



# TEACHING AND LEARNING POLICY

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At Aquinas College our Teaching and Learning Policy enacts the College vision that states: “Inspired by Gospel values and mindful of our Catholic identity, our Vision is to ignite the fire of learning and shine as a beacon of excellence, hope and love in the world.” The indicators of this excellence are explained in the Mission Statement, “Our Mission is to promote quality education while developing an awareness of God in our lives, the value and connectedness of all human relationships, a sense of justice, a hopeful spirit and a love of learning.”

## Foundation Document: Attributes of an Aquinas Student

The College has developed a document, Attributes of an Aquinas Student, which explicitly states the practical features of this mission that the College aspires to for each student. The Teaching and Learning Policy is an overarching document that describes the policies and processes at the College that work to realise these attributes.

## Key Document: [Teaching and Learning Map](#)

The five year plan for teaching and learning is the Teaching and Learning Map. This document describes how the Attributes will be achieved through a focus on five key educational elements: progress, challenge, visibility, choice and relationships. This document outlines the responsibilities of students, teachers and the College in each of these elements. The Map is revised annually, highlighting key priorities. From the map each Learning Area creates a handbook that describes how the goals will be specifically met in that Learning Area as well as the [High Impact Teaching Strategies](#) and [High Impact Wellbeing Strategies](#) that will be used and the expectations for staff teaching in that area. The Handbooks are revised annually, highlighting key priorities.

## Statutory Curriculum Requirements (External)

The College is bound by requirements of the Federal Government of Australian and the State Government of Victoria as well as MACS and VCEA. Key statutory bodies for Teaching and Learning are VRQA, VCAA (administering VCE, VCE VM, VET Vic Curriculum, NAPLAN), VCEA (Reporting Policies).

## Management for Learning

The College has developed the necessary documentation for managing students:

- Discipline Policy
- Restorative Practices Procedure
- Excellence and Achievement Procedure
- Middle Years and Senior Years Rationale
- VCE Guidelines and Procedures
- Whole Curriculum table

For effective teaching and learning there are explicit policies for:

**Student Work:**

- Assessment and Reporting Policy
- Student Work Guidelines

And for **Student Progress:**

- Positive Pathways Policy (for students deemed at risk)
- VCEReady/VETReady Program (for student acceleration)
- Late Change of Subject Process

Appropriate **Technology** use is described in:

- Responsible Use of Technology
- Student Device Policies (BYODD (Chromebooks) and BYOD)

**Co-curricular Activities**

Rationales and descriptions for co-curricular activities are available in documents for Camps, Music, Sport, Performing Arts, Year 9 Activities, Events Weeks.

## Policies and processes relating to staff and Teaching and Learning

The opportunities for enhancement of teaching and learning are described in policies and processes assisting the work of teaching staff

- Teaching and Learning Map
- Teaching and Learning Handbook for each Learning Area
- Data for Learning Processes
- Resources for Reporting Documents on SIMON
- Professional Learning Program
- Meeting Policy
- AITSL standards
- VIT registration Requirements

## Responding to Student Needs

The College has procedures that describe the response to specific student needs. These refer to:

- Learning Enhancement
- Education Support
- Students with Disability Funding
- St Mary's
- Literacy Intervention

Aquinas College has specific aspirations for its students. It maps out how these are to be achieved every five years and highlights priorities for each year. It meets the statutory requirements set for it and it has explicit policies for student management for learning, including work, progress and technology, staff policies for learning, co-curricular activities with learning rationales and policies for responding to specific student needs.