BONUS POINT SCHEMES to assist students who may have missed out on the marks required to reach a course cut-off but did well in courses relevant to their intended degree. Usually you can acquire a concession of up to 5 ATAR POINTS. This does not mean that your ATAR CHANGES; HOWEVER, IT DOES MEAN THAT YOU ARE VIEWED MORE FAVOURABLY FOR A SPECIFIC COURSE.
Alternative Entry or Early Entry Programs for University

- The ATAR is not always a true measure of someone’s potential to succeed at University and beyond. Therefore a number of universities have EARLY ENTRY SCHEMES sometimes called YOUNG ACHIEVERS PROGRAM and all Yr12 students at St Vincent’s College are welcome to apply to these schemes if they are eligible. (check eligibility criteria on university websites) Early Entry Schemes vary from university to university so it is important that you go on line and find out whether submitting an early entry application is the right course of action for you.
Educational Access Scheme

- Most of UAC’s participating institutions have Educational Access Schemes (EAS) to help students who have experienced long-term educational disadvantage gain admission to university. To be eligible for EAS consideration a student’s educational performance must have been seriously affected, normally for a period of at least 6 months during Year 11 and/or Year 12 or equivalent, due to circumstances beyond their control and choosing.
Pastoral Matters and Academic Care

• Achieving a balance between academic learning and other areas of life (family, social, well-being, co-curricular) is crucial.

• The challenges of HSC requires effort and time, and above all, a commitment to achieve your **personal best**.

• Students need to own their own learning if they are going to be motivated to get there.
Steering your own learning...

It may sometimes seem that life is what happens to you. In truth, it is exactly the other way around. Each student brings her particular strengths and gains from the Preliminary year to build upon and in developing personal motivators to persist, think positive, collaborate, seek support she will meet the challenge of HSC year.

Students are encouraged to plan ahead and allocate time appropriately from the beginning. Be the initiators of questions and seek advice.
SUCCESS

The Five Principles of Well-being

- Pleasure
- Engagement
- Meaning
- Positive Relationships
- Accomplishments
Framework of Well-being

1. **Pleasure** positive emotions
2. **Engagement** absorbed employing strengths
3. **Meaning** purpose beyond ourselves
4. **Positive Relationships**
5. **Accomplishments** realistic steps of success
Positive Psychology aims to develop the ability to face challenges, it is not about your actual skills, it is about the mindset you bring to the challenges.

Positive Education builds strengths to enable people to achieve success and well-being. It is about the positive PROCESSES that can be used during challenging experiences.
Evidence-based research has shown that about 40% of our own happiness and success can be improved by what we do. (50% genes; 10% life’s circumstances)

Every student, no matter how much they’re currently struggling, has huge potential for success that’s just waiting to be unlocked. For students to truly flourish academically and in life, they also need to learn the tools to manage and overcome challenges, identify and use their strengths effectively, think and act positively and optimistically, and treat themselves and other people kindly.

Students who are happier in their learning will develop broader attention, more creative thinking, greater levels of community involvement, and they earn substantially more income as adults when compared to their unhappy peers.
Grit
- is a positive, non-cognitive trait based on an individual's passion for a particular long-term goal or end state, coupled with a powerful motivation to achieve their respective objective.

Resilience
- the inner strength necessary to deal competently and successfully with the challenges we encounter day after day

Growth Mind Set - Learners have the capacity to grow and improve in an environment that focuses on learning goals, personal best, and mastery rather than comparative performance only. Students need to feel safe in making mistakes and trying again, and to set their own explicit learning goals in collaboration with their teachers.
When Help Is Needed...

- **Classroom teacher** is the first point of contact when students or parents have a concern or query that is subject specific. The **Head of Department** is also available to offer guidance.

- **Tutor teacher** is first point of contact for communication in areas that are more holistic.

- **Head of House** and **College Counsellor** are also available for support and advice where necessary.

- Communication is the key – in any matter that impacts on your daughter’s progress

- **Our AIM is to support students to develop capacity to plan, reflect and grow in all aspects of their learning experience.**
As Senior Students...

- Our expectations are high
- Balance is essential
- Challenge yourself
- Use the opportunities / support available to you
- Enjoy the path of collaborative learning with peers, teachers and parents.
As Senior Students of Community...

- As years 12 students you are the Leaders of our community – all of you.
- Service – build relationships, build skill, build purpose – become more of who you are.
- Joy – enjoy life, relish the extraordinary in the ordinary moments, value friendships, cherish family, nurture self.
You have **BRAINS** in your **HEAD**.
You have **FEET** in your **SHOES**.
You can **STEER** yourself any **DIRECTION** you **CHOOSE**.

~ Dr. Seuss