

Brisbane School of Distance Education

2026

YEARS 10-12

# STUDENT PLANNER



Name:

**Innovation | Inspiration | Inclusion**

Cover artwork by Year 11 student, Isla Weir



**BrisbaneSDE**

# Welcome to 2026

We look forward to supporting your journey this year as our BrisbaneSDE community assists all learners to flourish and thrive.

Our school goal is to see  
*Each student succeeding through ...*

**our VISION** *Excellence in virtual learning*

**our MISSION** *Providing highly engaging learning opportunities for each student to succeed through innovation, inspiration and inclusion*

**our VALUES** *Enhancing each student's learning and wellbeing through working collaboratively and strengthening our collective capacity with families and the community*



Dear Home-based Supervisors and Students,

I warmly welcome you to Brisbane School of Distance Education (BrisbaneSDE).

Our school has a long proud history of providing a unique learning environment for students and their families who are located in a variety of settings and contexts across Queensland, Australia and the world. We are a leader in online delivery of learning for students and are dedicated to excellence in teaching and learning through thoughtful innovation, inspiration and inclusion for each student who attends our school. We pride ourselves on our inclusive and supportive learning environment.

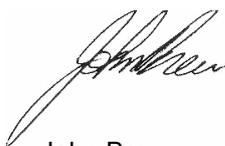
The school has a well-earned and impressive reputation amongst our school community and the wider educational community for the ability to cater for individual student needs. This approach to student learning is provided through flexible, individualised and quality curriculum programs, combined with a focus on the very important teacher-student relationship and Home-based Supervisor involvement.

Our school is well served by dedicated, enthusiastic, caring and committed staff who willingly and ably share their talents and abilities with students, families and other professionals. Teachers provide daily online lessons using leading-edge digital technologies and pedagogies. Student wellbeing and engagement is supported through the Connect Program and the promotion of strong communication between school and home.

A good school is not just built — it is created through the combined dedicated commitment of parents, students and staff all working together to achieve the very best for students. At BrisbaneSDE our staff, our families and our school community, work together to shape the future direction of our school. I encourage you to visit our school website to better understand how BrisbaneSDE can cater for your learning needs.

This digital Student Planner is designed to support students in their learning as a means of recording important tasks, events and deadlines. It also serves as a wellbeing resource containing useful information supporting the growth of personal and social competencies.

Best wishes for the 2026 school year.



John Brew  
Executive Principal



# 2026

## School calendar Queensland state schools

<b>DECEMBER 2025</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JANUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>FEBRUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	<b>MARCH</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>APRIL</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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<b>OCTOBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>NOVEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>DECEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JANUARY 2027</b> S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>FEBRUARY 2027</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28

- School holidays
- Public holidays
- Staff professional development/student free days
- Part public holiday after 6 pm

There are 195 school days in 2026.

Semester 1, 2026 commences for teachers on 22 January and for students on 27 January.

### Staff professional development days

Staff professional development days for teachers are 22 and 23 January, 16 and 17 April and 4 September 2026. Schools are able to decide when they undertake the required hours for professional development for the flexible days, as long as they are on the flexible days, in the school holidays or out of school hours.

### Public holidays

Queensland public holidays are set by the Minister for Industrial Relations.

Public holidays for local show days are not shown due to diversity of dates across the state.

### Final dates for student attendance

20 November is the final date for Year 12 attendance for receipt of a Senior Statement. 27 November is the final date for student attendance in Years 10 and 11.

Some schools in regional, rural and remote areas will close for the summer holidays on 4 December.

*The information in this calendar was correct at the time of publication but may be subject to change.*

For more information and the latest version of this calendar, visit

[www.education.qld.gov.au](http://www.education.qld.gov.au)



## Purpose of the planner

This Student Planner has been designed to assist students in the organisation of their school activities to support engagement and further development of each BrisbaneSDE student.

Students are encouraged to:

- use this Student Planner during all classes
- plan time effectively using tools provided within
- use the Student Planner to record due dates and commitments
- plan an effective study program
- engage in the information and skills contained within to complement the Positive Psychology component of the Connect Program.

This Student Planner is offered as one of the many tools available to support BrisbaneSDE's vision for Learning.

## Term dates

Period	Staff Professional Development Days	Public Holidays*	
<b>2026</b>			
<b>Term 1</b>	Tuesday 27 January – Thursday 2 April	Thursday 22 January Friday 23 January	Australia Day — Monday 26 January Good Friday — Friday 3 April Easter Monday — Monday 6 April
<b>Term 2</b>	Monday 20 April – Friday 26 June	Thursday 16 April Friday 17 April	Anzac Day — Monday 25 April Labour Day — Monday 4 May
<b>Term 3</b>	Monday 13 July – Friday 18 September	Friday 4 September	The Royal Queensland Show (Ekka) — Wednesday 12 August
<b>Term 4</b>	Tuesday 6 October – Friday 11 December		King's Birthday — Monday 5 October
<b>2027</b>			
<b>Term 1</b>	Wednesday 27 January – Thursday 25 March (9 weeks)	Thursday 21 January – Monday 25 January	Australia Day — Tuesday 26 January Good Friday — Friday 26 March Easter Monday — Monday 29 March
<b>Term 2</b>	Monday 12 April – Friday 25 June (11 weeks)	Thursday 8 April – Friday 9 April	Anzac Day — Monday 26 April Labour Day — Monday 3 May
<b>Term 3</b>	Monday 12 July – Friday 17 September (10 weeks)	Friday 3 September	The Royal Queensland Show (Ekka) — Wednesday 11 August
<b>Term 4</b>	Tuesday 5 October – Friday 11 December (10 weeks)		King's Birthday — Monday 4 October

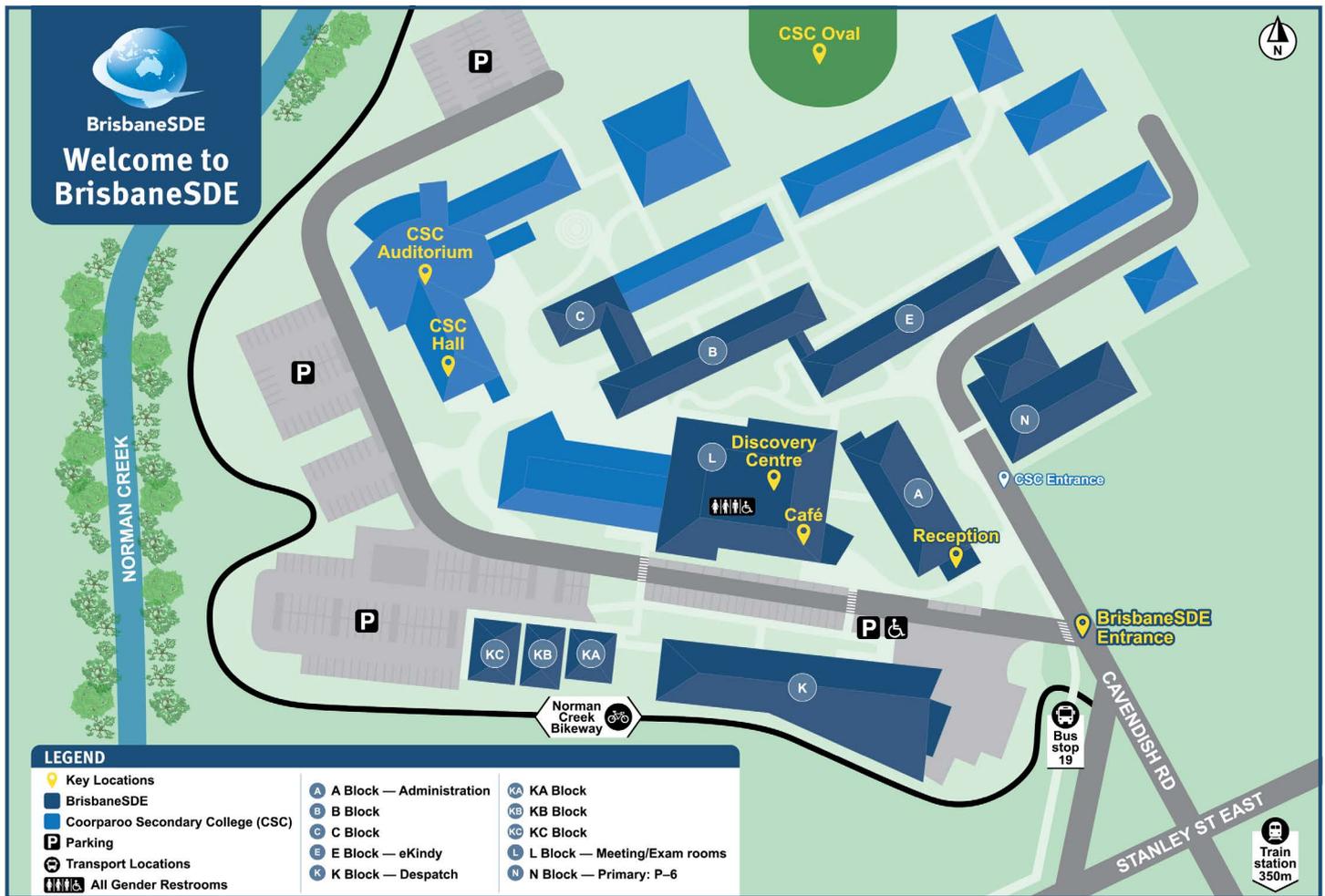
\*BrisbaneSDE students will participate in the above public holidays regardless of region of residence.



# Brisbane School of Distance Education

<b>Address</b>	4 Cavendish Road, Coorparoo QLD 4151
<b>Postal Address</b>	GPO Box 1308, Brisbane QLD 4001
<b>Telephone</b>	(07) 3727 2444
<b>School office hours</b>	7.30 am – 3.00 pm, every school day
<b>General enquiries</b>	<a href="mailto:enquiries@brisbanesde.eq.edu.au">enquiries@brisbanesde.eq.edu.au</a>
<b>Website</b>	<a href="http://www.brisbanesde.eq.edu.au">www.brisbanesde.eq.edu.au</a>
<b>Facebook</b>	<a href="https://www.facebook.com/BrisbaneSchoolofDistanceEducation/">www.facebook.com/BrisbaneSchoolofDistanceEducation/</a>

## School map



## Visiting the campus

Students and parents are always welcome to visit the school. Before you visit us, please make arrangements with the staff member concerned, particularly if help is needed with subjects or IT.

Staff are delivering lessons most of the day, so to avoid disappointment please **do not arrive without an appointment.**



## Code of Conduct

All members of the BrisbaneSDE school community can expect the following:

### BrisbaneSDE Code

(Rights to be enjoyed by all members of BrisbaneSDE community)

**Innovation:** To ask questions, share ideas and express opinions and allow others to do so.

**Inspiration:** To work together to obtain the best outcomes.

**Inclusion:** To be treated with, and treat others with courtesy, respect and fairness.

To show pride in your own achievements, the achievements of others and the achievements of our school.

## As a student at BrisbaneSDE, I will:

- Attend all scheduled lessons which occur between 8:00 am and 2:00 pm Monday to Friday.
- Check the BrisbaneSDE's website for 'Student Notices' everyday school day by 7:45 am.
- Participate to the best of your ability in class activities and discussions.
- Submit all work, which includes in-class and assessment tasks.
- Communicate frequently with your teachers about your progress.
- Seek help when required.

## Etiquette for online lessons

### Be Respectful

- Greet and farewell students and staff
- Use appropriate language, fonts and text features
- Avoid spamming chat
- Communicate to teacher if late or away
- Follow all reasonable teacher instructions

### Be Responsible

- Participate in all class activities
- Hand in all tasks and assessment work
- Own your learning
- Seek help when required

### Be Ready — to work and learn

- Log into lessons on time
- Equipment is ready to use, including microphone, reliable internet and computer.
- Bring all required resources and textbooks to class
- Use tools appropriately within QLearn
- Bring Student Planner to all lessons
- Check emails daily

## Etiquette for email

- Use a polite tone and explain the reason for my email.
- Include a greeting and the name of the recipient, for example, Dear Sam or Hello Mr Smith.
- If I include an attachment, clearly labelled it and explained the purpose for including the attachment.
- Include a salutation and my name at the end of the email, for example, Kind regards, Sam Brown or Thank you, Sarah Jones.

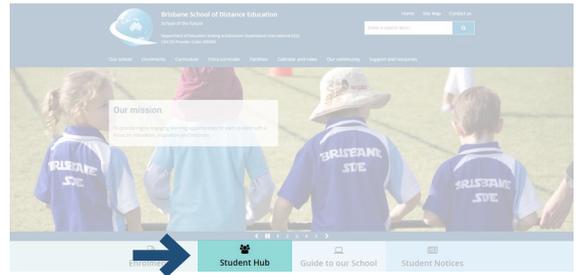
## General information

### Student Resources Hub

Students should access the **Student Resources Hub** daily on the BrisbaneSDE website. You will find information there to support your learning.

Save this address as a favourite!

<https://brisbanesde.eq.edu.au/support-and-resources/student-resources>



### SchoolTV

As part of our important Connect Program, we subscribe to a valuable online resource to support students and parents along their school life journey and into the future.

SchoolTV is a 'wellbeing platform for schools and parents addressing the modern-day realities of raising safe, happy and resilient young people using credible, sound information whilst offering realistic and practical strategies'. (SchoolTV 2021)

<https://brisbanesde.eq.edu.au/support-and-resources/parent-resources/schooltv>

<https://brisbanesde.eq.schooltv.me/>

### Attendance policy

BrisbaneSDE students are required to attend all scheduled lessons as per their timetable. If a student is unable to attend due to illness and/or a medical appointment, a parent or guardian must inform the school using one of the following methods:

- Email: [absences@brisbanesde.eq.edu.au](mailto:absences@brisbanesde.eq.edu.au)
- Phone: (07) 3727 2666
- Via Compass (Attendance monitoring app)

#### Why is regular attendance at school important?

Regular school attendance will mean that you get a better chance at life. You will achieve better when you go to school all day, every school day.

- Just do it, go to school.
- Sounds simple, because it is.
- School attendance should become a habit.

#### What should I do if my family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance and talk about what arrangements can be made.

Missing one or two days a week does not seem like much, however ... every day counts.

<https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts>

### BrisbaneSDE assessment policy

The school's Assessment policy is on the website: <https://brisbanesde.eq.edu.au/our-school/policies>



# Extensions

## Key Information for Students/Carers/Parents

- Evidence of the student's work to date on the task must be provided with the extension application.
- If an extension is approved, a new due date for the task will be specified. If no response is submitted by the new due date, the most recent evidence will be graded.
- 'Days' include weekends, public holidays, student-free days and school holidays
- If, on the due date, the student has not been notified that an extension has been approved, they must submit a response to the task via the method specified on the task sheet. If an extension is later approved, the student will be able to submit a new/updated response.
- Extensions of the due date for a draft or checkpoint should be negotiated directly with the teacher.
- A separate Application/Extension Request must be made for each assessment item however the same medical certificate can be attached to each application.

## Extensions up to three days — submitted to teacher for approval

- An extension of up to three days may be granted by the teacher where appropriate justification has been provided
- The extension request must be made by email directly to the subject teacher.
- The extension request must be made before the due date.
- The extension request must come from the parent or carer.
- Evidence of the student's progress in developing their response must be attached to the email. (This includes a rehearsal of their speech or performance, in the case of a non-written task.)

## Extensions over three days — submitted to Head of Department for approval (form required)

- An extension of more than three days may be granted by the HoD where appropriate justification has been provided
- The extension must be requested on the AARA Extension Application form available on the BrisbaneSDE website.
- The application must be made by email directly to the HoD, with a CC to the teacher.
- The application must be made before the due date.
- The application must come from the parent or carer.
- Evidence of the student's progress in developing their response must be attached to the email. (This includes a rehearsal of their speech or performance, in the case of a non-written task.)
- A medical certificate or other relevant documentation must be attached to the email.

**Access Arrangements and Reasonable Adjustments (AARA)** are provided to minimise, as much as possible, barriers for students whose disability, impairment, medical condition or other circumstances may affect their ability to access or participate in assessment.

Access Arrangements and Reasonable Adjustments (AARA): <https://brisbanesde.eq.edu.au/support-and-resources/students-with-additional-needs/access-arrangements-and-reasonable-adjustments-a-a-r-a>

## Student assessment responsibilities

- Students are responsible for completing sufficient class work during assessment preparation periods to enable their progress to be monitored and their work to be authenticated.
- Students are responsible for submitting draft and final responses to all assessment instruments on or before the relevant due dates.
- Students, along with their parents/carers, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for Access arrangements and reasonable adjustments (AARA) where necessary.

- Students must submit assessment in accordance with the instructions provided on the relevant task sheet.
- Responses must be received by BrisbaneSDE by 5.00 pm on the due date.
- Students must retain a copy of all responses, and must not edit or resave their copy of the response after it has been submitted.
- By submitting a response electronically using a unique EQ username and password, students thereby declare that the response is their own work (except where otherwise acknowledged).

## Parent/Carer assessment responsibilities

- Parents and carers are responsible for supporting and encouraging their children to complete class work, and to submit all drafts and final responses to assessment tasks by the relevant due date.
- Parents and carers, along with students, are responsible for informing the school of any difficulties relating to the completion of assessment tasks and providing documentary evidence to support an application for AARA where necessary. (Visit <https://brisbanesde.eq.edu.au/support-and-resources/students-with-additional-needs/access-arrangements-and-reasonable-adjustments-a-a-r-a> for additional AARA information)
- Parents/carers and home-based supervisors are responsible for ensuring that students in Years P–10 adhere to the conditions of supervised assessment, and that academic integrity is maintained during this assessment.

## Frequently asked questions

On our school website, policies and procedures to support students, including the **Student Code of Conduct**, can be found under the **Support and resources** tab within the **Documents** folder, <https://brisbanesde.eq.edu.au/support-and-resources>

### What time does school start and finish?

School begins at 8.00 am and finishes at 2.00 pm each day. Students are expected to engage in all the classes outlined on their timetable.

### What do I do if I am unable to regularly attend classes (not illness and/or medical appointment)?

Parent/Caregiver needs to advise the school via one of the following methods.

- Student absence line: (07) 3227 2666
- Student absence email: [absences@brisbanesde.eq.edu.au](mailto:absences@brisbanesde.eq.edu.au)
- Or, via the Compass application

### Further information

<https://brisbanesde.eq.edu.au/our-school/absences>

<https://brisbanesde.eq.edu.au/support-and-resources/students-with-additional-needs/access-arrangements-and-reasonable-adjustments-a-a-r-a>

### How can I lead my learning?

Leading your learning means taking responsibility for your learning. This means attending classes being prepared to learn. You can demonstrate this by having your resources on hand, and engaging in the lessons.

Your success at BrisbaneSDE depends on more than logging in, it's about being present, participating, and engaging actively in every lesson.

Active participation looks like:

- Turning on your camera and microphone
- Asking and answering questions
- Sharing ideas and collaborating in breakout rooms
- Checking your understanding and seeking feedback



The benefits:

- Improves learning outcomes and confidence
- Builds independence, communication, and teamwork skills
- Creates connection and belonging in a virtual classroom

Expectations:

- Join lessons ready to learn
- Follow teacher directions
- Use technology respectfully
- Support a safe and positive learning environment

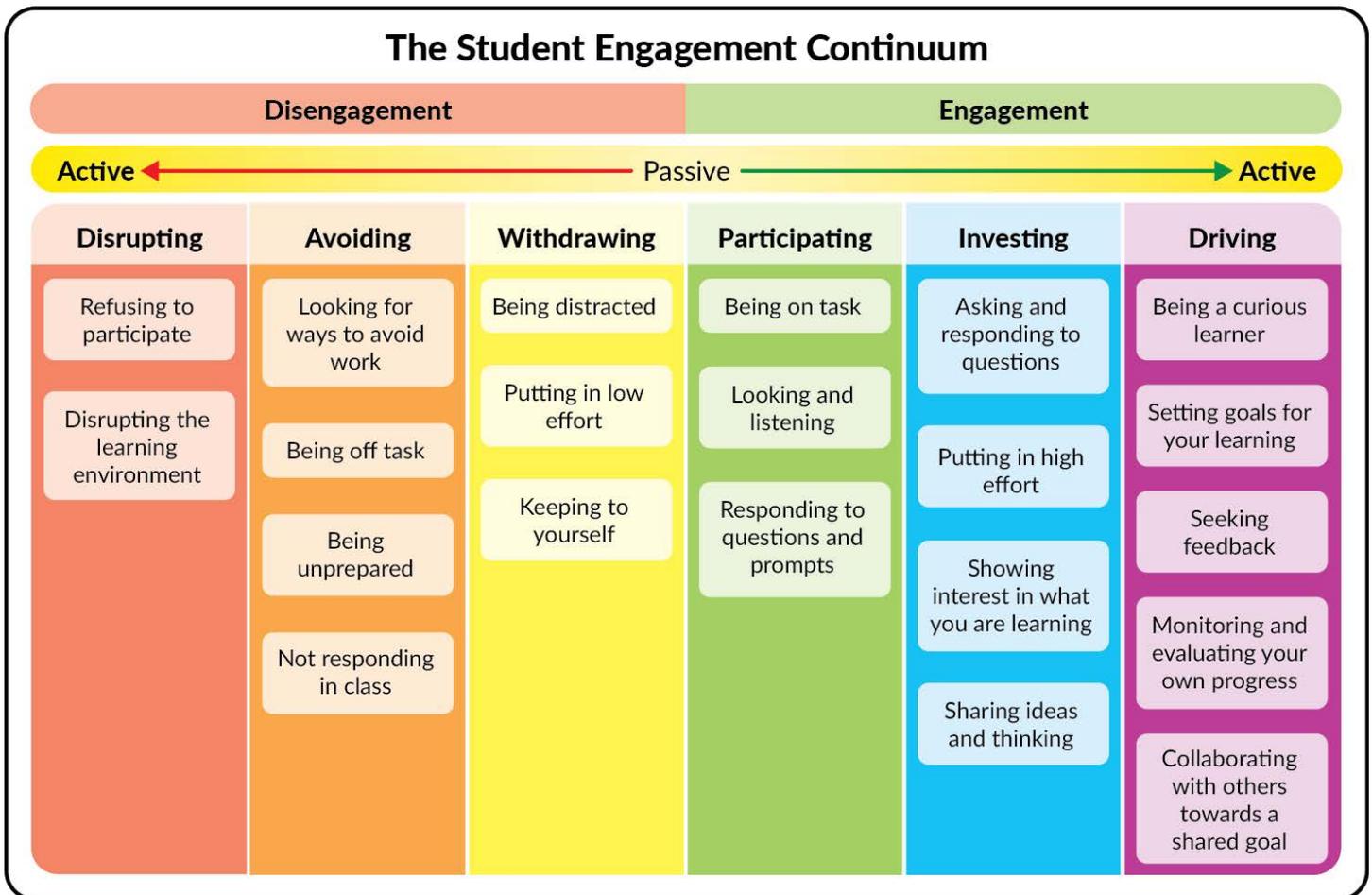
Support from home:

- Have a working camera and microphone
- Use them during lessons unless told or agreed otherwise
- Create a quiet, comfortable workspace
- Let teachers know if there are any barriers.

**Remember:** Camera and microphone use is not about surveillance, it's about connection. Being seen and heard helps you engage, learn, and succeed.

### Connecting to the Student Engagement Continuum

The Student Engagement Continuum is a tool designed to help you understand and reflect on your own engagement in lessons. It describes different levels of engagement as: **Disruptive, Avoiding, Withdrawing, Participating, Investing, and Driving**. By learning about the continuum, you can see where you are in class and think about ways to be more involved and take ownership of your learning.



### What do I need to bring to class?

You will need to bring the resources outlined within the Stationery List for each year level including, textbooks, fully charged device, pencil case and Student Planner. You may also require other items specifically requested by your teachers.

### When do I receive a report card?

Report cards are sent out at the end of each semester.

### What if I forget my password?

Information is available within our school's website:

<https://brisbanesde.eq.edu.au/support-and-resources/i-t-support>

If you have a technical issue, contact: [Student\\_IT@brisbanesde.eq.edu.au](mailto:Student_IT@brisbanesde.eq.edu.au)

### What if I am having issues with my class OneNote?

Contact your class teacher.

### Still having problems?

- Information is available within **Student help videos** our school's website: <https://brisbanesde.eq.edu.au/support-and-resources/student-resources>
- If you have a technical issue, or a question that our YouTube channel does not answer, contact: [Student\\_IT@brisbanesde.eq.edu.au](mailto:Student_IT@brisbanesde.eq.edu.au)

### What opportunities are there for me to engage in representative sports?

Information is available within our school's website <https://brisbanesde.eq.edu.au/extra-curricular/sports>

### How do I remain up-to-date with current events at school?

Student notices are available each day via:

- the school's Facebook page <https://www.facebook.com/pg/BrisbaneSchoolofDistanceEducation/posts/>
- the school's website <https://brisbanesde.eq.edu.au/calendar-and-news/student-notices>

### Where do I find out about extra-curricular activities?

Students will refer to the BrisbaneSDE website under 'Student Notices' and the BrisbaneSDE Facebook page for upcoming events, activities and support across the school.

BrisbaneSDE clubs are also active throughout the entire year. If you are interested in joining talk to your Connect Representative and Student Leaders. For all other queries regarding extra-curricular activities email [communityengagement@brisbanesde.eq.edu.au](mailto:communityengagement@brisbanesde.eq.edu.au)

Note: If you have a frequently asked question that has not been covered in this section, please refer to the BrisbaneSDE website: <https://brisbanesde.eq.edu.au/supportandresources/formsanddocuments/documents/parents/faq.pdf>

## Notes

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# Connect Program

## What is the Connect Program?

This Program is timetabled each day to assist students to develop the necessary skills to positively connect with their learning community to enhance their learning opportunities.

- Students attend Connect sessions with their Connect teacher Monday, Wednesday and Friday.
- Students do not attend Connect sessions Tuesday and Thursday. During this time, your Connect teacher will be contacting a range of students. Student use this time to complete the Student Planner wellbeing activities for the week.

## Who can I talk to if I need assistance?

- Generally, your first point of contact is your Connect teacher. They may then refer you to your Year Coordinator, for further referrals to another staff member within our Specialist Support team.
- The Connect teachers play a pivotal role in supporting the learning of all students within their Connect group. They regularly liaise with students, staff, parents/carers and the respective Year Coordinator to ensure all students are tracking successfully. Year Coordinators work with Heads of Department to proactively plan the direction of the cohort's learning and wellbeing needs and with Connect teachers and cohort teachers to offer input into their learning programs. In conjunction with all staff, Year Coordinators, support the positive, yet often challenging, progression from adolescence toward adulthood to ensure positive learning outcomes for all students.
- At BrisbaneSDE we value the 'whole student'. Our Positive Education approach recognises the benefits of student wellbeing on learning. As a staff team we aim to develop the skills of the individual so that they can build positive, respectful relationships with those around them both at school and in their broader communities. Regardless of what is happening for an individual outside the school, they can be successful lifelong learners with support, structure and encouragement. All individuals within our school are encouraged and supported to model a growth mindset. Our brains grow when we nourish them with challenge and curiosity. We value and seek to install persistence, grit and resilience which contribute to our ability to learn and grow.

Specialist Support Team	Email	Days available
<b>Year Coordinator</b>		
Prep – Year 6	<a href="mailto:YearP-6Coordinator@brisbanesde.eq.edu.au">YearP-6Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 7	<a href="mailto:Year7Coordinator@brisbanesde.eq.edu.au">Year7Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 8	<a href="mailto:Year8Coordinator@brisbanesde.eq.edu.au">Year8Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 9	<a href="mailto:Year9Coordinator@brisbanesde.eq.edu.au">Year9Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 10	<a href="mailto:Year10Coordinator@brisbanesde.eq.edu.au">Year10Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 11	<a href="mailto:Year11Coordinator@brisbanesde.eq.edu.au">Year11Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
Year 12	<a href="mailto:Year12Coordinator@brisbanesde.eq.edu.au">Year12Coordinator@brisbanesde.eq.edu.au</a>	Monday to Friday
<b>Specialist Support</b>		
Guidance Officers Prep – Year 12	<a href="mailto:Guidance.Enquiries@brisbanesde.eq.edu.au">Guidance.Enquiries@brisbanesde.eq.edu.au</a>	Monday to Friday
Youth Support Worker	<a href="mailto:YouthSupport@brisbanesde.eq.edu.au">YouthSupport@brisbanesde.eq.edu.au</a>	Monday to Friday
Indigenous Support	<a href="mailto:IndigenousSupport@brisbanesde.eq.edu.au">IndigenousSupport@brisbanesde.eq.edu.au</a>	Monday to Friday





## Contact information

Student name

### Login details

MIS ID

EQ ID

Other

Name

Website

Login

Name

Website

Login

Name

Website

Login

## Notes



Teacher details			
<b>Connect teacher</b>		Email	@eq.edu.au
<b>Year Coordinator</b>		Email	@eq.edu.au
<b>Subject</b>			
Teacher		Email	@eq.edu.au
Head of Department		Email	@eq.edu.au
<b>Subject</b>			
Teacher		Email	@eq.edu.au
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Teacher		Email	@eq.edu.au
Head of Department		Email	@eq.edu.au
<b>Subject</b>			
Teacher		Email	@eq.edu.au
Head of Department		Email	@eq.edu.au



## Key terms

Term	Information
<b>AARA</b> <b>Access arrangements and reasonable adjustments</b>	Actions taken by the school to assist students who have disability, impairment and/or medical conditions or who experience other circumstances that may affect their ability to read, respond to and participate in assessment. Some AARA must be pre-approved by the QCAA.
<b>ATAR</b> <b>Australian Tertiary Admissions Rank</b>	ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations. ATARS are expressed as a number from 99.95 (highest) to 0.00 in steps of 0.05. ATARS below 30 are reported as '30.00 or less'. See <a href="https://www.qtac.edu.au/atar/">https://www.qtac.edu.au/atar/</a> for requirements.
<b>EQ ID</b> <b>Education Queensland student ID number</b>	Every state school student has an EQ ID. It consists of 10 numbers and one letter. You can find it on your timetable, report cards, school invoices, among other documents.
<b>LUI</b> <b>Learner Unique Identifier</b>	QCAA uses the LUI to identify any student who is accruing QCE points in their QCAA learning account. LUIs are made up of 10 numbers, no letters. (Often confused with the EQ ID – see above.)
<b>MIS ID</b> <b>Managed Internet Service ID</b>	Every Staff and Student member of Education Queensland has a unique MIS username and password that is used to access a variety of online resources. (e.g. jsmit123) The MIS ID also forms your email address. e.g. jsmit123@eq.edu.au
<b>QCAA</b> <b>Queensland Curriculum and Assessment Authority</b>	The QCAA is responsible for kindergarten guideline and senior secondary syllabus development, and for providing resources and services to help teachers develop curriculum, teaching and learning programs from kindergarten to Year 12.
<b>QCE</b> <b>Queensland Certificate of Education</b>	The qualification that most students are working towards achieving at the completion of Year 12.
<b>QCIA</b> <b>Queensland Certificate of Individual Achievement</b>	Recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.
<b>QTAC</b> <b>Queensland Tertiary Admissions Centre</b>	QTAC calculates the ATAR as well as provides entry to 17 higher education providers in Queensland and Northern New South Wales, across both undergraduate and postgraduate admissions.
<b>USI</b> <b>Unique Student Identifier</b>	A USI gives you an online record of your VET training undertaken in Australia. If you're at university, TAFE, or doing other nationally recognized training, you need a USI in order to get your qualification or statement of attainment, as well as Commonwealth financial assistance if applicable.
<b>VET</b> <b>Vocational Education and Training</b>	Vocational Education and Training (VET) provides education and training that focuses on providing skills for work. BrisbaneSDE offers both internal VET qualifications Certificate I to Certificate III and also completes agreements with external organisations for students to undertake VET outside school.





# My timetable and study planner

## Semester 1

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	8:00 – 9:10					
Session 2	9:10 – 10:20					
Morning Tea	10:20 – 10:45	Morning tea — 25 mins				
Session 3	10:45 – 10:55	Connect		Connect lesson 10:45 – 11:20		Connect
	10:55 – 12:05					
	11:55 – 12:05					
Lunch	12:05 – 12:50	Lunch — 45 mins		Lunch — 45 mins 12:30 – 1:15	Lunch — 45 mins	
Session 4	12:50 – 2:00					

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 – 7:00					
7:00 – 8:00					
8:00 – 9:10					
9:10 – 10:20					
Morning tea 10:20 – 10:45					
Connect 10:45 – 10:55 (Wednesday 10:45 – 11:20)					
10:55 – 12:05					
Connect 11:55 – 12:05					
Lunch 12:05 – 12:50 (Wednesday 12:30 – 1:15)					
12:50 – 2:00					
2:00 – 3:00					
3:00 – 4:00					
4:00 – 5:00					
5:00 – 6:00					



# My timetable and study planner

## Semester 2

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	8:00 – 9:10					
Session 2	9:10 – 10:20					
Morning Tea	10:20 – 10:45	Morning tea — 25 mins				
Session 3	10:45 – 10:55	Connect		Connect lesson 10:45 – 11:20		Connect
	10:55 – 12:05					
	11:55 – 12:05					
Lunch	12:05 – 12:50	Lunch — 45 mins		Lunch — 45 mins 12:30 – 1:15	Lunch — 45 mins	
Session 4	12:50 – 2:00					

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 – 7:00					
7:00 – 8:00					
8:00 – 9:10					
9:10 – 10:20					
Morning tea 10:20 – 10:45					
Connect 10:45 – 10:55 (Wednesday 10:45 – 11:20)					
10:55 – 12:05					
Connect 11:55 – 12:05					
Lunch 12:05 – 12:50 (Wednesday 12:30 – 1:15)					
12:50 – 2:00					
2:00 – 3:00					
3:00 – 4:00					
4:00 – 5:00					
5:00 – 6:00					



# Term planner — My goals for Term 1

Subject	Goal
During Term 1 monitor the progress for your goals: <ul style="list-style-type: none"> <li>• How successfully did I meet each goal?</li> <li>• Why or why not?</li> <li>• Where to next?</li> </ul>	

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> 26–30 Jan					
<b>Week 2</b> 2–6 Feb					
<b>Week 3</b> 9–13 Feb					
<b>Week 4</b> 16–20 Feb					
<b>Week 5</b> 23–27 Feb					
<b>Week 6</b> 2–6 Mar					
<b>Week 7</b> 9–13 Mar					
<b>Week 8</b> 16–20 Mar					
<b>Week 9</b> 23–27 Mar					
<b>Week 10</b> 30 Mar – 3 Apr					







# Term planner — My goals for Term 4

Subject	Goal
During Term 4 monitor the progress for your goals: <ul style="list-style-type: none"> <li>• How successfully did I meet each goal?</li> <li>• Why or why not?</li> <li>• Where to next?</li> </ul>	

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b> 5–9 Oct					
<b>Week 2</b> 12–16 Oct					
<b>Week 3</b> 19–23 Oct					
<b>Week 4</b> 26–30 Oct					
<b>Week 5</b> 2–6 Nov					
<b>Week 6</b> 9–13 Nov					
<b>Week 7</b> 16–20 Nov					
<b>Week 8</b> 23–27 Nov					
<b>Week 9</b> 30 Nov – 4 Dec					
<b>Week 10</b> 7–11 Dec					





## Drawing space



# 2026 LEARNING CURVE SENIOR PLANNER

NAME: ..... CLASS: .....



## WELLBEING FOR LEARNING

# VOCATIONAL AND ACADEMIC GROWTH



The Learning Curve Growth program empowers you to *LEAN IN* to take the initiative and be assertive to seize opportunities to become your best version of yourself and build your A-game. Make choosing to *LEAN IN* a self-expectation that you are 100% in control of doing.

**Vocational Growth Challenge:** this year I want to start with developing these vocational skills: (see page 4)

.....  
.....

Example: I want to improve my digital literacy and interpersonal communication skills.

**My Term One Target:** by the end of Term One I want to be able to...

.....

**Academic Growth Challenge:** this year I want to start with developing these academic skills: (see page 5)

.....  
.....

Example: I want to improve my note taking and revision skills.

**My Term One Target:** by the end of Term One I want to be able to...

.....

PERMAH+ describes my vocational and academic wellbeing growth and the letters stand for: **P** = Positive Emotion + gratitude, **E** = Engagement + mindfulness, **R** = Relationships + empathy, **M** = Meaning + purpose, **A** = Accomplishment + optimism, **H** = Health + strengths. What is something I already know about these?

.....

Acknowledgement: Sonja Lyubomirsky & Tal Ben Shahar

## CHARACTER STRENGTHS WEEKS

There are six Strengths Weeks spread throughout this planner. They provide you with challenges to *lean in* to deliberately practice using a specific strength for the week; strengths only grow when they are used.

The order of these weeks are:

**Zest, Gratitude, Fairness, Perseverance, Teamwork and Creativity.**

From the website [www.learningcurve.com.au](http://www.learningcurve.com.au) download the Strengths Weeks sheets from Individual Resources/Character Strengths Weeks.



"I am not what has happened to me. I am what I choose to become." Carl Jung

# PERMAH VOCATIONAL AND ACADEMIC GROWTH CHALLENGES INDEX

All pathways for growth are created by you consciously leaving your comfort zone to welcome the following vocational and academic challenges in this index. You will need to be self-determined by having a strong sense of agency and feeling a healthy sense autonomy, competence and connectedness.

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Acknowledgement: Seligman & Peterson

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## VOCATIONAL AND ACADEMIC GROWTH TOOLS INDEX

**PAGE 114.** This section contains the growth tools and skills that will enable you to confidently and competently explore challenges to move along the pathways towards becoming the best version of yourself.

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“Our intentions create our reality.” Wayne Dyer



# VOCATIONAL SKILLS

**CHALLENGE:** vocational skills are a set of practical hands on applications, specific to different careers and trades, that you learn through the experience of practising and doing them in both simulated and real workplaces to build your confidence and competence at using them. Your challenge is to *lean in* to practise using these skills to master them to become the best version of yourself vocationally.

**PRACTICE:** deliberately practise using each of the following vocational skills.

**REFLECTION:** reflect on, rate your current self using  Usually  Sometimes  Not Yet and set a self-expectation you can control to become confident and competent using each of the following skills:

**Using Technology:** being able to confidently and capably use job and industry specific software, instruments, computer programs to collect, analyse and interpret data.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Communicating:** being able to convey your thoughts both verbally and in written form and actively paying attention to and listening to others share information.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Solving Problems:** being able to break down problems, identify logical solutions, think outside the box and make balanced decisions based on information.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Managing Time:** being able to prioritise important tasks that you need to complete so that others are able then start and do their tasks.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Being Digitally Literate:** being able to effectively search for information online, use email and social media to communicate and understand how to make digital payments.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Working in Teams:** being able to work effectively with others to achieve mutual goals, be patient, show empathy and identify mentors to support you to improve your skills.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Adapting:** being able to identify and learn new skills for differing situations and failing well by acquiring better skills to bounce back when you make mistakes.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Organising:** being able to understand and complete the steps in a plan, pay attention to details to avoid mistakes and keep accurate records of tasks completed.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Resolving Conflict:** being able to seek help to resolve disagreements to identify common understandings and achieve win-win outcomes to move on positively.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Being Reliable:** being able to be relied upon to do what you are tasked to do on time, and focus independently when you need to work alone to complete a task.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

Acknowledgement: Australian Skills Quality Authority

“What is necessary to change a person is to change their awareness of themselves.” Abraham Maslow

# ACADEMIC SKILLS

**CHALLENGE:** academic skills are a set of theoretical techniques, approaches and competencies you are taught about studying, researching, critical thinking and communicating concepts that enable you to learn, understand, analyse and evaluate complex ideas at school, in further education and in careers. Your challenge is to *lean in* to practise using these skills to master them to become the best version of yourself academically.

**PRACTICE:** deliberately practise using each of the following academic skills.

**REFLECTION:** reflect on, rate your current self using  Usually  Sometimes  Not Yet and set a self-expectation you can control to become confident and competent using each of the following skills:

**Researching:** being able to find high quality and relevant information, evaluate its authenticity and use it to conduct rigorous research into a topic.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Communicating:** being able to communicate in written form, verbally and digitally to share your findings and what you have learned and be assessed on it.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Notetaking:** being able to take accurate course notes to learn about and accumulate knowledge through mastering the Cornell note taking process.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Collaborating:** being able to come together with others to discuss, listen, compromise and cooperate to come up with ideas that could not have been arrived at alone.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Thinking Critically:** being able to stay in the moment to always be analysing and evaluating whether the information you are seeing is valid, logical and reliable.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Organising:** being able prioritise your time to plan and meet timelines, organise your personal life and establish regular study times and a structured revision program.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Studying Actively:** being able to block out distractions to listen actively, simplify the difficulty of information to enable your working memory to encode and store it.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Solving Problems:** being able to break down issues into smaller parts, brainstorm ideas, troubleshoot outliers and create logical and well thought out solutions.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Thinking Flexibly:** being able to change how you think for different situations, adapt to change, think creatively, and consider different and out of left field perspectives.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Being Self-disciplined:** being able to *lean in* to focus on taking the initiative and being assertive to seize opportunities show control to meet your self-expectations.  Usually  Sometimes  Not Yet

Self-Expectation: I will .....

Acknowledgement: Ericsson, Costa, Kellick, Anderson & more

“Fortune favours the prepared mind.” Louis Pasteur

# PERMAH+: VOCATIONAL AND ACADEMIC WELLBEING GROWTH

**CHALLENGE:** the six PERMAH+ elements work together as a family to describe the state of your vocational and academic wellbeing growth, and no single element does this. Your challenge is to *lean in* to grow all of them to build your A-game.

**PRACTICE:** complete the weekly PERMAH+ lesson, the Growth activity and Classical Knowledge question.

## Positive Emotion + Gratitude

**Feeling good by giving to be kind**

Creating positive emotions, handling negative thoughts, and being grateful for how these benefit your vocational and academic growth and mental and physical wellbeing.

What can you do to grow this element?

.....

## Health + strengths

**Being determined to be healthy**

Developing the Big Five as keystone habits to enjoy being happy and healthy, and using your strengths to overcome challenges to grow yourself.

What can you control and do to grow this element?

.....  
.....  
.....

## PERMAH+: Vocational and Academic Wellbeing Growth



## Engagement + mindfulness

**Paying attention to paying attention**

Living your life with curiosity and zest to focus on meeting your self-expectations, accomplish your goals and pursuing what you are passionate about.

What can you control and do to grow this element?

.....  
.....  
.....

## Accomplishment + optimism

**Having the agency to influence your future**

Having optimism and hope by setting, striving for and accomplishing vocational and academic goals, and deliberately practising to build your A-game.

What can you control and do to grow this element?

.....  
.....  
.....

## Relationships + empathy

**Showing that other people matter to you**

Growing your social and emotional skills to build and maintain respectful relationships with others, and showing empathy for their needs and feelings and your own.

What can you control and do to grow this element?

.....  
.....  
.....

## Meaning + purpose

**Having a meaningful purpose to make a difference**

Identifying and focusing on something larger than yourself, which gives you a sense of meaning and purpose, and a reason for getting out of bed.

What can you control and do to grow this element?

.....

Acknowledgement: Seligman & Peterson

“You will never change your life until you change something you do daily. The secret of your success is found in your daily routine.” John C Maxwell

# MINDSET: SAFETY VERSUS GROWTH

**CHALLENGE:** there are two powerful forces which compete within your inner self, and both must co-exist for you to become the best version of yourself. **1.** The need for safety to maintain your normal balance, meaning your mindset autopilot is more fixed orientated to avoid change. **2.** The need for growth to build your A-game, meaning your mindset autopilot is more growth orientated to welcome challenges to leave your comfort zone. Your challenge is to *lean in* to raise your self-awareness of which of these forces is influencing your mindset moment by moment.

**PRACTICE:** growth takes you from known safety to the unknown, which is against what your biological system is hard wired to do. And that is, to maintain balance to stay within what is known and comfortable, called Homeostasis.

**REFLECTION:** you become the best version of yourself, which never stops changing, by your mindset moving back and forth between growth and safety. Reflect on, rate your current self using, Usually, Sometimes, Not Yet and set a self-expectation you can control to grow each of the following:

**Self-belief** – I am confident to leave my comfort zone to welcome frequent vocational and academic challenges.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Flexibility of thinking** – I often use positive self-talk to adapt and shift my thinking towards optimistic outlooks.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Self-compassion** – I prioritise being self-kind and looking forward to and being grateful for something daily.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Sense of purpose** – I have a meaningful reason to *lean in* every day to build my A-game and make a difference.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Connectedness** – I value myself, feel valued by others, and I show empathy for others' needs and feelings.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Third Space** – I create tech free space every day to connect with myself and my thoughts and feelings.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**ROCK of trust** – I trust the person who I see in the mirror to be reliable, open, competent and kind.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Self-determined** – I feel a sense of autonomy, competence and connectedness to challenge myself.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

**Self-acceptance** – I accept and value all of me, the parts I like, and those I want to develop more.

Usually  Sometimes  Not Yet

Self-Expectation: I will .....

Acknowledgement: Maslow, Costa & Ericsson

“People who look outside of themselves dream, whereas, people who look at their inner self, awaken.” Carl Jung

# POSITIVE SELF-TALK EXPECTATIONS

**CHALLENGE:** self-talk is an effective way to remind you of your self-expectations that you can control. Your challenge is to *lean in* to create self-talk for the expectations you have of yourself and say them over and over to build your A-game.

**PRACTICE:** immediately contest negative and unhelpful thoughts with self-talk as a coping strategy when you notice them. Prepare self-talk in advance for likely situations and practising saying them. Following are examples of self-talk that you could use.

The time to go without is now,  
not when you receive your results

When you walk out the gate,  
make sure you have a choice about  
**YOUR LIFE.** It's a reality,  
you are going out in to the world. **BE  
PREPARED**

Reach for the **SKY**

Take responsibility for your own life

If life's a mirror, what you put  
in is exactly what you get out;  
nothing more, nothing less

Not perfect – BUT your best shot

Yourself Friends Saying NO

Self-discipline, Character,  
Sacrifices, Choices

## EFFORT – I can and I will:

- » *lean in* to seize opportunities
- » rule up my page the Cornell notes way
- » use mistakes to guide what I need to learn
- » use Habits of Mind to improve how I think

Create self-talk expectations for:

1. Practising the 3F's process to improve.

.....

.....

.....

2. Planning my weeks more effectively.

.....

.....

.....

## INITIATIVE – I can and I will:

- » stick to my study timetable
- » *lean in* be more grateful
- » do acts of kindness every day
- » look for what is good

Create positive self-talk expectations for:

1. Using High Impact Learning Strategies.

.....

.....

.....

2. Looking forward to something every day.

.....

.....

.....

## COURAGE – I can and I will:

- » show up even when I don't feel like it
- » be prepared to say no to risky things
- » not compare myself to others
- » do what my mind tells me is right to do

Create positive self-talk expectations for:

1. Practising vocational and academic skills.

.....

.....

.....

2. Putting my phone on flight mode while studying.

.....

.....

.....

## SELF-REGULATION – I can and I will:

- » be assertive when I need to
- » forgive and not hold grudges
- » focus on doing the Big Five well
- » listen actively with my eyes, ears and heart

Create positive self-talk expectations for:

1. Leaning in to build my A-game.

.....

.....

.....

2. Being kinder to myself.

.....

.....

.....

Acknowledgement: Ryan & Deci

“What comes from the heart, goes to the heart.” Samuel Coleridge

# MASTERY: FOCUS, FEEDBACK, FIX IT

**CHALLENGE:** the 3F's process is a tried and proven method for mastering what you are aiming to achieve vocationally and academically. Your challenge is to *lean in* to consciously use it in all of your subjects to build your A-game.

**PRACTICE:** create an ongoing cycle to practise paying more attention, seeking feedback, and learning new approaches to fix your mistakes to keep making your bests get better.

## FOCUS

Pay attention to what you need to pay attention to and reduce distracting thoughts from your mind (eg. putting your phone on flight mode) to assist your working memory to encode and store information. Stretch your brain's abilities by deliberately leaving your comfort zone to explore and practise more challenging tasks. What is something new you learned about focus to help you *lean in* to grow your vocational or academic skills?

---

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## FEEDBACK

Challenge yourself to leave your comfort zone so that you find difficulty with and make mistakes for about 30% of what you are learning and exploring. Ask your teachers for feedback on showing you more intelligent approaches to simplify the information so that you can understand it more clearly. What is something new you learned about feedback to help you *lean in* to grow your vocational or academic skills?

---

---

---

---

---

---

## FIX IT

Deliberately practise these more logical and intelligent approaches that you learned from your teacher's feedback to master them so you can fix your mistakes to keep improving. Knowing what you did wrong in making a mistake is not enough to grow your abilities, you have to learn new things to fix them. What is something new you learned this week about fix it to help you *lean in* to grow your vocational or academic skills?

---

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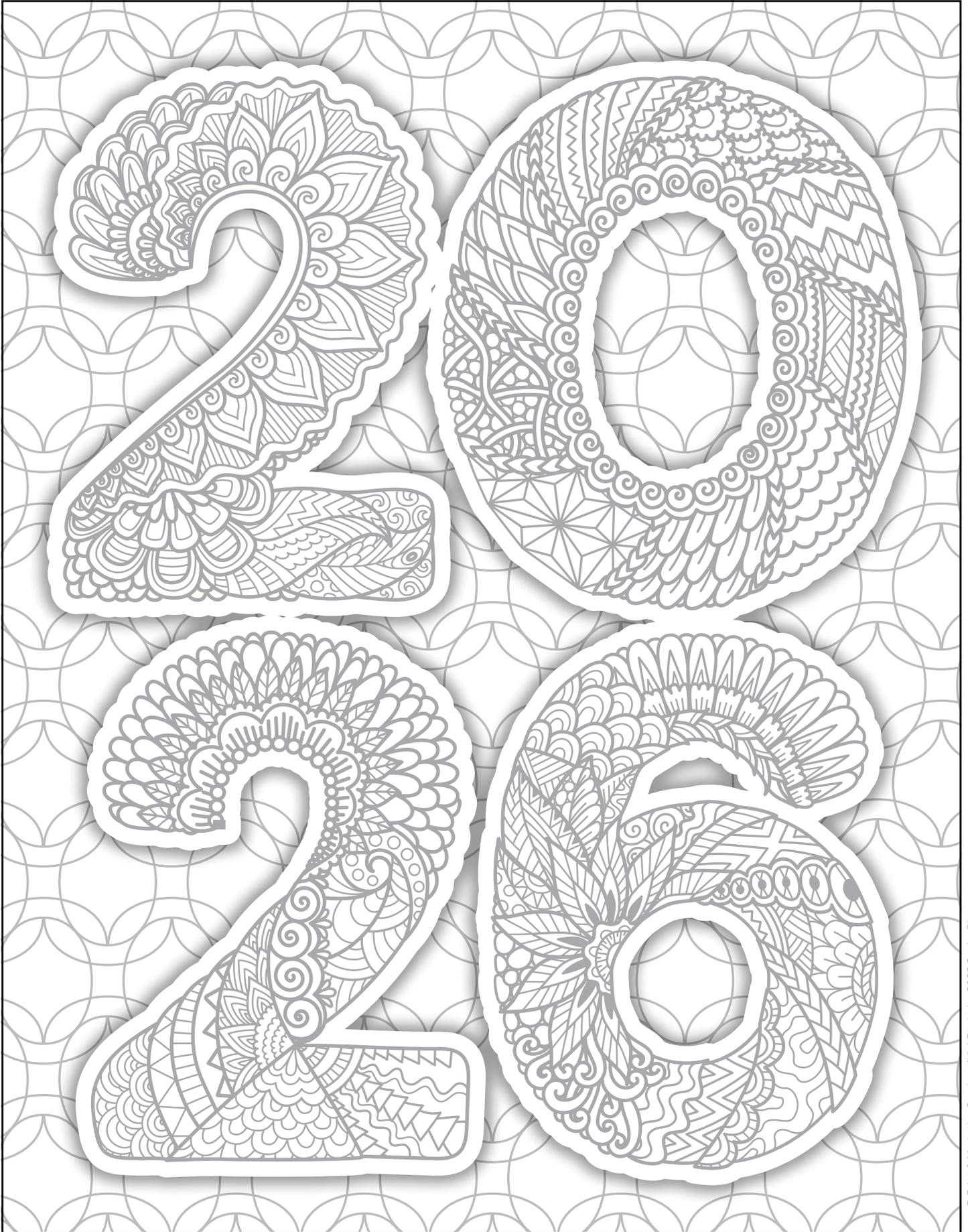
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Acknowledgement: Ericsson & Anderson

"I'm a very positive thinker, and I think that is what helps me most in difficult moments." Roger Federer

# MINDFULNESS COLOURING IN



# TERM ONE VOCATIONAL AND ACADEMIC GROWTH GOALS

**CHALLENGE:** set three goals for this term, one for improving your vocational and academic skills, one for building your respectful relationships, and one for what you want to achieve for yourself. Your challenge is to *lean in* to make striving to achieve your goals a self-expectation you are in control of.

**PRACTICE:** think about who can help you and what you need to learn to overcome obstacles for each of your goals. To create a logical visual representation of your goals, you may choose to use the Goals, Targets, Strategies, Obstacles, Learning Plan on page 131.

## TERM ONE VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

**COMPETENCE:** improving my vocational and academic skills.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

## PROGRESS TOWARDS VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Two:

**CONNECTEDNESS:** connecting more with others.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Two:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Three:

**AUTONOMY:** choosing to achieve for myself.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Three:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

Acknowledgement: Sheldon & Adams Miller

"Your mistakes do not define who you are...they are your possibilities." Oprah Winfrey



THIS WEEK

JANUARY / FEBRUARY 2026

26 Monday

 /5  /5  /5  /5  /5

27 Tuesday

 /5  /5  /5  /5  /5

28 Wednesday

 /5  /5  /5  /5  /5

29 Thursday

 /5  /5  /5  /5  /5

30 Friday

 /5  /5  /5  /5  /5

31 Saturday

1 Sunday

**BIG 5  
CHECK IN**





2 Monday

 /5  /5  /5  /5  /5

3 Tuesday

 /5  /5  /5  /5  /5

4 Wednesday

 /5  /5  /5  /5  /5

5 Thursday

 /5  /5  /5  /5  /5

6 Friday

 /5  /5  /5  /5  /5

7 Saturday

8 Sunday

**BIG 5  
CHECK IN**





9 Monday

# ZEST WEEK

 /5  /5  /5  /5  /5

10 Tuesday

 /5  /5  /5  /5  /5

11 Wednesday

 /5  /5  /5  /5  /5

12 Thursday

 /5  /5  /5  /5  /5

13 Friday

 /5  /5  /5  /5  /5

14 Saturday

15 Sunday

## BIG 5 CHECK IN





16 Monday

 /5  /5  /5  /5  /5

17 Tuesday

 /5  /5  /5  /5  /5

18 Wednesday

 /5  /5  /5  /5  /5

19 Thursday

 /5  /5  /5  /5  /5

20 Friday

 /5  /5  /5  /5  /5

21 Saturday

22 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

FEBRUARY / MARCH 2026

23 Monday

 /5  /5  /5  /5  /5

24 Tuesday

 /5  /5  /5  /5  /5

25 Wednesday

 /5  /5  /5  /5  /5

26 Thursday

 /5  /5  /5  /5  /5

27 Friday

 /5  /5  /5  /5  /5

28 Saturday

1 Sunday

**BIG 5  
CHECK IN**





2 Monday

 /5  /5  /5  /5  /5

3 Tuesday

 /5  /5  /5  /5  /5

4 Wednesday

 /5  /5  /5  /5  /5

5 Thursday

 /5  /5  /5  /5  /5

6 Friday

 /5  /5  /5  /5  /5

7 Saturday

8 Sunday

**BIG 5  
CHECK IN**



ACADEMIC GROWTH STRATEGY

YOUR WORKING MEMORY



CHALLENGE: you have learned something when the information has been stored in your long-term memory and it is your working memory's job to do this. Your challenge is to lean in to help your working memory do this by simplifying the difficulty of the information and reduce distractions to your attention in class.

PRACTICE: your working memory is the mental work centre of your short-term memory that prepares information for storage in your long-term memory, called encoding. It has a very limited capacity and can easily be overloaded by two factors called the Intrinsic and Extraneous Loads. To reduce your intrinsic load, simplify the difficulty of what you are learning by breaking it down into smaller more understandable parts; less mental effort. To reduce your extraneous load, pay your full attention to listening and learning and avoid distractions in class and how it is being explained to you. Once these two have been reduced, your working memory has enough capacity to store the information in your long-term memory, called your Germane Load. Once your working memory has encoded and stored information well, you will be able to retrieve it when you need to use it.

Acknowledgement: Baddeley & Hitch

REFLECTION: describe how controlling your ability to pay full attention can help you to build your A-game.

Dotted lines for reflection notes.

What is something new you learned this week about your working memory to help you lean in to grow your vocational or academic skills?

Dotted lines for reflection notes with a question mark icon.

"Pay attention to what you are paying attention to." MW

TO DO LIST

DONE ✓

Dotted lines for to-do list.

NOTES, THOUGHTS, IDEAS

Dotted lines for notes, thoughts, and ideas.

CLASSICAL KNOWLEDGE

Who invented the electric battery and what did it change?



9 Monday

 /5  /5  /5  /5  /5

10 Tuesday

 /5  /5  /5  /5  /5

11 Wednesday

 /5  /5  /5  /5  /5

12 Thursday

 /5  /5  /5  /5  /5

13 Friday

 /5  /5  /5  /5  /5

14 Saturday

15 Sunday

**BIG 5  
CHECK IN**





16 Monday

 /5  /5  /5  /5  /5

17 Tuesday

 /5  /5  /5  /5  /5

18 Wednesday

 /5  /5  /5  /5  /5

19 Thursday

 /5  /5  /5  /5  /5

20 Friday

 /5  /5  /5  /5  /5

21 Saturday

22 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

MARCH 2026

23 Monday

 /5  /5  /5  /5  /5

24 Tuesday

 /5  /5  /5  /5  /5

25 Wednesday

 /5  /5  /5  /5  /5

26 Thursday

 /5  /5  /5  /5  /5

27 Friday

 /5  /5  /5  /5  /5

28 Saturday

29 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

MARCH / APRIL 2026

30 Monday

 /5  /5  /5  /5  /5

31 Tuesday

 /5  /5  /5  /5  /5

1 Wednesday

 /5  /5  /5  /5  /5

2 Thursday

 /5  /5  /5  /5  /5

3 Friday

 /5  /5  /5  /5  /5

4 Saturday

5 Sunday

**BIG 5  
CHECK IN**





6 Monday

# GRATITUDE WEEK

 /5  /5  /5  /5  /5

7 Tuesday

 /5  /5  /5  /5  /5

8 Wednesday

 /5  /5  /5  /5  /5

9 Thursday

 /5  /5  /5  /5  /5

10 Friday

 /5  /5  /5  /5  /5

11 Saturday

12 Sunday

## BIG 5 CHECK IN





THIS WEEK

APRIL 2026

13 Monday

 /5  /5  /5  /5  /5

14 Tuesday

 /5  /5  /5  /5  /5

15 Wednesday

 /5  /5  /5  /5  /5

16 Thursday

 /5  /5  /5  /5  /5

17 Friday

 /5  /5  /5  /5  /5

18 Saturday

19 Sunday

**BIG 5  
CHECK IN**



## MINDFULNESS COLOURING IN



# TERM TWO VOCATIONAL AND ACADEMIC GROWTH GOALS

**CHALLENGE:** set three goals for this term, one for improving your vocational and academic skills, one for building your respectful relationships, and one for what you want to achieve for yourself. Your challenge is to *lean in* to make striving to achieve your goals a self-expectation you are in control of.

**PRACTICE:** think about who can help you and what you need to learn to overcome obstacles for each of your goals. To create a logical visual representation of your goals, you may choose to use the Goals, Targets, Strategies, Obstacles, Learning Plan on page 131.

## TERM TWO VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

**COMPETENCE:** improving my vocational and academic skills.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

## PROGRESS TOWARDS VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Two:

**CONNECTEDNESS:** connecting more with others.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Two:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Three:

**AUTONOMY:** choosing to achieve for myself.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Three:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

Acknowledgement: Sheldon & Adams Miller

"Character consists of what you do on the third and fourth times." James Michener



20 Monday

 /5  /5  /5  /5  /5

21 Tuesday

 /5  /5  /5  /5  /5

22 Wednesday

 /5  /5  /5  /5  /5

23 Thursday

 /5  /5  /5  /5  /5

24 Friday

 /5  /5  /5  /5  /5

25 Saturday

26 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

APRIL / MAY 2026

27 Monday

 /5  /5  /5  /5  /5

28 Tuesday

 /5  /5  /5  /5  /5

29 Wednesday

 /5  /5  /5  /5  /5

30 Thursday

 /5  /5  /5  /5  /5

1 Friday

 /5  /5  /5  /5  /5

2 Saturday

3 Sunday

**BIG 5  
CHECK IN**





4 Monday

 /5  /5  /5  /5  /5

5 Tuesday

 /5  /5  /5  /5  /5

6 Wednesday

 /5  /5  /5  /5  /5

7 Thursday

 /5  /5  /5  /5  /5

8 Friday

 /5  /5  /5  /5  /5

9 Saturday

10 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

MAY 2026

11 Monday

 /5  /5  /5  /5  /5

12 Tuesday

 /5  /5  /5  /5  /5

13 Wednesday

 /5  /5  /5  /5  /5

14 Thursday

 /5  /5  /5  /5  /5

15 Friday

 /5  /5  /5  /5  /5

16 Saturday

17 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

MAY 2026

18 Monday

 /5  /5  /5  /5  /5

19 Tuesday

 /5  /5  /5  /5  /5

20 Wednesday

 /5  /5  /5  /5  /5

21 Thursday

 /5  /5  /5  /5  /5

22 Friday

 /5  /5  /5  /5  /5

23 Saturday

24 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

MAY 2026

25 Monday

 /5  /5  /5  /5  /5

26 Tuesday

 /5  /5  /5  /5  /5

27 Wednesday

 /5  /5  /5  /5  /5

28 Thursday

 /5  /5  /5  /5  /5

29 Friday

 /5  /5  /5  /5  /5

30 Saturday

31 Sunday

**BIG 5  
CHECK IN**





1 Monday

# FAIRNESS WEEK

 /5  /5  /5  /5  /5

2 Tuesday

 /5  /5  /5  /5  /5

3 Wednesday

 /5  /5  /5  /5  /5

4 Thursday

 /5  /5  /5  /5  /5

5 Friday

 /5  /5  /5  /5  /5

6 Saturday

7 Sunday

## BIG 5 CHECK IN





8 Monday

 /5  /5  /5  /5  /5

9 Tuesday

 /5  /5  /5  /5  /5

10 Wednesday

 /5  /5  /5  /5  /5

11 Thursday

 /5  /5  /5  /5  /5

12 Friday

 /5  /5  /5  /5  /5

13 Saturday

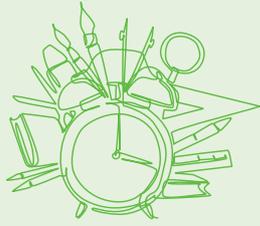
14 Sunday

**BIG 5  
CHECK IN**



ACADEMIC GROWTH STRATEGY

MANAGING YOUR TIME



CHALLENGE: managing and prioritising how you use your time to meet all of your commitments, will enable you to be confident in planning what you will do in your home study sessions. Your challenge is to lean in to monitor and control where your weekly 168 hours of time goes.

PRACTICE: use Understanding Your Time (page 132) or website Thinking Tool for three normal school days under the headings before, during and after school, to record how long they take. It will assist you to use the headings:

- sleeping \_\_\_\_\_
• eating \_\_\_\_\_
• showering/dressing \_\_\_\_\_
• travelling \_\_\_\_\_
• at school \_\_\_\_\_
• home study \_\_\_\_\_
• exercise/leisure \_\_\_\_\_
• social media \_\_\_\_\_
• gaming \_\_\_\_\_
• part-time job \_\_\_\_\_
• practising hobbies \_\_\_\_\_
• socialising \_\_\_\_\_
• TV/videos \_\_\_\_\_
• other \_\_\_\_\_
Total \_\_\_\_\_

While this is a tedious process, you will be quite surprised by how much "nothing" timewasters there are. One workable strategy is to allocate 38 hours per week to school and study, the same number of hours as a full-time job. For example, if you attend 25, 50 minute classes (about 20 hours), you should spend 18 hours minimum studying at home. To have a balanced lifestyle, allocate 12 hours per week just for yourself.

Acknowledgement: Wade & Walsh

REFLECTION: describe how managing your time well can assist you to become the best version of yourself.

Blank dotted lines for reflection notes.

What is something new you learned this week about managing your time to help you lean in to grow your vocational or academic skills?

Blank dotted lines for reflection notes, with a question mark icon.

"Time has a wonderful way of showing us what really matters." Margaret Peters

TO DO LIST

DONE ✓

Horizontal dotted lines for a to-do list.

NOTES, THOUGHTS, IDEAS

Horizontal dotted lines for notes, thoughts, and ideas.

CLASSICAL KNOWLEDGE

What did Florence Nightingale do to become famous?



THIS WEEK

JUNE 2026

15 Monday

 /5  /5  /5  /5  /5

16 Tuesday

 /5  /5  /5  /5  /5

17 Wednesday

 /5  /5  /5  /5  /5

18 Thursday

 /5  /5  /5  /5  /5

19 Friday

 /5  /5  /5  /5  /5

20 Saturday

21 Sunday

**BIG 5  
CHECK IN**





22 Monday

 /5  /5  /5  /5  /5

23 Tuesday

 /5  /5  /5  /5  /5

24 Wednesday

 /5  /5  /5  /5  /5

25 Thursday

 /5  /5  /5  /5  /5

26 Friday

 /5  /5  /5  /5  /5

27 Saturday

28 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

JUNE / JULY 2026

29 Monday

 /5  /5  /5  /5  /5

30 Tuesday

 /5  /5  /5  /5  /5

1 Wednesday

 /5  /5  /5  /5  /5

2 Thursday

 /5  /5  /5  /5  /5

3 Friday

 /5  /5  /5  /5  /5

4 Saturday

5 Sunday

**BIG 5  
CHECK IN**





6 Monday

 /5  /5  /5  /5  /5

7 Tuesday

 /5  /5  /5  /5  /5

8 Wednesday

 /5  /5  /5  /5  /5

9 Thursday

 /5  /5  /5  /5  /5

10 Friday

 /5  /5  /5  /5  /5

11 Saturday

12 Sunday

**BIG 5  
CHECK IN**



# MINDFULNESS COLOURING IN



# TERM THREE VOCATIONAL AND ACADEMIC GROWTH GOALS

**CHALLENGE:** set three goals for this term, one for improving your vocational and academic skills, one for building your respectful relationships, and one for what you want to achieve for yourself. Your challenge is to *lean in* to make striving to achieve your goals a self-expectation you are in control of.

**PRACTICE:** think about who can help you and what you need to learn to overcome obstacles for each of your goals. To create a logical visual representation of your goals, you may choose to use the Goals, Targets, Strategies, Obstacles, Learning Plan on page 131.

## TERM THREE VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

**COMPETENCE:** improving my vocational and academic skills.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

## PROGRESS TOWARDS VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Two:

**CONNECTEDNESS:** connecting more with others.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Two:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Three:

**AUTONOMY:** choosing to achieve for myself.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Three:

What did I learn about this goal that I'm grateful for?

.....

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.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

Acknowledgement: Sheldon & Adams Miller

"Nothing good in this life comes easy." John Newcombe



THIS WEEK

JULY 2026

13 Monday

 /5  /5  /5  /5  /5

14 Tuesday

 /5  /5  /5  /5  /5

15 Wednesday

 /5  /5  /5  /5  /5

16 Thursday

 /5  /5  /5  /5  /5

17 Friday

 /5  /5  /5  /5  /5

18 Saturday

19 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

JULY 2026

20 Monday

 /5  /5  /5  /5  /5

21 Tuesday

 /5  /5  /5  /5  /5

22 Wednesday

 /5  /5  /5  /5  /5

23 Thursday

 /5  /5  /5  /5  /5

24 Friday

 /5  /5  /5  /5  /5

25 Saturday

26 Sunday

**BIG 5  
CHECK IN**





27 Monday

# PERSEVERANCE WEEK

 /5  /5  /5  /5  /5

28 Tuesday

 /5  /5  /5  /5  /5

29 Wednesday

 /5  /5  /5  /5  /5

30 Thursday

 /5  /5  /5  /5  /5

31 Friday

 /5  /5  /5  /5  /5

1 Saturday

2 Sunday

## BIG 5 CHECK IN





3 Monday

 /5  /5  /5  /5  /5

4 Tuesday

 /5  /5  /5  /5  /5

5 Wednesday

 /5  /5  /5  /5  /5

6 Thursday

 /5  /5  /5  /5  /5

7 Friday

 /5  /5  /5  /5  /5

8 Saturday

9 Sunday

**BIG 5  
CHECK IN**





10 Monday

 /5  /5  /5  /5  /5

11 Tuesday

 /5  /5  /5  /5  /5

12 Wednesday

 /5  /5  /5  /5  /5

13 Thursday

 /5  /5  /5  /5  /5

14 Friday

 /5  /5  /5  /5  /5

15 Saturday

16 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

AUGUST 2026

17 Monday

 /5  /5  /5  /5  /5

18 Tuesday

 /5  /5  /5  /5  /5

19 Wednesday

 /5  /5  /5  /5  /5

20 Thursday

 /5  /5  /5  /5  /5

21 Friday

 /5  /5  /5  /5  /5

22 Saturday

23 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

AUGUST 2026

24 Monday

 /5  /5  /5  /5  /5

25 Tuesday

 /5  /5  /5  /5  /5

26 Wednesday

 /5  /5  /5  /5  /5

27 Thursday

 /5  /5  /5  /5  /5

28 Friday

 /5  /5  /5  /5  /5

29 Saturday

30 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

AUGUST / SEPTEMBER 2026

31 Monday

 /5  /5  /5  /5  /5

1 Tuesday

 /5  /5  /5  /5  /5

2 Wednesday

 /5  /5  /5  /5  /5

3 Thursday

 /5  /5  /5  /5  /5

4 Friday

 /5  /5  /5  /5  /5

5 Saturday

6 Sunday

**BIG 5  
CHECK IN**





7 Monday

 /5  /5  /5  /5  /5

8 Tuesday

 /5  /5  /5  /5  /5

9 Wednesday

 /5  /5  /5  /5  /5

10 Thursday

 /5  /5  /5  /5  /5

11 Friday

 /5  /5  /5  /5  /5

12 Saturday

13 Sunday

**BIG 5  
CHECK IN**





14 Monday

# TEAMWORK WEEK

 /5  /5  /5  /5  /5

15 Tuesday

 /5  /5  /5  /5  /5

16 Wednesday

 /5  /5  /5  /5  /5

17 Thursday

 /5  /5  /5  /5  /5

18 Friday

 /5  /5  /5  /5  /5

19 Saturday

20 Sunday

## BIG 5 CHECK IN



Feel Positive?



Exercise Daily?



Eat Healthy?



Drink Water?



Sleep Deeply?



THIS WEEK

SEPTEMBER 2026

21 Monday

 /5  /5  /5  /5  /5

22 Tuesday

 /5  /5  /5  /5  /5

23 Wednesday

 /5  /5  /5  /5  /5

24 Thursday

 /5  /5  /5  /5  /5

25 Friday

 /5  /5  /5  /5  /5

26 Saturday

27 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

SEPTEMBER / OCTOBER 2026

28 Monday

 /5  /5  /5  /5  /5

29 Tuesday

 /5  /5  /5  /5  /5

30 Wednesday

 /5  /5  /5  /5  /5

1 Thursday

 /5  /5  /5  /5  /5

2 Friday

 /5  /5  /5  /5  /5

3 Saturday

4 Sunday

**BIG 5  
CHECK IN**



## MINDFULNESS COLOURING IN



# TERM FOUR VOCATIONAL AND ACADEMIC GROWTH GOALS

**CHALLENGE:** set three goals for this term, one for improving your vocational and academic skills, one for building your respectful relationships, and one for what you want to achieve for yourself. Your challenge is to *lean in* to make striving to achieve your goals a self-expectation you are in control of.

**PRACTICE:** think about who can help you and what you need to learn to overcome obstacles for each of your goals. To create a logical visual representation of your goals, you may choose to use the Goals, Targets, Strategies, Obstacles, Learning Plan on page 131.

## TERM FOUR VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

**COMPETENCE:** improving my vocational and academic skills.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

## PROGRESS TOWARDS VOCATIONAL AND ACADEMIC GROWTH GOALS

### Goal One:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Two:

**CONNECTEDNESS:** connecting more with others.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Two:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

### Goal Three:

**AUTONOMY:** choosing to achieve for myself.

I will .....

.....

.....

Who can help me to learn what I need to learn?

.....

.....

Circle where I am **now** on achieving this goal: **1 2 3 4 5**

By the **end** of Term circle where I can reach: **1 2 3 4 5**

### Goal Three:

What did I learn about this goal that I'm grateful for?

.....

.....

.....

.....

.....

.....

.....

Towards achieving this goal I felt I reached: **1 2 3 4 5**

Acknowledgement: Sheldon & Adams Miller

"Nothing was ever achieved without enthusiasm." Ralph Waldo Emerson



5 Monday

 /5  /5  /5  /5  /5

6 Tuesday

 /5  /5  /5  /5  /5

7 Wednesday

 /5  /5  /5  /5  /5

8 Thursday

 /5  /5  /5  /5  /5

9 Friday

 /5  /5  /5  /5  /5

10 Saturday

11 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

OCTOBER 2026

12 Monday

 /5  /5  /5  /5  /5

13 Tuesday

 /5  /5  /5  /5  /5

14 Wednesday

 /5  /5  /5  /5  /5

15 Thursday

 /5  /5  /5  /5  /5

16 Friday

 /5  /5  /5  /5  /5

17 Saturday

18 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

OCTOBER 2026

19 Monday

 /5  /5  /5  /5  /5

20 Tuesday

 /5  /5  /5  /5  /5

21 Wednesday

 /5  /5  /5  /5  /5

22 Thursday

 /5  /5  /5  /5  /5

23 Friday

 /5  /5  /5  /5  /5

24 Saturday

25 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

OCTOBER / NOVEMBER 2026

26 Monday

 /5  /5  /5  /5  /5

27 Tuesday

 /5  /5  /5  /5  /5

28 Wednesday

 /5  /5  /5  /5  /5

29 Thursday

 /5  /5  /5  /5  /5

30 Friday

 /5  /5  /5  /5  /5

31 Saturday

1 Sunday

**BIG 5  
CHECK IN**





2 Monday

 /5  /5  /5  /5  /5

3 Tuesday

 /5  /5  /5  /5  /5

4 Wednesday

 /5  /5  /5  /5  /5

5 Thursday

 /5  /5  /5  /5  /5

6 Friday

 /5  /5  /5  /5  /5

7 Saturday

8 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

NOVEMBER 2026

9 Monday

 /5  /5  /5  /5  /5

10 Tuesday

 /5  /5  /5  /5  /5

11 Wednesday

 /5  /5  /5  /5  /5

12 Thursday

 /5  /5  /5  /5  /5

13 Friday

 /5  /5  /5  /5  /5

14 Saturday

15 Sunday

**BIG 5  
CHECK IN**





16 Monday

# CREATIVITY WEEK

 /5  /5  /5  /5  /5

17 Tuesday

 /5  /5  /5  /5  /5

18 Wednesday

 /5  /5  /5  /5  /5

19 Thursday

 /5  /5  /5  /5  /5

20 Friday

 /5  /5  /5  /5  /5

21 Saturday

22 Sunday

## BIG 5 CHECK IN





THIS WEEK

NOVEMBER 2026

23 Monday

 /5  /5  /5  /5  /5

24 Tuesday

 /5  /5  /5  /5  /5

25 Wednesday

 /5  /5  /5  /5  /5

26 Thursday

 /5  /5  /5  /5  /5

27 Friday

 /5  /5  /5  /5  /5

28 Saturday

29 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

NOVEMBER / DECEMBER 2026

30 Monday

 /5  /5  /5  /5  /5

1 Tuesday

 /5  /5  /5  /5  /5

2 Wednesday

 /5  /5  /5  /5  /5

3 Thursday

 /5  /5  /5  /5  /5

4 Friday

 /5  /5  /5  /5  /5

5 Saturday

6 Sunday

**BIG 5  
CHECK IN**

  
Feel Positive?

  
Exercise Daily?

  
Eat Healthy?

  
Drink Water?

  
Sleep Deeply?



7 Monday

 /5  /5  /5  /5  /5

8 Tuesday

 /5  /5  /5  /5  /5

9 Wednesday

 /5  /5  /5  /5  /5

10 Thursday

 /5  /5  /5  /5  /5

11 Friday

 /5  /5  /5  /5  /5

12 Saturday

13 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

DECEMBER 2026

14 Monday

 /5  /5  /5  /5  /5

15 Tuesday

 /5  /5  /5  /5  /5

16 Wednesday

 /5  /5  /5  /5  /5

17 Thursday

 /5  /5  /5  /5  /5

18 Friday

 /5  /5  /5  /5  /5

19 Saturday

20 Sunday

**BIG 5  
CHECK IN**





THIS WEEK

DECEMBER 2026

21 Monday

 /5  /5  /5  /5  /5

22 Tuesday

 /5  /5  /5  /5  /5

23 Wednesday

 /5  /5  /5  /5  /5

24 Thursday

 /5  /5  /5  /5  /5

25 Friday

 /5  /5  /5  /5  /5

26 Saturday

27 Sunday

**BIG 5  
CHECK IN**



# VOCATIONAL AND ACADEMIC GROWTH TOOLS INDEX

Your challenge is to *lean in* to develop your confidence and competence in mastering the following tools and skills to become the best version of yourself and build your A-game:

- Vocational and Academic Growth Tools Index..... 114
- Essentials for Vocational and Academic Growth ..... 115
- Circle of Champions ..... 116
- Regulating Your Emotions..... 117
- Cornell Note Taking Process ..... 118
- Vocational Team Attributes ..... 119
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- Habits of Mind to Unlock Challenges..... 122 & 123
- Character Strengths ..... 124
- Character Strengths Wheel..... 125
- Body Language ..... 126
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## THE GROWTH PROCESS



“Fortune favours the prepared mind.” Louis Pasteur

# ESSENTIALS FOR VOCATIONAL AND ACADEMIC GROWTH

**CHALLENGE:** your vocational and academic growth relies on you having the will, power and environment in which to develop these essentials. Your challenge is to *lean in* to deliberately focus on mastering each of them.

**PRACTICE:** seek and welcome challenges that will stretch your abilities to learn and master new things to become the best version of yourself.

Set a self-expectation you can control and live by for each of the following essentials for vocational and academic growth.

**Mindset** – you believe that there is nothing about you that prevents you from continually building your A-game.

Self-Expectation: I will .....

**Self-Determination** – your inner motivation to see opportunities and pathways for growth that you didn't realise existed.

Self-Expectation: I will .....

**Challenge** – stretches you to drive your mindset towards growth to leave your comfort zone to struggle and then grow.

Self-Expectation: I will .....

**Feedback** – seeking information from the experts, your teachers, parents and trusted adults, to build your A-game.

Self-Expectation: I will .....

**Sense of Purpose** – fuels your energy to make a positive difference in the world by becoming the best version of yourself.

Self-Expectation: I will .....

**Character Strengths** – your personal best ways to seek, welcome and overcome challenges to keep growing your abilities.

Self-Expectation: I will .....

**Habits of Mind** – your more intelligent ways to think to unlock challenges and make logical decisions that enable growth.

Self-Expectation: I will .....

**Comfort Zone** – hold you back by limiting your opportunities to grow by just doing easy and satisfying tasks you are good at.

Self-Expectation: I will .....

**Sleep** – links all of the above essentials together, because without it, none of them can exist on their own.

Self-Expectation: I will .....

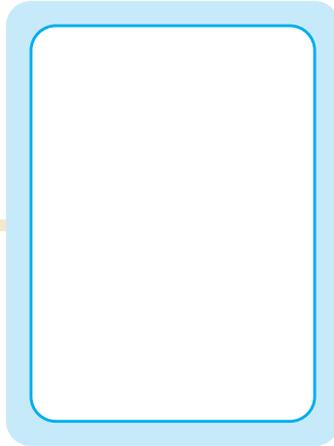
“By constant self-discipline and self-control you can develop greatness of character.” Grenville Kleiser

# CIRCLE OF CHAMPIONS

**CHALLENGE:** in the senior years, you will benefit from having trusted adults to support you to become the best version of yourself. Your challenge is *lean in* to identify and ask four adults to be in your Circle of Champions.

**PRACTICE:** choose adults who you know will always be there for you, believe in you, will never give up on you, and provide you with honest and wise feedback; sometimes that you may not want to hear.

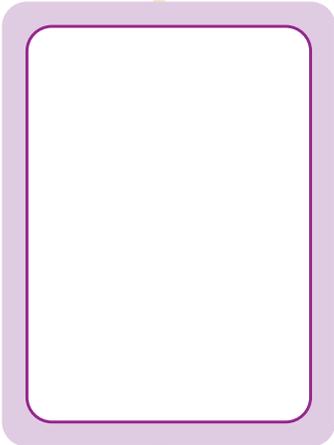
## CHAMPION ONE



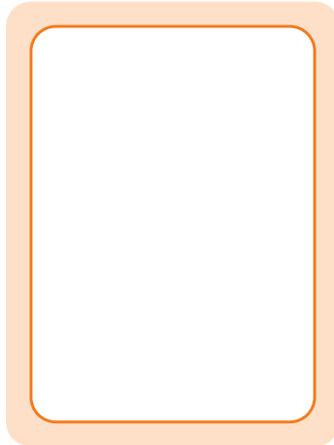
There is always a pathway to follow to feel great again, even if your Trusted Champions help you to create one.

There is no problem which cannot be solved through trust, perseverance and courage. It all starts with you asking.

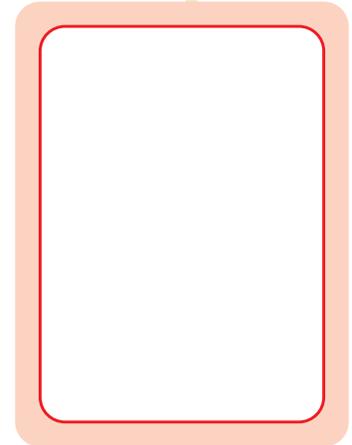
## CHAMPION FOUR



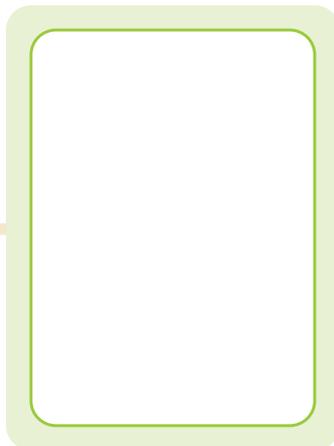
PICTURE OF YOU OR DRAW YOURSELF



## CHAMPION TWO



## CHAMPION THREE



The reality is that nothing can be so bad or shocking that you can't ask your Trusted Champions. They won't judge you, just help you.

Are there fears you have about asking? How do you want to feel after you have shown the courage to share your concerns?

Acknowledgement: Pierson, Seligman & Fredrickson

"We can't help everyone, but everyone can help someone." Ronald Reagan

# REGULATING YOUR EMOTIONS

**CHALLENGE:** recognising when your emotions are intensifying to then act immediately to self-calm using coping strategies. Your challenge is *lean in* to raise your self-awareness of your emotions to build your A-game.

**PRACTICE:** identify what personal warning signals your body sends you as your emotions strengthen and mark them on the outline of your body. When you notice them, start self-calming strategies to stop anxiety and distress creeping up on you.

Distress signals fall into three categories, which when combined affect your ability to function effectively:

## PHYSICAL

Usually  Sometimes  Not Yet

**Possible responses:** trembling, dizziness/headaches, skin disorders, pounding heart, breathlessness, tiredness. What are yours?

.....

When you notice these act with a self-expectation strategy that works for you and you can control.

Self-expectation: I will

.....

.....

## EMOTIONAL

Usually  Sometimes  Not Yet

**Possible responses:** anxiety, anger, depression, ill temperament, panic, lack of interest/boredom. What are yours?

.....

When you notice these act with a self-expectation strategy that works for you and you can control.

Self-expectation: I will

.....

.....

## BEHAVIOURAL

Usually  Sometimes  Not Yet

**Possible responses:** disturbed sleeping patterns, frequent distraction, forgetfulness, abnormal eating habits. What are yours?

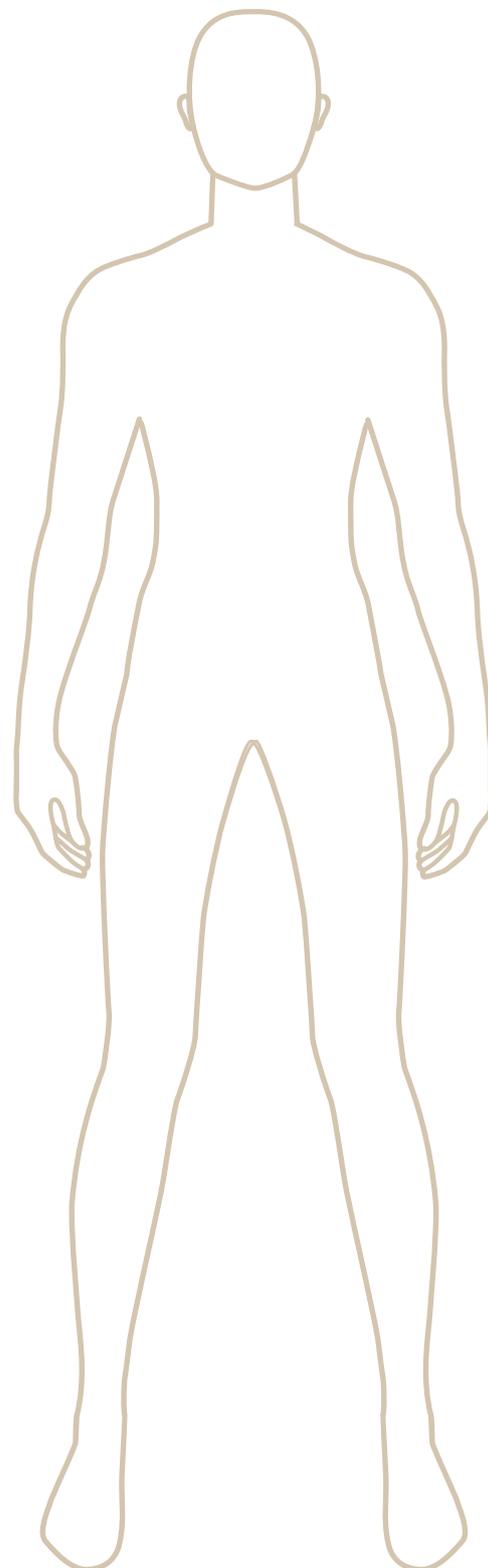
.....

When you notice these act with a self-expectation strategy that works for you and you can control.

Self-expectation: I will

.....

.....



Acknowledgement: Tal Ben Shahar, Karen Rievich, Andrew Shatte

“Feelings come and go like clouds in a windy sky. Conscious breathing is my anchor.” Thich Nhat Hanh



# VOCATIONAL TEAM ATTRIBUTES

**CHALLENGE:** learning about and using the 7 Cs vocational team attributes, will enable you to feel a valued part of the team and a sense of belonging. Your challenge is *lean in* to enjoy developing the 7Cs to assist you to become the best version of yourself.

**PRACTICE:** consciously look for opportunities to use each of the 7C's, no matter how small an act it is. Feeling a sense of belonging doesn't just happen by you being in a team, you have to deliberately work at it.

**Connectedness** – feeling socially connected and accepted for who you are releases the powerful feel good brain chemicals which make you feel that you belong in your classes and with your teachers. What is something you can do and control to develop this?

.....

.....

**Confidence** – feeling confident in your own, your classmates' and your teachers' intentions, sense of purpose and abilities to make a positive difference in the classroom to generate learning energy. What is something you can do and control to develop this?

.....

.....

**Contribution** – feeling that you and your class's efforts to combine to give of yourselves to achieve common goals, that you could not achieve on your own, are valued and appreciated. What is something you can do and control to develop this?

.....

.....

**Control** – feeling that you and your classmates self-regulate your emotions and impulses to move towards your mutual goals. What is something you can do and control to develop this?

.....

.....

**Celebration** – feeling that you and your class acknowledge and celebrate each other leaving your comfort zones to explore challenges to create pathways for vocational and academic growth. What is something you can do and control to develop this?

.....

.....

**Compassion** – feeling that you and your class show empathy for each other's needs and feelings and are willing to pay forward acts of kindness to create class positive emotions. What is something you can do and control to develop this?

.....

.....

**Culture** – feeling that you and your class enjoy being connected, protected and respected in your relationships together and assist each other to become your best versions of yourselves. What is something you can do and control to develop this?

.....

.....

Acknowledgement: Adapted from Amy Brann's book, Make Your Brain Work

"Sometimes the questions are complicated and the answers are simple." Dr Seuss

# EMOTIONAL INTELLIGENCE (EI OR EQ)

**CHALLENGE:** your Emotional Intelligence is your ability to understand, be aware of and control your emotions in differing situations and recognise those of others. Your challenge is to *lean in* to practise being in the moment, noticing how the intensity of your emotions is affecting your moods, logical thinking and other peoples' emotions.

**PRACTICE:** your EI contributes more to the trajectory of your vocational and academic growth than your IQ. It comprises five main skills which each contain a number of strands. They are: Self-Awareness, Self-Motivation, Self-Regulation, Empathy and Social Skills.

## **SELF-AWARENESS: you set and meet self-expectations, and understand how others see you as a person and how you fit in. It includes the skills:**

› *Lean in* with your emotions: noticing how your thoughts affect your feelings and how your feeling affect your actions, opinions, judgements and relationships. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* with your strengths: knowing how to consciously use your strengths and being prepared to focus on improving areas in which you are limited. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* with your capabilities: knowing what you can confidently do well, what you struggle with and separating who you are from outcomes outside of your control. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* with assertiveness: confidently expressing your thoughts an opinions and speaking up to say how you feel, what concerns you and what you want to happen. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to be present: connecting with yourself and the moment to control how you pay attention to what is happening around and to you and others. What is a self-expectation you can control for this?

Self-Expectation: I will .....

Tips to build your self-awareness include: *Lean in* to seek feedback, set self-determined goals, focus on your strengths, journal what went well and what you are looking forward to, control paying attention, ignore distractions and reduce social media.

## **SELF-MOTIVATION: you seek and strive for personal, vocational and academic fulfilment by paying attention to what matters. It includes the skills:**

› *Lean in* to your daily reality: understanding that challenges, setbacks and failures are as important as happiness, joy and fulfilment in you becoming the best version of yourself. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to controlling your attention: reducing your extraneous cognitive load in class by paying attention to ignoring distractions and focusing on what you need to focus on. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to be optimistic and hopeful: believing there is nothing about you that can prevent you from becoming the best version of yourself and building your A-game. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to be imaginative and creative: wondering what could be and exploring challenges that take you out of your comfort zone into the unknown to discover new inner possibilities. What is a self-expectation you can control for this?

Self-Expectation: I will .....

Tips to build self-motivation: *Lean in* to set self-determined goals, savour your wins and learn from your failures to be on the journey to becoming the best version of yourself and avoiding social media comparisons to celebrate real family and friends.

“Life isn’t about finding yourself. Life is about creating yourself.” George Bernard Shaw

# EMOTIONAL INTELLIGENCE (EI OR EQ)

**SELF-REGULATION: you adapt well emotionally to change and listen to your mind and heart to do what is right for you to do. It includes the skills:**

› *Lean in* to control your impulses: consciously thinking before you speak or act and controlling your attention to avoid distractions that cause anxiety, impatience or impulsivity. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to think independently: focusing your attention on what the best version of yourself tells you to consider to make balanced and ethical decisions. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to be adaptable: consciously changing how you are thinking for differing situations and tapping into Habits of Mind to logically unlock challenges and problems. What is a self-expectation you can control for this?

Self-Expectation: I will .....

Tips to build your self-regulation: *Lean in* to use self-talk expectations to overcome unhelpful negative thoughts that cause uncomfortable feelings, accept your full range of emotions, and choose to explore challenges to become the best version of yourself and to build your A-game.

**EMPATHY: you understand why people feel the way they do and show you care for their needs and feelings. It includes the skills:**

› *Lean in* to sense others' emotions: recognising other's emotions and showing that they matter to you by being genuinely interested why they are feeling like they are. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to help others build their A-games: being prepared to support other people develop their abilities and use their strengths to become the best version of themselves. What is a self-expectation you can control for this?

Self-Expectation: I will .....

Tips for building empathy: *Lean in* to seek first to understand how other people are feeling rather than making judgements about what they are doing, share your feelings and block out your own thoughts when listening to them.

**SOCIAL SKILLS: you build respectful and meaningful relationships through showing you understand how others are feeling. It includes the skills:**

› *Lean in* to actively listen: listening to others with your eyes, your ears and your heart, asking them to "tell me more", and paying attention to their words. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to use non-verbal communication: using friendly and welcoming body language, understanding others' messages and responding in warm and enthusiastic ways. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to be a team player: cooperating and collaborating with others to achieve common goals, accepting and respecting diversity in your groups and learning from them. What is a self-expectation you can control for this?

Self-Expectation: I will .....

› *Lean in* to resolve conflict: looking at your input first, seeking to understand the views of others, and resolving disagreements to achieve win-win outcomes. What is a self-expectation you can control for this?

Self-Expectation: I will .....

Tips for building social skills: *Lean in* to show that you are interested in listening to someone, practising welcoming and friendly body language in front of a mirror, making eye contact when talking with and meeting others, and asking open ended questions.

"How you respond when someone shares good news determines the quality of your relationships." Gable

# HABITS OF MIND TO UNLOCK CHALLENGES

**CHALLENGE:** understanding and accepting that Habits of Mind (HOMs) are 16 intelligent ways to think that successful people have used for many years to unlock challenges. Your challenge is to *lean in* to actively use HOMs to master your personal, vocational and academic problems to build your A-game.

**PRACTICE:** pause when you are faced with a problem or issue, look through the HOMs to choose the most appropriate one to use. You will be surprised how much better you will handle challenges. You will come to realise that intelligence is something you do, not something you have.



**Persisting:** Persevering with grit to come to grips with a challenge, pushing through setbacks and failures and being prepared to apply other approaches when some don't work.



**Listening with Understanding and Empathy:**

Understanding others' needs and feelings about a challenge by listening with your eyes, ears and heart and reading their body language. Seeing through their eyes.



**Managing Impulsivity:** Pausing to give yourself self-awareness time to think about and assess a challenge. Not rushing in to make a hasty judgement before you speak or act.



**Thinking Flexibly:** Considering different challenges to assess the best Habits of Mind to use to think about each one. Thinking logically to contest negative thoughts with self-talk using Habits of Mind.



**Thinking About Thinking:** Being self-aware of what is happening around you and to you, and intelligently adjusting how you think to make progress towards overcoming specific challenges.



**Striving for Accuracy:** Focusing your efforts and energy on refining and polishing up your vocational and academic skills to master challenges to become the best version of yourself.



**Questioning and Posing Problems:** Reading between the lines to create your own questions about what you need to learn to master a challenge and then being able to learn it.



**Communicating with Clarity and Precision:**

Explaining a challenge to others for them to gain a clear understanding about it, identifying and sharing key points, and using accurate verbal and written language.



**Generating Data Through All Senses:** Gaining a more expansive understanding and feel for a challenge by tapping into all of your senses to consider colours, shapes, sounds, tastes, and textures.



**Applying Past Knowledge to New Situations:**

Harnessing your prior knowledge and experience about previous similar challenges to feel comfortable in adapting and applying it to master new issues and problems.



**Creating, Imagining, Innovating:** Imagining what a challenge could look like from different angles and perspectives, thinking outside the square and creatively stretching your mind to ask "what could be?"



**Thinking Interdependently:** Sharing learning energy with others in groups, combining your thinking power and harnessing diversity when exploring a challenge to think more deeply for a richer understanding.



**Responding with Wonderment and Awe:** Being excited, curious and interested in learning more when exploring a challenge to embrace it the experience of taking it in and fully appreciating it.



**Taking Responsible Risks:** Leaving your comfort zone thinking about a challenge to risk making mistakes and then fixing them by learning and practising new approaches to build your A-game.



**Remaining Open to Continuous Learning:** Welcoming and exploring new challenges to create pathways to experience personal, vocational and academic growth in your abilities to keep improving the best version of yourself.



**Finding Humour:** Using the uplifting thinking power of positive emotions, generated by laughing and having fun, to broaden your attention and build your engagement with a challenge.

Acknowledgement: Kallick & Costa

"To find yourself, think for yourself." Socrates

# HABITS OF MIND TO UNLOCK CHALLENGES

Read each of the real life challenges to understand what they are about, and then look through the 16 Habits of Mind carefully and choose the one or ones that you feel would work best to clarify them for you. There are no right or wrong choices of which Habits of Mind to use, because different Habits of Mind work better for different people. Explore three challenges that you have had, are currently dealing with or anticipate you will be faced with, and choose which Habits of Mind that would help you unlock and clarify them.

## Real Life Challenges

## Habit/s of Mind

You have a clear image of who you are and what the best version of yourself looks like, but are struggling to follow through on your self-expectations to achieve these.

Are you in control of your self-expectations? If so, live up to them.

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

One of your friends is always dumping their worries on you, and it is starting to affect your optimistic approach to life.

Can you control what they are saying? If not, listen but don't own them.

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

There are a number of vocational and academic skills that you need to work on to builds your A-game. Who can support you do this?

What would you say to ask for help? Go ask right now.

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

A challenge of your own:

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

A challenge of your own:

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

A challenge of your own:

HABIT OF MIND YOU CHOSE:

What was your reasoning for choosing this Habit of Mind?

Acknowledgement: Kallick & Costa

"The real voyage of discovery consists not in seeing new landscapes, but in having new eyes." Marcel Proust

# CHARACTER STRENGTHS

**CHALLENGE:** capably and consciously using your dominant Character Strengths, which are valued personal traits and your personal best ways to do what you do, will assist you to become your best version of yourself. Your challenge is to *lean in* to identify your top strengths by doing the VIA Survey at [www.viacharacter.org](http://www.viacharacter.org) and make using them a self-expectation you can control and live up to.

**PRACTICE:** for each strength in the table, fill in what number they were on the survey. You have all 24 of them in different amounts depending on your upbringing and life experiences. To learn more about Character Strengths, google the enjoyable eight minute Tiffany Shlain YouTube clip called “Science of Character”.

VIRTUES	24 CHARACTER STRENGTHS				
<b>WISDOM</b>	<b>CREATIVITY</b> Thinking and designing in original and novel ways  VIA No.....	<b>CURIOSITY</b> Exploring and being interested in learning more  VIA No.....	<b>JUDGEMENT</b> Thinking in open-minded and critical ways  VIA No.....	<b>LOVE OF LEARNING</b> Enjoying mastering and learning new things  VIA No.....	<b>PERSPECTIVE</b> Making sense of what is happening  VIA No.....
	<b>BRAVERY</b> Doing what your mind says is right for you  VIA No.....	<b>PERSEVERANCE</b> Persisting through challenges to finish  VIA No.....	<b>HONESTY</b> Being true to your values  VIA No.....	<b>ZEST</b> Feeling full of energy and enthusiasm  VIA No.....	
<b>HUMANITY</b>	<b>LOVE</b> Being loving and feeling loved by others  VIA No.....	<b>KINDNESS</b> Being generous and caring with others  VIA No.....	<b>SOCIAL-INTELLIGENCE</b> Knowing why others act and think in certain ways  VIA No.....		
	<b>TEAMWORK</b> Being loyal to and working well with others  VIA No.....	<b>FAIRNESS</b> Being just and kind with others  VIA No.....	<b>LEADERSHIP</b> Bringing out the best in others  VIA No.....		
<b>JUSTICE</b>	<b>FORGIVENESS</b> Giving others a second chance  VIA No.....	<b>HUMILITY</b> Letting achievements speak for you  VIA No.....	<b>PRUDENCE</b> Being careful to not take silly risks  VIA No.....	<b>SELF-REGULATION</b> Controlling your impulses and emotions  VIA No.....	
	<b>APPRECIATION OF BEAUTY &amp; EXCELLENCE</b> Feeling wonder and awe about special things  VIA No.....	<b>GRATITUDE</b> Being thankful for what you have in your life  VIA No.....	<b>HOPE</b> Feeling you can influence your future  VIA No.....	<b>HUMOUR</b> Having fun, laughing and smiling  VIA No.....	

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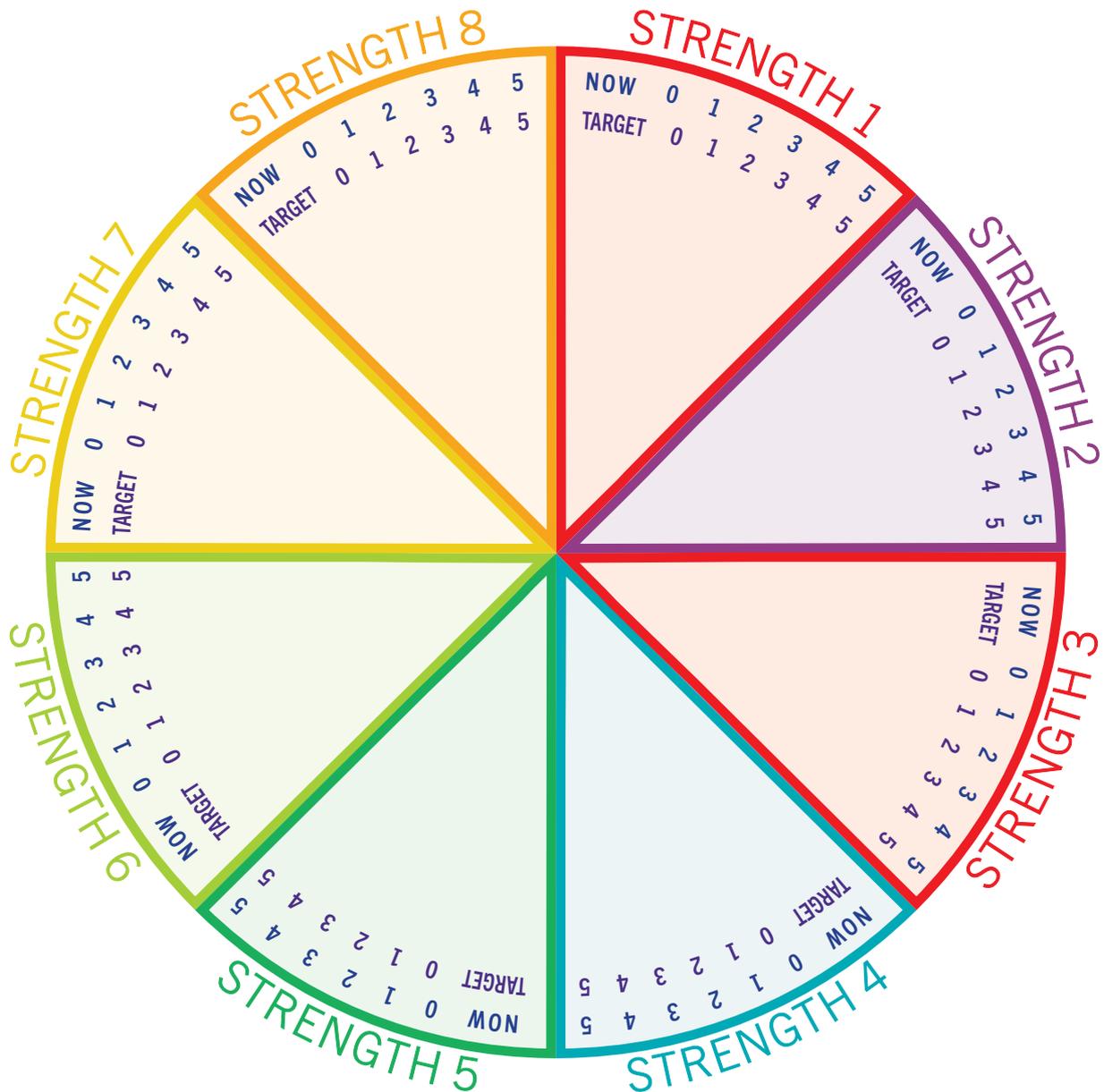
“We first make our habits, then our habits make us.” John Dryden

# CHARACTER STRENGTHS WHEEL

**CHALLENGE:** knowing your top character strengths and following through on your self-expectations to deliberately use them in your everyday life will assist you to build your A-game. Your challenge is to *lean in* to identify others using their strengths and use your mirror neurons to copy their intentions.

**PRACTICE:** fill in your top eight strengths in the Strengths Wheel, and next to each of them write one thing you could do to show that strength. For example, for Zest: do the Big Five brilliantly every day. Rate how you currently use each strength using **NOW 0 1 2 3 4 5** and how you would like to be using it in a month's time using **TARGET 0 1 2 3 4 5**.

## YOUR CHARACTER STRENGTHS WHEEL



How can you combine using several of your top strengths to help you to become the best version of yourself?

.....

.....

Acknowledgement: Clifton & Rath

“When you face difficult times, know the challenges are not sent to destroy you. They are sent to promote, increase and strengthen you.” Joel Osteen

# BODY LANGUAGE

**CHALLENGE:** less than 10% of what you communicate to others is through what you say, and the majority is through your body language messages and tones of voice. Your challenge is to *lean in* to learn and practice the body language you need to accurately use to send the messages you wish to send.

**PRACTICE:** because so much of your communication with others is mainly through your phones, to understand how to use body language effectively, look to have more face-to-face conversations with others. Remember that others' mirror neurons will kick in positively when they see you intentionally make eye contact and be welcoming and interested in them.

Messages that you want to send to others.	Describe the body language and voice tones you would use to send each message.
You want to show you are interested in listening to someone share a story about an experience with you.	..... .....
You have just met a new student to your school and want to let them know that you'll assist them to settle in.	..... .....
You want to let your friends know clearly and assertive that you won't join in a risky activity.	..... .....
You want to let younger students know they can rely on you to follow through as a trusted senior role model.	..... .....
You want your teachers to know you are keen to learn with them and put in solid efforts.	..... .....

Types of body language.	Describe the messages being sent to others for each of these.
Making eye contact and nodding while listening.	..... .....
Playing with your phone while someone is talking to you.	..... .....
Smiling, laughing and looking happy with others.	..... .....
Standing too close to someone you are talking with.	..... .....
Interrupting someone who is talking.	..... .....

Acknowledgement: Gable, Fredrickson & Diener

"I need to listen so well that I hear what is not said." Thuli Madonsela

# RESPECTFUL RELATIONSHIPS

**CHALLENGE:** feeling valued in your relationships enables you be confident in creating and maintaining respectful relationships. Your challenge is to *lean in* to show you that other people matter and their mirror neurons will ensure they respond the same way.

**PRACTICE:** your relationships to be respectful and healthy when you feel **Connected** – that is feeling a sense of belonging and communicating openly and equally; **Protected** – that is feeling emotionally and physically safe; and **Respected** – that is feeling that you are valued by others because you make a positive difference.

Be aware that you may not feel connected, protected and respected should you be exposed to situations which include risk taking, drinking, drugs, not being prepared to seek help, body image, anxiety and eating disorders, being involved in bullying, unsafe, violent and power play relationships.

**Reflect and self-assess on.**

**Your thoughts and experiences; can you control these?**

When out socialising with friends, what attitudes and behaviours make you feel safe, and which make you feel unsafe?

.....  
.....  
.....

What is a self-expectation that you can follow through on to build your sense of connectedness as a senior student?

Self-Expectation: I Will.....  
.....  
.....

What is a positive effect that social media is having on your relationships and a negative one? Which is the most powerful?

Positive:.....  
Negative:.....  
.....

What is a challenge you have as a senior student that you will need to seek support from your Circle of Champions to master? Ask.

.....  
.....  
.....

Before you and your friends go out socialising, what possible issues can you discuss to keep yourselves safe?

.....  
.....  
.....

What is something that you are finding difficult to control in your relationships?

.....  
.....  
.....

Acknowledgement: 11-12 RRRR, Graduate School of Education, University of Melbourne

“People may forget what you said, but they will never forget how you made them feel.” Carl W. Buehner

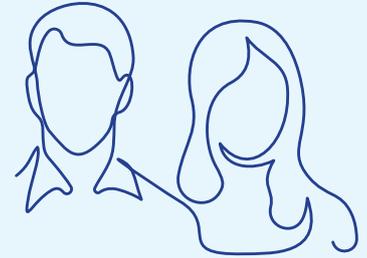
# EFFECTIVE REVISION HABITS

**CHALLENGE:** understanding how your working memory encodes and stores what you learn through pattern, repetition and control will enable you to prioritise regularly revising to build your A-game. Your challenge is to *lean in* to make daily revision a self-expectation you can control.

**PRACTICE:** practise the effective revision habits and using High Impact Learning Strategies (HILS) every day to embed them as keystone habits in your study routines and processes.

## ABOUT YOUR MEMORY

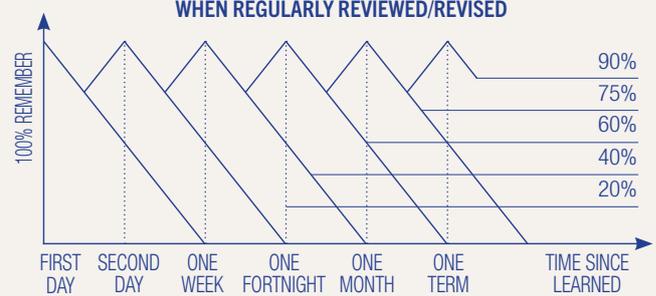
- what you learn is moved from your short-term to long-term memory when you sleep.
- if learned material is not reviewed within 24 hours, your brain forgets 60% to 80% of it.
- after a month with no reviews, only 3% to 4% is remembered; why learn it in the first place?
- if 50 minutes of learning is reviewed weekly, it takes 5 minutes to reactivate it in your brain.
- if 50 minutes of learning is not reviewed regularly, then it takes 30 to 40 minutes to relearn it.



**LEARNED MATERIAL REMEMBERED OVER TIME WHEN NOT REGULARLY REVIEWED/REVISED**



**LEARNED MATERIAL REMEMBERED OVER TIME WHEN REGULARLY REVIEWED/REVISED**



## EFFECTIVE REVISION HABITS. The following habits will assist your working memory to do its job well:

- sip water often to boost your brain's functioning
- rest your brain for 10 minutes every hour of study
- the next night, spend 3 or 4 minutes revisiting it
- on weekend, spend 3 minutes on each day's learning
- apply what you have learned to new and challenging situations
- revise your Cornell Notes in each subject for 5 minutes nightly
- use HILS to add a logical structure to your revising
- after a fortnight spend 3 minutes revisiting it to embed it

What is something new you learned about effective revising to help you *lean in* to grow your vocational or academic skills?

.....

.....

.....

Describe a self-expectation you can control to allocate time and effort to revise your daily Cornell Notes every night.

I will: .....

.....

.....

Following are effective HILS to assist you to revise from the website: **Points of the Compass; Connect, Extend, Challenge, Share; Learning Jigsaw; Five Es of Learning; Know, What, How, Learnt; Think, Pair, Share; Dilemma Learning; Best Case, Worst Case, Actual Reality; X-Diagram; Three Amigos and Creative Ripples.**

Acknowledgement: Project Zero & De Bono

“It takes as much energy to wish as it does to plan.” Eleanor Roosevelt

# HIGH IMPACT LEARNING STRATEGY: KNOW, WHAT, HOW, LEARNT (KWHL)

**CHALLENGE:** High Impact Learning Strategies (HILS) are logically structured strategies to develop the art of learning in you to master how you learn. Your challenge is to *lean in* to leave your comfort zone to actively use them.

**PRACTICE:** visit the website [www.learningcurve.com.au](http://www.learningcurve.com.au) to access a variety of innovative HILS to explore challenges in more intelligent ways to build your A-game They also reduce the cognitive load on your working memory to more efficiently encode and store what you learn in your long-term memory. HILSs are interactive and can be saved.



## KNOW, WHAT, HOW, LEARNT (KWHL)

**Learning Mastery Purpose:** to identify at the beginning of a challenge what you already know about it, what you would like to learn more about it and how you will go about learning it. Then, after you finish your learning investigation, identifying the new things that you have learnt about the challenge.

**Introducing the Challenge:** in the Challenge section, describe the challenge in your own words and what it means to you.

**Intrinsic Load:** simplifying the difficulty of the challenge: in the Know column, brainstorm individually or in small groups, everything you already know about the challenge before you begin your learning investigation. Jot down the smallest details or silly things about it, because they often matter. Do a whole class Know from the reporting back of the individuals or groups.

**Extraneous Load:** reducing the distractions while learning about the challenge: in the What column, brainstorm individually or in small groups, what you want or need to discover and learn more about the challenge to get a better feel for it and avoid distractions. in the How column, write down the approaches you will use to find out what you want to discover about the challenge and who can help you to do this. Do a whole class What and How from the reporting back of the individuals and groups.

**Germane Load:** increasing the storage of learnt information about the challenge: in the Learnt column, reflect on the new things you have discovered about the challenge and any previous ideas about it that were made clearer for you. Do a whole class Learnt from the reporting back of the groups. This process enables your working memory to effectively encode the information to be stored in your long term memory.

**Habits of Mind:** which Habit could help you to unlock it to simplify it in your mind? How?

**Resilience Skills:** which resilience skill could you tap into to respond well to it? How?

**Character Strengths:** which strength could help you to face up to it more confidently? How?

**Reflection:** in which ways did your personal and academic abilities grow from using this HILS?

**THE CHALLENGE:** describe it in your own words and what it means to you.

### KNOW

– what you already know about it


### WHAT

– what you need or want to learn about it


### HOW

– how you are going to learn it


### LEARNT

– what are your new understandings about it


Acknowledgement: Ogle

# EXAM TERMINOLOGY

**CHALLENGE:** understanding what specific subject by subject exam terminology means enables you to be crystal clear on what you are actually being asked to answer in exams and on assessment tasks. Your challenge is to *lean in* to access past exam papers and assessments tasks.

**PRACTICE:** for each of your subjects, look through these and highlight the exam terminology used. Then, clarify the words' accurate meanings and practise using them in class.

WORD	MEANING
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise and employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results, or size
<b>Calculate</b>	Ascertain/determine from given facts, figures, or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	show how things are different or opposite
<b>Critically (analysis/evaluate)</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; give the why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into, and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, or suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences

WORD	MEANING
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole
<b>Following are some additional words that may be used in assessment tasks and examinations:</b>	
<b>Analyse</b>	Break into sub-parts; examine critically
<b>Appraise</b>	Work out the value of something
<b>Argue</b>	Present reasons for and against
<b>Comment On</b>	Give an opinion, analyse
<b>Compile</b>	Make a list
<b>Complete</b>	Include all the relevant information
<b>Compose</b>	Bring together information to make a new creation
<b>Conclude</b>	Sum up your point of view; form an opinion
<b>Consider</b>	Give an opinion, weighing up the relative value of information
<b>Criticise</b>	To judge the merits of
<b>Determine</b>	Weigh up the relevant information and make a decision
<b>Elaborate</b>	Provide details
<b>Establish</b>	Present evidence that proves a point
<b>Example</b>	Fact showing a general premise
<b>Expand</b>	Provide details
<b>Extract</b>	Obtain meaningful information from something
<b>Formulate</b>	Express precisely, weighing up relative value of aspects
<b>Illustrate</b>	Make clear by an example
<b>Infer</b>	Draw conclusions from
<b>List</b>	Write down relevant points
<b>Persuade</b>	Convince others of your viewpoint
<b>Relate</b>	Show how issues are connected
<b>Show</b>	Give examples
<b>Solve</b>	Find an answer
<b>State</b>	Clearly express information
<b>Study</b>	A detailed examination
<b>Suggest</b>	Offer possible reasons for
<b>Trace</b>	Follow from beginning to end

“He who controls others may be powerful, but he who mastered himself is mightier still.” Lao Tzu

# GOALS, TARGETS, STRATEGIES, OBSTACLES, LEARNING PLAN

**CHALLENGE:** creating a visual step by step pathway to plan and set your goals is a powerful way to engage more of your senses in the process boost your vocational and academic growth. Your challenge is to *lean in* to ensure that your three goals are **ISMART**.

**PRACTICE:** for each of your goals, think about what you need to learn to overcome obstacles, who can help you, and what strengths you will use. Photocopy for each term.

INSPIRATIONAL: fill me with positive emotions	SPECIFIC: why I want to achieve this	MEASURABLE: step-by-step targets on the way	ACHIEVABLE: believe that I can accomplish it	REALISTIC: follow processes to make it possible	TIMEBOUND: can move towards achieving it this Term
<b>SELF-DETERMINED GOALS:</b> My drive and motivation to challenge my best self.	<b>TARGETS:</b> Being self-determined to monitor my progress and effort.	<b>STRATEGIES:</b> Approaches and HILLS I'm using well.	<b>OBSTACLES:</b> Possible challenges and setbacks.	<b>TO LEARN AND SUPPORT:</b> Who can help me learn what I need to?	
<b>Competence:</b> Learning Abilities – I want to become more competent at ...        Start 0 1 2 3 4 5 End 0 1 2 3 4 5	After 2 weeks: have I set up a process to follow?	Getting started strategies I used		To overcome challenges I need to learn	
	After 6 weeks: am I moving towards my goals?	Strategies that are working for me		My support to learn this is	
<b>Connectedness:</b> Connecting with Others – I want to connect more with ...        Start 0 1 2 3 4 5 End 0 1 2 3 4 5	After 2 weeks: have I set up a process to follow?	Getting started strategies I used		To overcome challenges I need to learn	
	After 6 weeks: am I moving towards my goals?	Strategies that are working for me		My support to learn this is	
<b>Autonomy:</b> My Choice – something just for me ...        Start 0 1 2 3 4 5 End 0 1 2 3 4 5	After 2 weeks: have I set up a process to follow?	Getting started strategies I used		To overcome challenges I need to learn	
	After 6 weeks: am I moving towards my goals?	Strategies that are working for me		My support to learn this is	

# UNDERSTANDING YOUR TIME

**CHALLENGE:** understanding how you use your weekly 168 hours of time, identifying where you need to improve your prioritising to get done what you need to get done, reducing timewasters, will assist to build your A-game. Your challenge is to *lean in* to make mastering your time a self-expectation that you can control.

**PRACTICE:** for a typical school week, write down the amount of time you spend on each of the activities in the table. Alan Lakein once said, to master your time is to master your life. This is especially so for you as a senior student. You can use the interactive Time Understandings Thinking Tool from the website, should you choose to.

ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	WEEKLY TOTAL
SLEEPING								
EATING								
SHOWERING AND DRESSING								
TRAVELLING								
IN CLASS								
HOMEWORK AND STUDY								
EXERCISE AND LEISURE								
SOCIAL MEDIA								
GAMING								
PART-TIME JOB								
PRACTISING HOBBIES								
SOCIALISING								
TV AND VIDEOS								
OTHER								
DAILY TOTALS								

# MUSTS AND OPTIONS

**CHALLENGE:** raising your self-awareness of how you use your time by creating patterns for your brain to look for and expect, will assist you to become the best version of yourself. Your challenge is to *lean in* to make prioritising your time usage a self-expectation you can control.

**PRACTICE:** make a day by day list of your Musts and Options, when they are on, and how long they take, and put them on a study timetable to create such patterns. Musts are things that you have little choice in doing, such as sleeping, going to school, and personal hygiene. Options are things that you have choice in, such as time on social media, watching TV, and socialising. Prioritise your Options in order of importance, and be aware of possible time wasters between your Musts and Options. You can choose to use the interactive Musts and Options Thinking Tool on the website.

MUSTS	OPTIONS
<b>MONDAY</b>	
1	1
2	2
3	3
<b>TUESDAY</b>	
1	1
2	2
3	3
<b>WEDNESDAY</b>	
1	1
2	2
3	3
<b>THURSDAY</b>	
1	1
2	2
3	3
<b>FRIDAY</b>	
1	1
2	2
3	3
<b>SATURDAY</b>	
1	1
2	2
3	3
<b>SUNDAY</b>	
1	1
2	2
3	3

“Go confidently in the direction of your dreams. Live the life you have imagined.” Henry David Thoreau

# SAMPLE TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6.00-7.00am		There is always something to do. What we learn to do, we learn by doing.				SPORT AND LEISURE	FAMILY TIME
7.00-8.00am							
8.00-9.00am							
9.00-10.00am							
10.00-11.00am							
11.00-12.00pm							
12.00-1.00pm							
1.00-2.00pm							
2.00-3.00pm							
3.00-4.00pm							
4.00-5.00pm	1	SPORT TRAINING	DAILY EXERCISE	SPORT TRAINING	11		
5.00-6.00pm	DAILY EXERCISE	DAILY EXERCISE	6	DAILY EXERCISE	DAILY EXERCISE		
6.00-7.00pm	DINNER	DINNER	DINNER	DINNER MY TIME	DINNER MY TIME		13
7.00-8.00pm	2	4 5	7	9 MY TIME	12 MY TIME		14
8.00-9.00pm	3 READING	READING	8	10 READING	NIGHT OFF!	NIGHT OFF!	Plan your timetable for next week
9.00-10.00pm							MOVIE OR EARLY NIGHT

YEAR 10 – 14 x 45 MINUTE SESSIONS, YEAR 11 – 16 x 1 HOUR SESSIONS, YEAR 12 – 21 x 1 HOUR SESSIONS

# BLANK TIMETABLE

The main ingredients to make it work  
 ~ it has to be your personal contract with yourself  
 ~ minimum of 8-10 hours sleep  
 ~ quality/leisure time  
 ~ put a copy on the fridge for your parents to help you stick to it  
 ~ if you borrow time, replace it, don't steal it  
 ~ you CAN do it!

Mark off Home Sessions on your Home Log as you complete them. Did you do it last week?

Use Sunday to do summaries of the past week's work in every subject.  
 Keep a separate revision/summary folder for each subject.  
 The learning will be familiar and easily remembered.

Organise next week.  
 What's due?  
 What's on?  
 Where am I on my long-term project?  
 Write your plan for the week in your planner.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6.00-7.00am							
7.00-8.00am							
8.00-9.00am							
9.00-10.00am							
10.00-11.00am							
11.00-12.00pm							
12.00-1.00pm							
1.00-2.00pm							
2.00-3.00pm							
3.00-4.00pm							
4.00-5.00pm							
5.00-6.00pm							
6.00-7.00pm							
7.00-8.00pm							
8.00-9.00pm							Plan your timetable for next week
9.00-10.00pm							

PHOTOCOPY AS YOU REQUIRE. DOES YOUR STUDY TIMETABLE NEED ANYTHING?

"I can be changed by what happens to me. But I refuse to be reduced by it." Maya Angelou

# 2026 FORWARD PLANNER

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1 THU	1 SUN	1 SUN	1 WED	1 FRI	1 MON
2 FRI	2 MON	2 MON	2 THU	2 SAT	2 TUE
3 SAT	3 TUE	3 TUE	3 FRI	3 SUN	3 WED
4 SUN	4 WED	4 WED	4 SAT	4 MON	4 THU
5 MON	5 THU	5 THU	5 SUN	5 TUE	5 FRI
6 TUE	6 FRI	6 FRI	6 MON	6 WED	6 SAT
7 WED	7 SAT	7 SAT	7 TUE	7 THU	7 SUN
8 THU	8 SUN	8 SUN	8 WED	8 FRI	8 MON
9 FRI	9 MON	9 MON	9 THU	9 SAT	9 TUE
10 SAT	10 TUE	10 TUE	10 FRI	10 SUN	10 WED
11 SUN	11 WED	11 WED	11 SAT	11 MON	11 THU
12 MON	12 THU	12 THU	12 SUN	12 TUE	12 FRI
13 TUE	13 FRI	13 FRI	13 MON	13 WED	13 SAT
14 WED	14 SAT	14 SAT	14 TUE	14 THU	14 SUN
15 THU	15 SUN	15 SUN	15 WED	15 FRI	15 MON
16 FRI	16 MON	16 MON	16 THU	16 SAT	16 TUE
17 SAT	17 TUE	17 TUE	17 FRI	17 SUN	17 WED
18 SUN	18 WED	18 WED	18 SAT	18 MON	18 THU
19 MON	19 THU	19 THU	19 SUN	19 TUE	19 FRI
20 TUE	20 FRI	20 FRI	20 MON	20 WED	20 SAT
21 WED	21 SAT	21 SAT	21 TUE	21 THU	21 SUN
22 THU	22 SUN	22 SUN	22 WED	22 FRI	22 MON
23 FRI	23 MON	23 MON	23 THU	23 SAT	23 TUE
24 SAT	24 TUE	24 TUE	24 FRI	24 SUN	24 WED
25 SUN	25 WED	25 WED	25 SAT	25 MON	25 THU
26 MON	26 THU	26 THU	26 SUN	26 TUE	26 FRI
27 TUE	27 FRI	27 FRI	27 MON	27 WED	27 SAT
28 WED	28 SAT	28 SAT	28 TUE	28 THU	28 SUN
29 THU		29 SUN	29 WED	29 FRI	29 MON
30 FRI		30 MON	30 THU	30 SAT	30 TUE
31 SAT		31 TUE		31 SUN	

“The most difficult thing is to act, the rest is merely tenacity.” Amelia Earhart

# 2026 FORWARD PLANNER

JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 WED	1 SAT	1 TUE	1 THU	1 SUN	1 TUE
2 THU	2 SUN	2 WED	2 FRI	2 MON	2 WED
3 FRI	3 MON	3 THU	3 SAT	3 TUE	3 THU
4 SAT	4 TUE	4 FRI	4 SUN	4 WED	4 FRI
5 SUN	5 WED	5 SAT	5 MON	5 THU	5 SAT
6 MON	6 THU	6 SUN	6 TUE	6 FRI	6 SUN
7 TUE	7 FRI	7 MON	7 WED	7 SAT	7 MON
8 WED	8 SAT	8 TUE	8 THU	8 SUN	8 TUE
9 THU	9 SUN	9 WED	9 FRI	9 MON	9 WED
10 FRI	10 MON	10 THU	10 SAT	10 TUE	10 THU
11 SAT	11 TUE	11 FRI	11 SUN	11 WED	11 FRI
12 SUN	12 WED	12 SAT	12 MON	12 THU	12 SAT
13 MON	13 THU	13 SUN	13 TUE	13 FRI	13 SUN
14 TUE	14 FRI	14 MON	14 WED	14 SAT	14 MON
15 WED	15 SAT	15 TUE	15 THU	15 SUN	15 TUE
16 THU	16 SUN	16 WED	16 FRI	16 MON	16 WED
17 FRI	17 MON	17 THU	17 SAT	17 TUE	17 THU
18 SAT	18 TUE	18 FRI	18 SUN	18 WED	18 FRI
19 SUN	19 WED	19 SAT	19 MON	19 THU	19 SAT
20 MON	20 THU	20 SUN	20 TUE	20 FRI	20 SUN
21 TUE	21 FRI	21 MON	21 WED	21 SAT	21 MON
22 WED	22 SAT	22 TUE	22 THU	22 SUN	22 TUE
23 THU	23 SUN	23 WED	23 FRI	23 MON	23 WED
24 FRI	24 MON	24 THU	24 SAT	24 TUE	24 THU
25 SAT	25 TUE	25 FRI	25 SUN	25 WED	25 FRI
26 SUN	26 WED	26 SAT	26 MON	26 THU	26 SAT
27 MON	27 THU	27 SUN	27 TUE	27 FRI	27 SUN
28 TUE	28 FRI	28 MON	28 WED	28 SAT	28 MON
29 WED	29 SAT	29 TUE	29 THU	29 SUN	29 TUE
30 THU	30 SUN	30 WED	30 FRI	30 MON	30 WED
31 FRI	31 MON		31 SAT		31 THU

“Knowing yourself is the beginning of all wisdom.” Aristotle

# 2026 SCHOOL TERMS AND PUBLIC HOLIDAYS

## SCHOOL TERMS

### AUSTRALIAN CAPITAL TERRITORY: –

www.education.act.gov.au

Friday 30 January (New students)

Monday 2 February (Continuing Students)

	to	Thursday 2 April
Tuesday 21 April	to	Friday 3 July
Tuesday 21 July	to	Friday 25 September
Tuesday 13 October	to	Friday 18 December

### NEW SOUTH WALES: – www.education.nsw.edu.au

Monday 2 February	to	Thursday 2 April
Wednesday 22 April	to	Friday 3 July
Tuesday 21 July	to	Friday 25 September
Tuesday 13 October	to	Thursday 17 December

### VICTORIA: – www.education.vic.gov.au

Tuesday 27 January	to	Thursday 2 April
Monday 20 April	to	Friday 26 June
Monday 13 July	to	Friday 18 September
Monday 5 October	to	Friday 18 December

### QUEENSLAND: – www.education.qld.gov.au

Tuesday 27 January	to	Thursday 2 April
Monday 20 April	to	Friday 26 June
Monday 13 July	to	Friday 18 September
Tuesday 6 October	to	Friday 11 December

### SOUTH AUSTRALIA: – www.education.sa.gov.au

Tuesday 27 January	to	Friday 10 April
Monday 27 April	to	Friday 3 July
Monday 20 July	to	Friday 25 September
Monday 12 October	to	Friday 11 December

### WESTERN AUSTRALIA: – www.education.wa.edu.au

Monday 2 February	to	Thursday 2 April
Monday 20 April	to	Friday 3 July
Monday 20 July	to	Friday 25 September
Monday 12 October	to	Thursday 17 December

### NORTHERN TERRITORY: – www.nt.gov.au

Wednesday 28 January	to	Thursday 2 April
Tuesday 14 April	to	Friday 19 June
Tuesday 14 July	to	Friday 18 September
Tuesday 6 October	to	Thursday 10 December

### TASMANIA: – www.decyp.tas.gov.au

Thursday 5 February	to	Friday 17 April
Monday 4 May	to	Friday 10 July
Monday 27 July	to	Friday 2 October
Monday 19 October	to	Friday 18 December

## PUBLIC HOLIDAYS

### NATIONAL

New Year's Day	January	Thursday	1
Australia Day	January	Monday	26
Good Friday	April	Friday	3
Easter Saturday	April	Saturday	4
Easter Sunday	April	Sunday	5
Easter Monday	April	Monday	6
Anzac Day	April	Saturday	25
Christmas Day	December	Friday	25
Boxing Day Holiday (except S.A.)	December	Monday	28

### AUSTRALIAN CAPITAL TERRITORY

Canberra Day	March	Monday	9
Reconciliation Day	June	Monday	1
King's Birthday	June	Monday	8
Labour Day	October	Monday	5

### NEW SOUTH WALES

King's Birthday	June	Monday	8
Bank Holiday †	August	Monday	3
Labour Day	October	Monday	5

### VICTORIA

Labour Day	March	Monday	9
King's Birthday	June	Monday	8
AFL Grand Final (Friday before)	Subject to AFL Schedule		TBC
Melbourne Cup Day	November	Tuesday	3

### QUEENSLAND

Labour Day	May	Monday	4
Royal Queensland Show (Brisbane area only)	August	Wednesday	12
King's Birthday	October	Monday	5

### SOUTH AUSTRALIA

Adelaide Cup Day	March	Monday	9
King's Birthday	June	Monday	8
Labour Day	October	Monday	5
Proclamation Day Holiday	December	Monday	28

### WESTERN AUSTRALIA

Labour Day	March	Monday	2
Anzac Day Holiday	April	Monday	27
Western Australia Day	June	Monday	1
King's Birthday	September	Monday	28

### NORTHERN TERRITORY

May Day	May	Monday	4
King's Birthday	June	Monday	8
Alice Springs Show Day *	July	Friday	3
Tennant Creek Show Day *	July	Friday	10
Katherine Show Day *	July	Friday	17
Darwin Show Day *	July	Friday	24
Picnic Day	August	Monday	3
Borroloola Show Day *	August	Friday	14

### TASMANIA

Royal Hobart Regatta (South Tasmania) *	February	Monday	9
Launceston Cup (North Tasmania) *	February	Wednesday	25
Eight Hours Day	March	Monday	9
Easter Tuesday	April	Tuesday	7
King's Birthday	June	Monday	8
Royal Launceston Show (North Tasmania) *	October	Thursday	8
Royal Hobart Show (South Tasmania) *	October	Thursday	22
Recreation Day (North Tasmania) *	November	Monday	2

\*Regional observance only. †Not a state wide holiday.

Dates are correct at time of printing. All holidays are subject to government regulation.

“When the going gets tough, the tough get going.” Joseph Kennedy

# CALENDARS

## 2026

**JANUARY**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY**

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

**MARCH**

M	T	W	T	F	S	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**APRIL**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**MAY**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**JUNE**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**JULY**

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST**

M	T	W	T	F	S	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**SEPTEMBER**

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**NOVEMBER**

M	T	W	T	F	S	S
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**DECEMBER**

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## 2027

**JANUARY**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**FEBRUARY**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**MAY**

M	T	W	T	F	S	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**JUNE**

M	T	W	T	F	S	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**JULY**

M	T	W	T	F	S	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**AUGUST**

M	T	W	T	F	S	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

**SEPTEMBER**

M	T	W	T	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**OCTOBER**

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**NOVEMBER**

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**DECEMBER**

M	T	W	T	F	S	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

"Comfort zones rarely deliver great things." MW





# TIMETABLES

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Also, fill in your subject teachers' free periods and times when they are available to help you.

"Wonder is the beginning of wisdom." Socrates

# TIMETABLES

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Also, fill in your subject teachers' free periods and times when they are available to help you.

"The deeper we dig for answers, the more we uncover new questions." Ashleigh Brilliant

# DATES TO REMEMBER

JANUARY	FEBRUARY
MARCH	APRIL
MAY	JUNE
JULY	AUGUST
SEPTEMBER	OCTOBER
NOVEMBER	DECEMBER

REMINDERS: Birthdays, Club Meetings, Anniversaries, Weddings, Medical/Dental Check-ups, Renew Passport.

**FEEDBACK SECTION (Students, Teachers and Parents)**

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- a quality study program
- enhanced student performances
- students achieving their goals

please pass on any feedback, such as comments / criticisms / extra topics / improvements. Information will be greatly appreciated.

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"We know what we are but know not what we may be." Shakespeare



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