

Brisbane School of Distance Education

2026

YEARS 7–9

STUDENT PLANNER



Name: _____

Innovation | Inspiration | Inclusion

Cover artwork by Year 11 student, Isla Weir



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.

A handwritten signature in black ink, appearing to read "John Brew".

John Brew
Executive Principal

2026

School calendar

Queensland state schools

DECEMBER 2025	JANUARY	FEBRUARY	MARCH	APRIL																																																																																																																																																																																																																		
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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



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*
2026		
Term 1	Tuesday 27 January – Thursday 2 April	Thursday 22 January Friday 23 January
Term 2	Monday 20 April – Friday 26 June	Thursday 16 April Friday 17 April
Term 3	Monday 13 July – Friday 18 September	Friday 4 September
Term 4	Tuesday 6 October – Friday 11 December	
2027		
Term 1	Wednesday 27 January – Thursday 25 March (9 weeks)	Thursday 21 January – Monday 25 January
Term 2	Monday 12 April – Friday 25 June (11 weeks)	Thursday 8 April – Friday 9 April
Term 3	Monday 12 July – Friday 17 September (10 weeks)	Friday 3 September
Term 4	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

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

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**.



BrisbaneSDE

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School information — Learning behaviours and routines

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	Be Responsible	Be Ready — to work and learn
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Participate in all class activities• Hand in all tasks and assessment work• Own your learning• Seek help when required	<ul style="list-style-type: none">• 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.

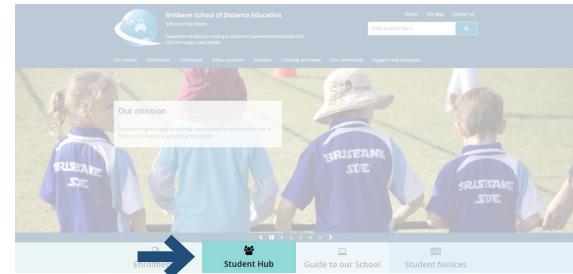
General information

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
- 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
- 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

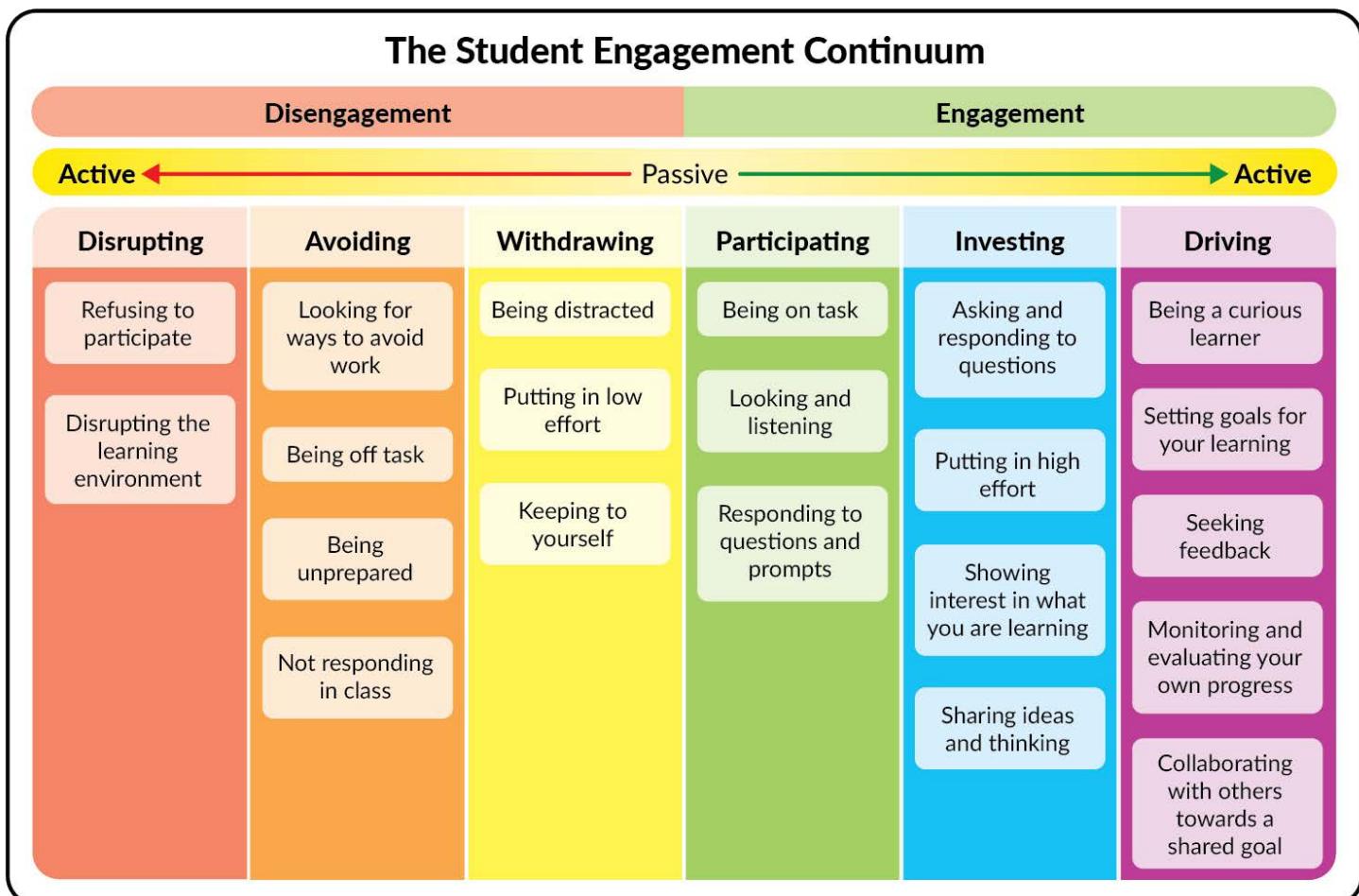
Support from home:

- 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

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

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

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



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
Year Coordinator		
Prep – Year 6	YearP-6Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 7	Year7Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 8	Year8Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 9	Year9Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 10	Year10Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 11	Year11Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Year 12	Year12Coordinator@brisbanesde.eq.edu.au	Monday to Friday
Specialist Support		
Guidance Officers Prep – Year 12	Guidance.Enquiries@brisbanesde.eq.edu.au	Monday to Friday
Youth Support Worker	YouthSupport@brisbanesde.eq.edu.au	Monday to Friday
Indigenous Support	IndigenousSupport@brisbanesde.eq.edu.au	Monday to Friday

Support contacts

If you are concerned about someone at risk of immediate harm, call 000 or go to your nearest hospital emergency department.

<p>BeYou Mental health services and support helplines https://beyou.edu.au/resources/mental-health-services-and-support-helplines</p>	<p>Beyond Blue 24/7 mental health support service 1300 22 4636 beyondblue.org.au</p>	<p>1800RESPECT 24/7 support for people impacted by sexual assault, domestic violence and abuse 1800 737 732 1800respect.org.au</p>
<p>Mensline Australia 24/7 counselling service for men 1300 78 99 78 mensline.org.au</p>	<p>Headspace Online support and counselling to young people aged 12 to 25 1800 650 890 (3.00 pm to 10.00 pm daily) For webchat visit https://headspace.org.au/eheadspace</p>	<p>Lifeline 24/7 crisis support and suicide prevention services 13 11 14 lifeline.org.au</p>
<p>QLife LGBTIQ+ peer support and referral 1800 184 527 (3.00 pm to 12.00 pm daily) qlife.org.au Online chat 3.00 pm to 12.00 am daily</p>	<p>Kids Helpline 24/7 crisis support and suicide prevention services for children and young people aged 5 to 25 1800 55 1800 kidshelpline.com.au</p>	<p>Suicide Call Back 24/7 crisis support and counselling service for people affected by suicide 1300 659 467 suicidecallbackservice.org.au</p>

Notes



Contact information

Student name

Login details

MIS ID

EQ ID

Other

Name

Website

Login

Name

Website

Login

Name

Website

Login

Notes

Teacher details

Connect teacher		Email	@eq.edu.au
Year Coordinator		Email	@eq.edu.au
Subject			
Teacher		Email	@eq.edu.au
Head of Department		Email	@eq.edu.au
Subject			
Teacher		Email	@eq.edu.au
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Teacher		Email	@eq.edu.au
Head of Department		Email	@eq.edu.au



Key terms

Term	Information
AARA	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.
ATAR Australian Tertiary Admissions Rank	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 https://www.qtac.edu.au/ATAR/ for requirements.
EQ ID Education Queensland student ID number	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.
LUI Learner Unique Identifier	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.)
MIS ID Managed Internet Service ID	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
QCAA Queensland Curriculum and Assessment Authority	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.
QCE Queensland Certificate of Education	The qualification that most students are working towards achieving at the completion of Year 12.
QCIA Queensland Certificate of Individual Achievement	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.
QTAC Queensland Tertiary Admissions Centre	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.
USI Unique Student Identifier	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.
VET Vocational Education and Training	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.

Timetable

Students are issued with a weekly timetable that shows them the subject and teacher for each lesson. Students should print their timetable and have it available each day along with their school planner.

The timetable consists of six subjects, each with three 70-minute lessons. The remaining timetable slots are used for Connect, assembly and teacher collaboration time.

Access student timetable via: <https://brisbanesde.eq.edu.au/curriculum/daily-timetables>

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	8:00 – 9:10	1	2	3	1	2
Session 2	9:10 – 10:20	4	1	6	5	3
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	6	5	2 11:20 – 12:30	4	6
	11:55 – 12:05					
Lunch	12:05 – 12:50	Lunch — 45 mins		Lunch — 45 mins	Lunch — 45 mins	
Session 4	12:50 – 2:00	5	4	12:30 – 1:15 Study time 1:15 – 2:00	3	Study time

Notes



Notes

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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"> • How successfully did I meet each goal? • Why or why not? • Where to next?

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



Term planner — My goals for Term 2

Subject	Goal
During Term 2 monitor the progress for your goals:	<ul style="list-style-type: none"> • How successfully did I meet each goal? • Why or why not? • Where to next?

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 20–24 Apr					
Week 2 27 Apr – 1 May					
Week 3 4–8 May					
Week 4 11–15 May					
Week 5 18–22 May					
Week 6 25–29 May					
Week 7 1–5 Jun					
Week 8 8–12 Jun					
Week 9 15–19 Jun					
Week 10 22–26 Jun					

Term planner — My goals for Term 3

Subject	Goal
During Term 3 monitor the progress for your goals:	<ul style="list-style-type: none"> • How successfully did I meet each goal? • Why or why not? • Where to next?

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 13–17 Jul					
Week 2 20–24 Jul					
Week 3 27–31 Jul					
Week 4 3–7 Aug					
Week 5 10–14 Aug					
Week 6 17–21 Aug					
Week 7 24–28 Aug					
Week 8 31 Aug – 5 Sep					
Week 9 7–11 Sep					
Week 10 14–18 Sep					



Term planner — My goals for Term 4

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

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



Drawing Space



2026 LEARNING CURVE MIDDLE PLANNER

NAME:

CLASS:

WELLBEING FOR LEARNING PERSONAL AND ACADEMIC GROWTH



I have 100% control over whether or not I choose to leave my comfort zone to try harder challenges which grow my personal and academic abilities to build my A-game. I will pay attention, lift my efforts, and deliberately practise the new things I learn so that today's bests will become tomorrow's second bests. I have both the power and will to do this.



Personal growth: this year I want to grow personally in these areas:

Personal challenge: I will start with this challenge:

Academic growth: this year I want to grow academically in these areas:

Academic challenge: I will start with this challenge:

Agency thoughts: what is something I will do to feel in control of growing my best self a little more every week?

Acknowledgement: Sonja Lyubomirsky & Tal Ben Shahar

CHARACTER STRENGTHS WEEKS

There are six Strengths Weeks spread throughout this planner. They provide you and your class with opportunities to practise using your strengths to welcome living, learning and wellbeing challenges. They are also fun to do at home with your family.

The order of these weeks are:

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

From the website learningcurve.com.au download the Strengths Weeks sheets from Individual Resources/Character Strengths Weeks, and the Wellbeing Awards Certificates from Individual Resources/Wellbeing Awards.



PERMAH PERSONAL AND ACADEMIC GROWTH CHALLENGES INDEX

Choosing to explore these weekly personal and academic challenges will create pathways for you to grow your best self and enable you to take responsibility for influencing and shaping your future; you can control this.

FRONT PAGES

Personal and Academic Growth.....	1
Permah Personal and Academic Growth Challenges Index	2
About This Planner	3
PERMAH+: My Personal & Academic Wellbeing Growth.....	4-5
Habits of Mind (HOMs): Intelligent Thinking.....	6
Habits of Mind (HOMs): Intelligent Pathways	7
Positive Self-Talk Control	8
Growing Mindsets Control Better	9
Mindfulness Activity.....	10
Term One Personal and Academic Growth Goals....	11
Mindfulness Activity.....	36
Term Two Personal and Academic Growth Goals....	37
Mindfulness Activity.....	62
Term Three Personal and Academic Growth Goals..	63
Mindfulness Activity.....	88
Term Four Personal and Academic Growth Goals...	89

POSITIVE EMOTION + GRATITUDE

Smiling Power	12
Self-Worth.....	26
4 to 1 Positive Thoughts	42
Self-Talk Control.....	56
Savouring the Good.....	72
Fun Times.....	86
Emotional Control	102

ENGAGEMENT + MINDFULNESS

Rewiring Your Brain.....	14
Resilience to Respond Well	28
Respectfully Assertive	44
Grit to Grow.....	58
Fully Engaged	74
Controlling Procrastination.....	90
The Control of Self-Awareness.....	104

RELATIONSHIPS + EMPATHY

Connected and Valued	16
Active Constructive Responding (ACR)	30
Making Things Right	46
Teachers Matter.....	60
Growing from Feedback	76
Platinum and Golden Rules	92
The CARE Formula.....	106

Acknowledgement: Seligman & Peterson

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

MEANING + PURPOSE

Sense of Purpose	18
Effort Before Achievement	32
Mind, Heart & Gut Messages	48
Acts of Kindness	64
Untying Emotional Knots	78
Communicating Positively	94
Valuing Difference.....	108

ACCOMPLISHMENT + OPTIMISM

Agency and Growth Goals	20
Growth Mindset Autopilot.....	34
Taking Notes In Class	50
Healthy Learning Teams.....	66
Learnership	80
Coping Strategies.....	96
T.E.E.L. Paragraph Process	110

HEALTH + STRENGTHS

Big Five.....	22
Keystone Habits.....	38
JOMO Beats FOMO	52
Growth Through Sleep.....	68
Moments With Nature	82
Kind to Yourself.....	98
Deep Caring Breathing.....	112

LEARNING GROWTH STRATEGY

Understanding Your Memory.....	24
Helping Your Working Memory	40
Controlling Your Time	54
Five Es of Learning	70
Revising Daily	84
Researching Process	100

PERSONAL AND ACADEMIC GROWTH TOOLS

PAGE 114. This section contains the growth tools and skills that will enable you to explore challenges to move confidently and competently along the pathways towards building your A-game.

REAR PAGES

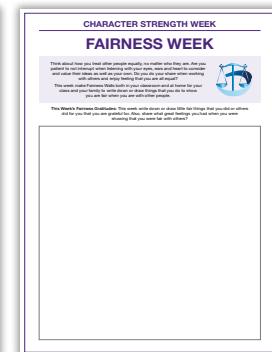
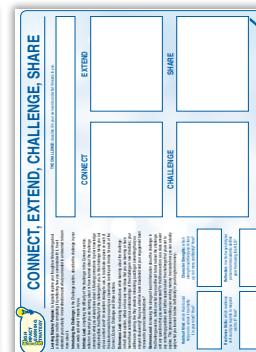
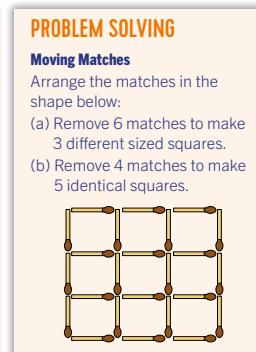
2026 School Terms and Public Holidays	138
Calendars	139
Uniform Pass	140
Out of Class Permission Form	141
Timetables.....	142-143
Dates to Remember	144

ABOUT THIS PLANNER

CHALLENGE: all pathways to grow your abilities are created by you leaving your comfort zone to explore challenges. Your challenge is to step up to be in control of your energy and effort to learn new approaches and explore these challenges to grow your best self.

PRACTICE: as a class, explore the planner together:

1. **Definition:** Your agency is your power and will to believe that you can influence and shape things in your life that you feel are important. Grow your agency by controlling your positive thoughts, words and actions.
2. At the front of your planner look through the PERMAH Personal and Academic Growth Challenges Index to discover what the guided challenges are about and flick through the body to read a number of them.
3. Each week write down something new you learned about that challenge that can help you to make your best better and build your A-game.
4. Look at the Personal and Academic Growth Tools Index on page 114 to learn about the tools and skills you can use to keep on making your bests get better to build your A-game.
5. Visit the website learningcurve.com.au to learn about the weekly interactive activities and resources that will support you when exploring the personal and academic growth challenges during the year. Some examples are below.



6. The weekly PERMAH personal and academic growth challenges are broken up into:
CHALLENGE – the learning intention for your weekly challenge to grow your best self.
PRACTICE – the tasks and skills you will practise from what you learnt when exploring the challenge.
REFLECTION – questions for you to reflect on to take more control of building your A-game.
7. The Big Five are simple daily things you have 100% control over that you need to be aware of and do well to become healthier. Every day rate your effort for each of the Big Five out of five.



Acknowledgement: **P** – Lyubomirsky, King & Diener, **E** – Hunter & Csikszentmihalyi, **R** – Norrish, Robinson & Williams, **M** – Cotton, Bronk & Damon, **A** – Hendren, Sheldon, **H** – Norrish, Robinson & Williams

“You can’t stop the waves, but you can learn to surf.” Jon Kabat-Zinn

WHAT YOU CAN CONTROL TO BUILD YOUR LIFE'S A-GAME

habits
effort challenge
mistakes will
goals grit
resilience
strengths
deliberate
words agency
powers control
emotions actions
thoughts attention
wellbeing

PERMAH+: MY PERSONAL & ACADEMIC WELLBEING GROWTH

CHALLENGE: there are six equally important elements which make up the PERMAH model which describes your personal and academic wellbeing growth. Your challenge is to step up to be in control of practising each of them to ensure that you continue to make your bests better to build your A-game.

PRACTICE: write down something challenging that you can control and practise doing for each of the elements.

P POSITIVE EMOTION + gratitude



What can you do and control to create more positive emotions in yourself every day to feel happier and healthier?

Who are people you are grateful to have in your life and who help you to grow your best self?
Thank them.

E ENGAGEMENT + mindfulness



What can you do to control your attention to connect more with your teachers and classmates to involve yourself actively in class?

How can controlling your attention to notice something different about every day, give you something to look forward to?

R RELATIONSHIPS + empathy



What thoughts, words and actions you can control, show that other people matter to you and build respectful relationships?

What can you do and control to show more empathy for other students' and for your teachers' needs and feelings?

Acknowledgement: Seligman & Peterson

“You've always had the power my dear, you just had to learn it for yourself.” Glinda, Wizard of Oz

PERMAH+: MY PERSONAL & ACADEMIC WELLBEING GROWTH

No one of the elements of PERMAH on its own can describe your personal and academic wellbeing growth. They work together as a family.



M MEANING + purpose



What is something you can control to make a positive difference to others' lives and also give of yourself to add meaning to your own life?

How can having a sense of purpose control and drive your efforts to explore personal and academic challenges to grow your best self?

A ACCOMPLISHMENT + optimism



How can taking control to write down three goals each term, build your agency to leave your comfort zone to achieve them?

How can having optimism and hope for your future motivate you to control how you deliberately practise what you learn to make your bests better?

H HEALTH + strengths



How can taking control of monitoring your Big Five every day and checking in at the end of the week, help you to feel healthier and happier?

How can controlling your strengths to explore challenges, lead to further positive personal and academic growth to build your A-game?

Acknowledgement: Seligman & Peterson

"Life doesn't get easier or more forgiving, we get stronger and more resilient." Steve Maraboli

HABITS OF MIND (HOMs): INTELLIGENT THINKING

CHALLENGE: Habits of Mind are more intelligent ways to think and behave that successful people have used for many years to unlock challenges and create logical solutions. Your challenge is to step up to deliberately practise using them as intelligent pathways you can follow to clearly think through challenges and problems to grow your personal and academic abilities.

PRACTICE: while growth mindsets and agency give you the power to explore challenges, they don't tell you how to succeed at them; HOMs do that for you. You will come to see that intelligence is something you do, not something you have.



Persisting: Persevering when exploring a challenge to push through confusion and frustration. When something doesn't work, trying other ways that do.



Managing Impulsivity: Considering your intentions before you speak, act, or make a judgement. Planning HOMs to use before you explore a challenge.



Thinking about Thinking: Knowing which HOM unlocks a challenge when you don't know how to. Being aware when a thinking change is needed.



Questioning and Posing Problems: Creating questions to explore what you want to learn more about a challenge. Recognising the reasons why questions are asked.



Gathering Data Through All Senses: Understanding a challenge by taking in messages from all of your senses. Considering colours, sounds, patterns, tastes, textures and rhythms.



Creating, Imagining, Innovating: Looking at challenges and problems from different angles. Being creative with and stretching your thinking to imagine "what could be?"



Responding with Wonderment and Awe: Showing that you are excited, curious and passionate when exploring and learning about new things that will grow your abilities.



Remaining Open to Continuous Learning: Being prepared to explore challenges that are out of your comfort zone to create pathways to grow your best self.



Listening with Understanding and Empathy: Listening actively with your eyes, ears and heart to understand others' needs and feelings by reading their body language messages.



Thinking Flexibly: Changing HOMs to think more intelligently for different challenges to unlock them. Converting negative and unhelpful thoughts into positive ones.



Striving for Accuracy: Taking pride in growing your abilities by making the effort to deliberately practice harder tasks. Using mistakes to guide you.



Thinking and Communicating with Clarity and Precision: Sharing your thoughts with accurate and clear language, both written and verbal. Giving feedback using correct names, terms and contexts.



Applying Past Knowledge to New Situations: Applying what you already know when exploring new challenges. Adapting your experience and knowledge of using HOMs to make connections.



Thinking Interdependently: Enjoying sharing learning energy, effort and ideas with others exploring challenges. Combining thinking power through HOMs to achieve logical outcomes.



Taking Responsible Risks: Leaving your comfort to welcome challenges and accept that your mistakes will guide what you need to learn to grow.



Finding Humour: Focusing on the light and bright side of life to broaden your attention and build your engagement to learn better.

HABITS OF MIND (HOMs): INTELLIGENT PATHWAYS

Choosing to learn how to use HOMs well is 100% within your control. Doing so, will see you continue to grow your best self as you get better at using them. HOMs will enable you to master how you learn to participate much more in the learning process.

Real Life Challenges

Habit/s of Mind

You want to get better at planning the things that you need to do and then doing them, but are unsure how to.

You have been asked to share with your year level of students about how you and your friends raised money for a charity.

You and your family visited a zoo and were amazed by the beauty of nature, and you want to learn more about how zoos operate.

You are determined to complete an assignment on time but keep getting stuck on little steps.

You are worried that you are spending more and more time online and can't resist the urge to look at your phone.

Your younger sister has asked you to show her how to put the leash on your dog properly and how to walk it.

One of your friends is really upset that she is never allowed to go to parties with your group.

A new student at school looks uncomfortable in her classes and you want to help her to fit in and enjoy school.

You are asked to go ten pin bowling with your friends but have never tried it and are scared of looking stupid in front of them.

Your understanding in Science is quite good, but you want to challenge yourself to grow it further.

Your family is organising a surprise party for your brother and your parents have asked you to write down his friends to invite.

Your new phone needs to be set up and you are unsure how to do this. You saw someone do this a couple of years ago.

Acknowledgement: Kallick & Costa

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

POSITIVE SELF-TALK CONTROL

CHALLENGE: positive *I can and I will* self-talk is an effective coping strategy to either self-calm or spur yourself on that you have 100% control over whether you use it or not. Your challenge is to step up to create and practise saying several self-talk statements in advance for situations that are likely to happen in the future.

PRACTICE: brainstorm situations where you feel self-talk can help you to control your thoughts, feelings and actions, and then make up what you would say to yourself. Some situations could include being bored in class, ignoring distracting students, turning off your phone, listening actively to someone, pushing through frustration to complete a task and being strong to forgive or say “sorry”.

EFFORT: I can and I will

- create my own questions to answer in class
- explore more challenges to grow myself
- deliberately practise what I learn
- ignore distractions in class.

Make up positive self-talk statements for:
I want to take more control of how I learn.

I want to leave my comfort zone more.

INITIATIVE: I can and I will

- look forward to getting better every day
- use High Impact Learning Strategies (HILS)
- create a learning timetable to be in control
- seek feedback to get better.

Make up positive self-talk statements for:
I want to not put off doing things.

I want to control growing my best self.

COURAGE: I can and I will

- say “no” to risky activities with friends
- apologise when I upset someone
- forgive others who upset me
- every day make someone’s day.

Make up positive self-talk statements for:
I want to make more friends.

I want to choose hard instead of easy.

SELF-CONTROL: I can and I will

- smile and say “hello” every morning
- listen to others’ words, not my thoughts
- control my thoughts and feelings
- use friendly body language.

Make up positive self-talk statements for:
I want to listen before I speak.

I want to reduce my screen time.

GROWING MINDSETS CONTROL BETTER

CHALLENGE: a Growth Mindset is your belief that there is nothing about you that prevents you from making your current bests get better through effort and practice. Your challenge is to step up to choose harder tasks outside of your comfort zone to do this.

PRACTICE: everyone was once a beginner, and when you see people who have succeeded at getting better and better, it proves that through challenge, effort, mistakes, feedback and deliberate practice, growth in your abilities will happen.

GROWTH REFLECTION: ask yourself, what is one thing you can control for each of the following to ensure that your mindset is pointed towards growing your personal and academic abilities:



- choosing more difficult tasks to accept mistakes and learn new things from feedback to fix them.

- practising these new things to keep on getting better at getting better; your A-game is building.

- realising that failing or struggling with a task are temporary, and only show where you are at not who you are.

- seeing mistakes and feedback as directions for growth, not being judged or criticised.

- believing that your efforts in exploring challenges will be rewarded with personal and academic growth..

- understanding that your improved abilities will make things you found hard much easier.

Growth Mindsets to believe that there is always a pathway to grow your abilities, enables you to set process goals to focus on challenge, effort and feedback, not standards; which will get better anyway as a result. An example of process goal is: I will ask more questions in class and use Habits of Mind to unlock problems to find solutions.

Make up a process goal: I will...

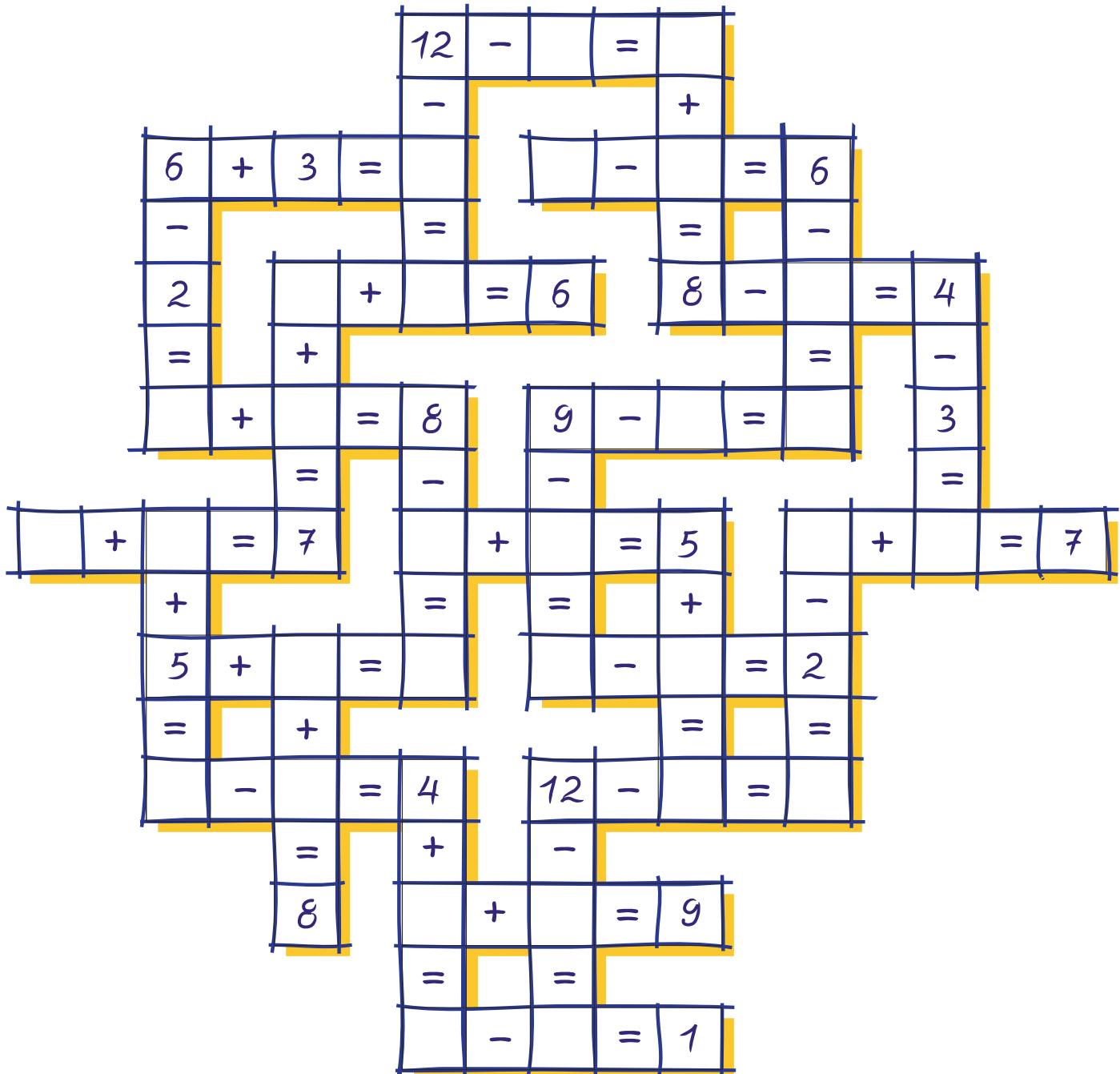
Avoid performance goals, because they keep you in your comfort zone to explore tasks that you find easy to look smart by not making mistakes. An example of a performance goal is: I will focus on doing tasks that I am confident with.

Acknowledgement: Dweck, Ericsson & Anderson

“Being smart isn’t something you are, it’s something you think, say and do.” MW

MINDFULNESS ACTIVITY

Maths Crossword Puzzle – find the solution for all equations and fill in the numbers.



Answer page 132

“There is no shortcut to any place worth going.” Beverley Sill

TERM ONE PERSONAL AND ACADEMIC GROWTH GOALS

CHALLENGE: personal and academic goals give you a purpose to strive for and the control you need to choose harder tasks outside of your comfort zone to grow your abilities. Your challenge is to step up to set three goals this term, one for improving your learning and thinking skills in class, one for building your respectful relationships, and one for what you want to achieve for yourself.

PRACTICE: for each of your goals, think about what you need to learn, who can help you and what strengths will you use. Set goals that are just beyond your current best to stretch yourself, which will cause you to make mistakes, which you can fix by learning new things; this is where your abilities grow. At the end of term complete the reflection for each of your goals.

TERM ONE LEARNING GOALS

Goal One: About growing my learning and thinking skills in class.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Two: About building and maintaining my healthy friendships.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Three: About what I want 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: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

END OF TERM PROGRESS TOWARDS LEARNING GOALS

Goal One: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Two: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Three: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

POSITIVE EMOTION
+ GRATITUDE

SMILING POWER



CHALLENGE: smiling is the most powerful natural thing you can do and control to connect with others to build healthy relationships. Your challenge is to step up to pay attention to smiling more, to receive more smiles back, to create uplifting inner feelings of personal growth.

PRACTICE: deliberately start every day with a smile, greet people with a smile, walk around smiling, and smile at yourself in windows and mirrors. Smiling also has many amazing health benefits, including strengthening your immune system. If people look sad and unhappy, lend them one of your smiles.

Acknowledgement: Lyubomirsky, Fredrickson

REFLECTION: describe how you feel when you intentionally smile at someone and receive one back.

What is something new you learned this week about smiling that will help you to grow your best self?

"The shortest distance between two people is a smile."
Victor Borge

RESPECTFUL RELATIONSHIPS

CHALLENGE: Your friendship issues are worrying you and affecting your emotions and clear thinking. What can you do to take more control of this to enjoy being you more?

Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

26 Monday

27 Tuesday

28 Wednesday

29 Thursday

30 Friday

31 Saturday

1 Sunday

GROWING YOUR KNOWLEDGE

How many colours make up white light?



THINGS TO DO / WEEK:

JANUARY / FEBRUARY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



REWIRING YOUR BRAIN

CHALLENGE: every experience you have rewires your brain, which is called neuroplasticity, and this continues throughout your life. Your challenge is to step up to deliberately practise tasks outside your comfort zone to grow your brain's abilities.

PRACTICE: in your brain there are millions of nerve cells called neurons, which join together to send messages from neuron to neuron. Practising things that you want to get better at will strengthen the connections between the neurons, making them easier to do. Leaving your comfort zone to practise more difficult tasks creates new brain pathways which keeps your bests getting better.

Acknowledgement: Pascual-Leone & Dweck

REFLECTION: describe a task outside of your comfort zone that you need to practise to improve your abilities.



PRIORITIES / DUE DATES

2 Monday

3 Tuesday

4 Wednesday

5 Thursday

6 Friday

7 Saturday

8 Sunday

What is something new you learned this week about your brain that will help you to grow your abilities?

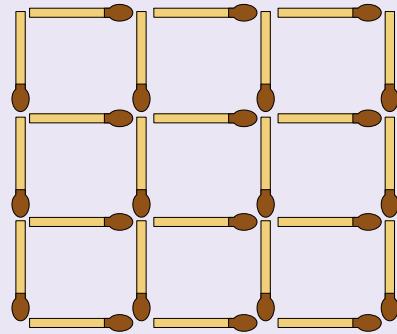
"If it doesn't challenge you, it won't change you." Fred Devito

PROBLEM SOLVING

Moving Matches

Arrange the matches in the shape below:

- Remove 6 matches to make 3 different sized squares.
- Remove 4 matches to make 5 identical squares.



Answers page 132

GROWING YOUR KNOWLEDGE

What does penicillin do?



THINGS TO DO / WEEK:

FEBRUARY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



RELATIONSHIPS + EMPATHY

CONNECTED AND VALUED



CHALLENGE: feeling connected to and being valued by other people releases powerful feel good brain chemicals into your bloodstream. Your challenge is to step up to do things you can control to build your relationships to experience these brain chemicals and enjoy positive outlooks on life.

PRACTICE: make the effort to show other people matter to you. They will respond by wanting to connect with you, because their mirror neurons will copy your friendly intentions. The happiest and healthiest people have strong feelings of connection, which reduce anxious thoughts, improve health and boost personal and academic growth.

Acknowledgement: Frankl & Nakanishi

REFLECTION: describe two things that you can control to show other people matter to you.

1.

2.

What is something new you learned this week about being connected and feeling valued that will help you to build your A-game?

"Happiness is the only thing that multiplies when you share it."
Albert Schweitzer

ZEST WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength

ZEST, to grow relationships with your family, friends and school community.

(Zest Week worksheet and Zest Wellbeing Award are in Individual Resources on learningcurve.com.au)



Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

9 Monday

10 Tuesday

11 Wednesday

12 Thursday

13 Friday

14 Saturday

15 Sunday

GROWING YOUR KNOWLEDGE

What are serotonin and oxytocin?



Monday

ZEST WEEK



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



SENSE OF PURPOSE



CHALLENGE: a sense of purpose motivates you to do things you can control to make a positive difference in the world and to live a life that matters. Your challenge is to step up to find a purpose that means a lot to you and to focus on working towards it.

PRACTICE: what are you good at, what do you really care about and what do you want to make a special difference to? These make up your purpose. Then every day deliberately do little positive things you can control to bring your purpose alive and create more growth opportunities.

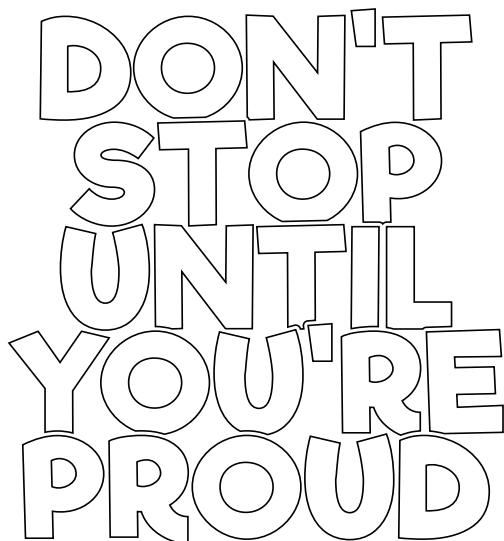
Acknowledgement: Frankl, Ryan & Deci

REFLECTION: describe what you are good at, what you really care about and what you want to make a special difference to.

What is something new you learned this week about your purpose that will help you to make your bests better?

"Patience and vision are the answer to any decision."
Verka Paunovska

MINDFULNESS COLOURING IN



PRIORITIES / DUE DATES

16 Monday

17 Tuesday

18 Wednesday

19 Thursday

20 Friday

21 Saturday

22 Sunday

GROWING YOUR KNOWLEDGE

When and where was glass invented?



THINGS TO DO / WEEK:

FEBRUARY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

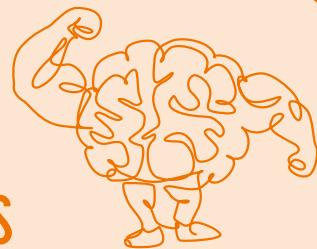
Teacher:

Parent / Guardian:



ACCOMPLISHMENT
+ OPTIMISM

AGENCY AND GROWTH GOALS



CHALLENGE: agency is your belief that you have the power and will to influence the important things in your life, and growth goals are things you want to achieve to grow your best self. Your challenge is to step up to set goals which stretch your abilities to leave your comfort zone.

PRACTICE: every term, use your agency to set three goals: one which focuses on you growing your learning and thinking abilities, one which focuses on building respectful relationships, and one just for yourself as a person. You can influence your personal and academic growth.

Acknowledgement: Sheldon & Adams Miller

REFLECTION: describe how you need to leave your comfort zone to achieve your Term One growth goals.

What is something new you learned this week about your agency and goals that will help you to grow your best self?

"You must expect things of yourself before you can do them."
Michael Jordan

AGENCY GROWTH

CHALLENGE: Your focus on making your bests better is constantly being distracted by you scrolling through social media. What can you do to take more control of this moment by moment.

Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

23 Monday

24 Tuesday

25 Wednesday

26 Thursday

27 Friday

28 Saturday

1 Sunday

GROWING YOUR KNOWLEDGE

What did Louis Braille invent?



THINGS TO DO / WEEK:

FEBRUARY / MARCH 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



BIG FIVE



CHALLENGE: to build your own A-game, look inside yourself to find your one of a kind magic to improve and develop your mental and physical health. Your challenge each week is to step up to become more self-aware by checking in on how well you are doing the Big Five.

PRACTICE: expect things of yourself daily that you can control about how you will think positively, eat healthy, exercise daily, drink water and sleep for 9 to 10 hours. Then, at the end of the week, check in and colour in how well you met your self-expectations.

Acknowledgement: Hassed, Rath & Breus

REFLECTION: describe something you need to do to build your agency to do the Big Five well to grow yourself.

What is something new you learned this week about your health that will help you to build your A-game?

"Great minds have purposes, others have wishes." Washington Irving

MINDFULNESS WORD SEARCH

y	s	r	c	q	l	t	o	f	m	s	n	c	s	h
y	a	s	s	e	i	v	e	e	l	h	o	g	s	n
y	a	r	r	u	n	b	t	e	t	p	i	r	t	h
x	u	k	s	c	k	h	e	e	l	a	t	e	x	c
r	u	k	b	v	o	c	j	k	e	r	a	a	h	s
l	g	m	n	d	n	u	p	r	r	g	n	s	t	e
p	r	o	c	e	s	s	u	z	j	a	a	o	i	c
p	d	m	d	b	e	t	b	l	y	r	l	i	n	t
w	j	i	u	e	c	l	q	d	d	a	p	s	l	e
r	v	i	e	i	m	l	i	u	n	p	x	s	e	t
e	l	d	p	l	u	s	p	n	o	a	e	z	o	n
d	e	t	i	s	o	p	p	o	g	t	p	c	k	e
l	g	z	j	q	k	f	a	c	e	q	e	x	r	s
s	u	p	p	o	r	t	i	n	g	v	b	s	e	z
s	p	i	h	s	n	o	i	t	a	l	e	r	s	o

build
essay
expand
explanation
evidence

face
kneeling
link
method
opposite

paragraphs
picture
process
quotes
reasons

relationships
sentences
supporting
teel
title

PRIORITIES / DUE DATES

2 Monday

3 Tuesday

4 Wednesday

5 Thursday

6 Friday

7 Saturday

8 Sunday

GROWING YOUR KNOWLEDGE

How many countries are in the world today?



THINGS TO DO / WEEK:

MARCH 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



UNDERSTANDING YOUR MEMORY



CHALLENGE: your memory is made up of three smaller memories which combine for you to learn and remember information. Your challenge is to step up to practise using each of these in the correct ways to become an independent learner to grow personally and academically.

PRACTICE: sensory memory processes all the information you take in through your senses and they last for less than a second, unless you pay attention to any parts of them, which moves them to your short-term memory. Your short-term memory can only hold between five and nine pieces of information, which each last about 30 seconds, unless you pay further attention to them, called rehearsal. Your working memory is part of your short-term memory and is its work centre, which prepares information to store in your long-term memory, called encoding. It has a very limited capacity and can be easily overloaded by things such as the difficulty of the information and classroom distractions. Your long-term memory has a huge capacity for a long time, and stores encoded information in a way you can retrieve it to use again, called prior knowledge. You have learned something when it is stored in your long-term memory.

Acknowledgement: G.A. Miller

REFLECTION: describe something you can do to control how you pay more attention in class to help your working memory.

What is something new you learned this week about your memory that will help you to grow your abilities?

"Attention enables now to be remembered forever." MW

PRIORITIES / DUE DATES

9 Monday

10 Tuesday

11 Wednesday

12 Thursday

13 Friday

14 Saturday

15 Sunday

GROWING OUR WORLD

What did William Rontgen do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

MARCH 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



SELF-WORTH



CHALLENGE: your self-worth is about who you are as a person, what makes you feel happy and fulfilled and what you expect you can control in your life. Your challenge is to step up to leave your comfort zone to grow your own self-worth to create a path to make your bests better.

PRACTICE: you are one of a kind, with your own strengths, values and parts you want to improve. Focus on learning about and practising using these to believe in your self-worth as a person. When things don't go your way, separate them from who you are.

Acknowledgement: Bandura & Rotter

REFLECTION: describe what you believe in, and what strengths, values and parts you want to improve.

What is something new you learned this week about your self-worth that will help you to make your bests better?

"Act as though what you do makes a difference. It does."
William James

MINDFULNESS ACTIVITY

FIND TWO IDENTICAL KEYS



Answer
page 132

PRIORITIES / DUE DATES

16 Monday

17 Tuesday

18 Wednesday

19 Thursday

20 Friday

21 Saturday

22 Sunday

GROWING YOUR KNOWLEDGE

What are the High Seas?



Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



RESILIENCE TO RESPOND WELL



CHALLENGE: being resilient is having the skills to confidently control how you respond when things don't go your way. Your challenge is to step up to practise developing each of the resilience skills so they become tools you can use to control situations confidently (pages 128&129).

PRACTICE: consciously be optimistic and hopeful for your future, control your feelings and impulses, think flexibly for different challenges, show empathy for others' needs and feelings, believe in yourself as a person who matters and connect enthusiastically with others. You don't become resilient by just getting older, you have to work at it.

Acknowledgement: Rievich & Shatte

REFLECTION: describe which of these skills you know you can already control well and those you need to practise more.

What is something new you learned this week about your resilience that will help you to grow your best self?

"I've got two reasons for success, I'm standing on both of them."
Betty Grable

RESPECTFUL RELATIONSHIPS

CHALLENGE: You want to have positive thoughts to create "can do" feelings in you to act in responsible ways. What can you do to take more control of this to be self-aware of your thoughts?

Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

23 Monday

24 Tuesday

25 Wednesday

26 Thursday

27 Friday

28 Saturday

29 Sunday

GROWING YOUR KNOWLEDGE

Are there more chickens or people in the world?



THINGS TO DO / WEEK:

MARCH 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



ACTIVE CONSTRUCTIVE RESPONDING (ACR)



CHALLENGE: listening and responding actively with your eyes, ears and heart builds respectful and trusting relationships with people. Your challenge is to step up to use ACR when others are sharing their good news stories with you to show that they matter to you.

PRACTICE: people know you are interested in listening to them when you make eye contact, smile, don't interrupt and ask Tell Me More when they begin to run out of words. They will feel valued and experience the natural highs of feel good brain chemicals. ACR is the only way of listening that builds relationships.

Acknowledgement: Gable, Gonzaga & Strachman

REFLECTION: describe how being in control to ask someone to tell me more can help them to grow personally.

What is something new you learned this week about ACR that will help you to build your A-game?

"Appreciation is a wonderful thing. It makes what is excellent in others belong to us as well." Voltaire

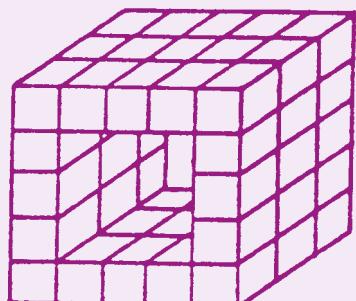
PROBLEM SOLVING

Painted Surfaces

(a) If the figure pictured was completely painted, how many cubes

would have
0 faces, 1 face,
2 faces and so
on painted?

(b) What is the total
surface area in
square units?



Answers page 132

PRIORITIES / DUE DATES

30 Monday

31 Tuesday

1 Wednesday

2 Thursday

3 Friday

4 Saturday

5 Sunday

GROWING YOUR KNOWLEDGE

What is the United Nations organisation?



THINGS TO DO / WEEK:

MARCH / APRIL 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



EFFORT BEFORE ACHIEVEMENT



CHALLENGE: personal and academic achievement and growth come from you consistently putting in deliberate efforts to practise; there are no shortcuts. Your challenge is to step up to practise paying attention, seeking feedback and learning new things to fix your mistakes to keep growing your A-game.

PRACTICE: learning is a process of pattern, repetition and control to leave your comfort zone to deliberately practise new skills and use more intelligent approaches, such as Habits of Mind and High Impact Learning Strategies on the website. Your Agency and Growth Goals are your anchors to focus you on what you can control.

Acknowledgement: Ericsson & Anderson

REFLECTION: describe how focusing 100% on what you can control, such as leaving your comfort zone, can grow your abilities.

What is something new you learned this week about your effort and achievement that will help you to make your bests better?

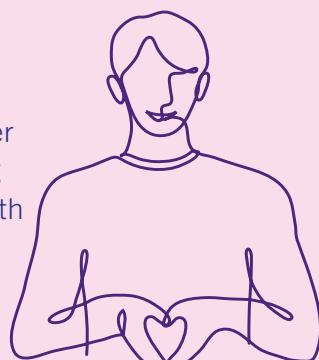
"The only place that achievement comes before effort is in the dictionary." MW

GRATITUDE WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength

GRATITUDE, to grow relationships with your family, friends and school community.

(Gratitude Week worksheet and Gratitude Wellbeing Award are in Individual Resources on learningcurve.com.au)



Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

6 Monday

7 Tuesday

8 Wednesday

9 Thursday

10 Friday

11 Saturday

12 Sunday

GROWING YOUR KNOWLEDGE

What can penguins do that other birds can't?



Monday

GRATITUDE WEEK



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:

BIG 5
CHECK IN


GROWTH MINDSET AUTOPILOT



CHALLENGE: your mindset autopilot controls your thoughts, without you even knowing, about whether or not you have enough agency to try more difficult tasks. Your challenge is to step up to set your autopilot towards growth to unconsciously believe you have enough agency to do this and make your bests better.

EFFORT PATHWAY: more difficult tasks means you will struggle with about 30% of them, make mistakes, and need to learn new approaches to fix them. A growth mindset autopilot makes little adjustments to your mindset and thinking that enables you to believe you can do it and can control it.

Acknowledgement: Dweck & Ericsson

REFLECTION: describe your current mindset autopilot. What can you control to move it towards growth?

What is something new you learned this week about your growth mindset that will help you to grow your abilities?

"Learning isn't a way of reaching your potential, it's a way of building it." Anders Ericsson

PRIORITIES / DUE DATES

13 Monday

14 Tuesday

15 Wednesday

16 Thursday

17 Friday

18 Saturday

19 Sunday

MINDFULNESS COLOURING IN



GROWING YOUR KNOWLEDGE
What only two countries have been to every Olympics?



THINGS TO DO / WEEK:

APRIL 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

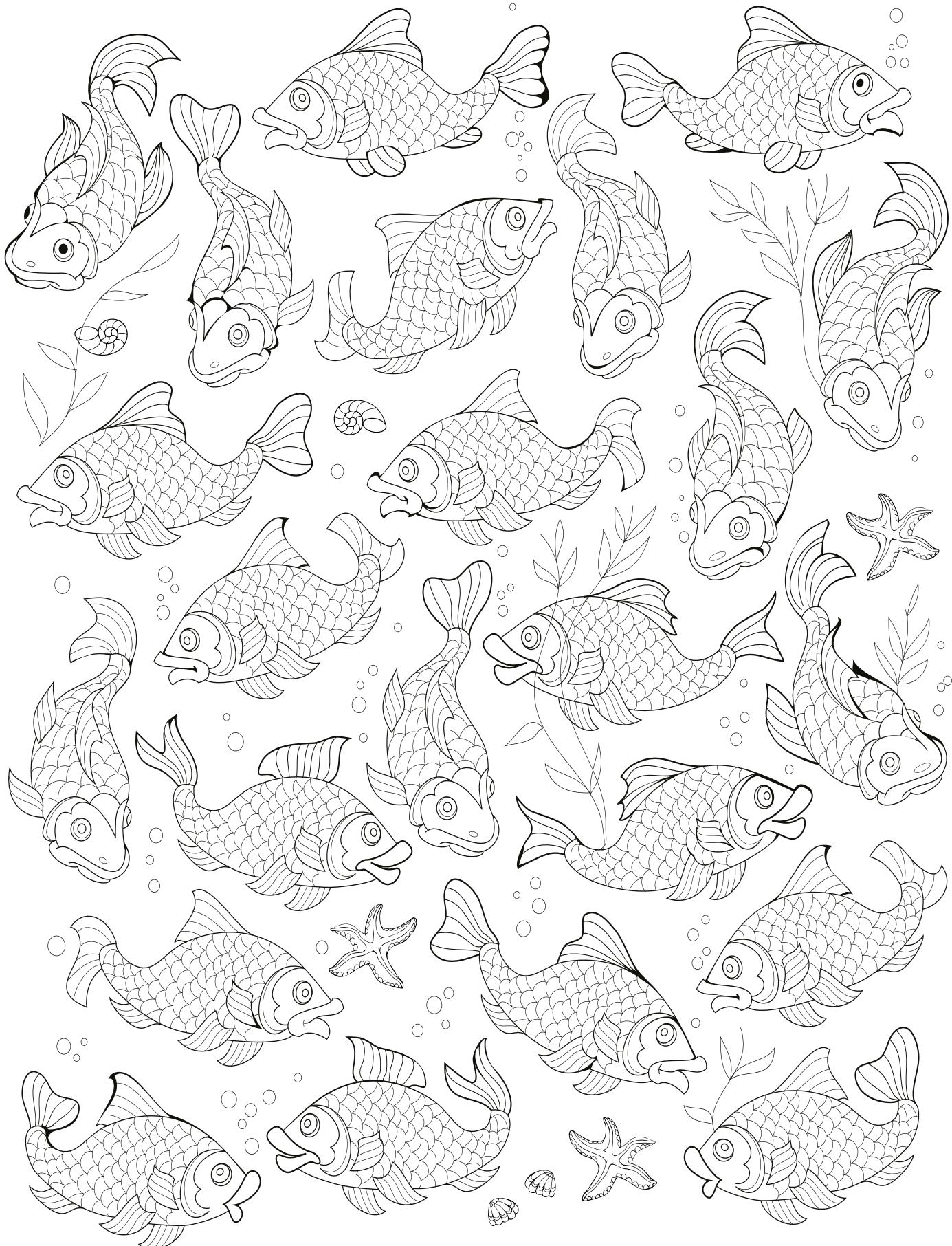
Teacher:

Parent / Guardian:



MINDFULNESS ACTIVITY

Find two identical fish and colour them in.



Answer page 132

“Always be a first rate version of yourself, instead of a second rate version of someone else.” Judy Garland

TERM TWO PERSONAL AND ACADEMIC GROWTH GOALS

CHALLENGE: personal and academic goals give you a purpose to strive for and the control you need to choose harder tasks outside of your comfort zone to grow your abilities. Your challenge is to step up to set three goals this term, one for improving your learning and thinking skills in class, one for building your respectful relationships, and one for what you want to achieve for yourself.

PRACTICE: for each of your goals, think about what you need to learn, who can help you and what strengths will you use. Set goals that are just beyond your current best to stretch yourself, which will cause you to make mistakes, which you can fix by learning new things; this is where your abilities grow. At the end of term complete the reflection for each of your goals.

TERM TWO LEARNING GOALS

Goal One: About growing my learning and thinking skills in class.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Two: About building and maintaining my healthy friendships.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Three: About what I want 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: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

END OF TERM PROGRESS TOWARDS LEARNING GOALS

Goal One: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Two: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Three: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

KEystone HABITS



CHALLENGE: Keystone Habits are special habits which enable other good habits to be created and to exist. Your challenge is to step up to identify the keystone habits to grow your personal and academic abilities and then deliberately practise using them every day.

PRACTICE: for example, recording what you need to do in your planner is a keystone habit, because it creates prioritising habits, builds time management habits and ensures that you complete set work as a habit. Another keystone habit is growth goal setting, which enables you to plan targets and strategies to keep improving.

Acknowledgement: Duhigg & Wade

REFLECTION: describe a positive keystone habit you have and the other good habits it enables for you to keep getting better.

What is something new you learned this week about keystone habits that will help you to grow your best self?

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." Aristotle

AGENCY GROWTH

CHALLENGE: You know you need to leave your comfort zone to try more difficult tasks to grow your abilities but are scared of failing. What can you do to take more control of this to feel more confident?

PRIORITIES / DUE DATES

20 Monday

21 Tuesday

22 Wednesday

23 Thursday

24 Friday

25 Saturday

26 Sunday

GROWING YOUR KNOWLEDGE

What city is the home of the first pizza?



Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

THINGS TO DO / WEEK:

APRIL 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



HELPING YOUR WORKING MEMORY



CHALLENGE: effective learning involves paying attention which enables your working memory to organise and store information in your long-term memory so you can retrieve it later. Your challenge is to step up to simplify the information and to reduce what distracts you.

PRACTICE: Working Memory is the mental work centre of your short-term memory, which makes sense of the information and converts it into mental pictures, images or processes which are moved across into your long-term memory. Your Working Memory has a very limited capacity, and in a classroom, it can easily become overloaded. Firstly, you can reduce this load through simplifying the difficulty of what you are learning, called Intrinsic Load, by breaking it into smaller steps and creating your own questions about it. Secondly, you can reduce this load through reducing distractions, called Extraneous Load, by concentrating on how it is being presented and blocking out classroom noise. Thirdly, by reducing the first two loads, you now have the capacity in your working memory to convert the information into a form that can be effectively stored in and retrieved from your long-term memory, called Germane Load. Helping your working memory is the difference which makes a learning difference.

Acknowledgement: Baddeley & Hitch

REFLECTION: describe two things you can do and control to simplify tasks to reduce your intrinsic load.

What is something new you learned this week about your working memory that will help you to grow your abilities?

"Pay attention as if your life depended on it." George Mumford

PRIORITIES / DUE DATES

27 Monday

28 Tuesday

29 Wednesday

30 Thursday

1 Friday

2 Saturday

3 Sunday

GROWING OUR WORLD

What did Pablo Picasso do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

APRIL / MAY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



4 TO 1 POSITIVE THOUGHTS



CHALLENGE: having at least four positive thoughts for every negative one broadens your attention, builds your engagement and improves your working memory. Your challenge is to step up to search for positives in everything you look at, no matter how small.

PRACTICE: use your strengths to be in control of being grateful for the little things, seeing difficult times as temporary, appreciating your own inner magic, smiling to feel others' joy, putting in extra effort, being true to yourself, giving service to others and being kind. Be both positive and realistic in what you experience and expect.

Acknowledgement: Boniwell & Diener

REFLECTION: describe two things you need to control which often distract you from having 4 to 1 positive thoughts.

1.

2.

What is something new you learned this week about positive thoughts that will help you to make your bests better?

“It's not what you look at that matters, it's what you see.”
Henry David Thoreau

MINDFULNESS WORD SEARCH

c	j	s	y	u	c	r	k	p	a	y	u	k	u	g
u	y	i	s	e	f	j	c	n	l	n	f	h	u	n
r	l	x	h	f	s	q	g	t	a	o	r	e	y	i
i	e	o	u	s	e	r	n	n	p	h	n	a	z	y
o	n	e	q	w	y	e	e	d	k	p	t	a	e	l
u	o	e	e	e	d	f	c	o	n	t	a	c	t	l
s	l	y	u	i	n	l	m	e	d	q	y	c	r	u
y	e	e	f	e	g	a	u	g	n	a	l	e	e	b
d	d	n	z	a	u	c	p	f	a	c	y	p	f	k
u	o	o	n	o	v	n	o	o	p	l	c	t	u	o
c	p	q	b	n	s	a	k	n	w	l	p	c	s	y
e	v	i	t	r	e	s	s	a	t	e	e	n	e	k
n	e	g	a	t	i	v	e	h	l	e	r	h	y	s
f	j	j	q	s	s	e	l	f	l	e	s	j	n	r
t	h	o	u	g	h	t	s	p	s	r	x	t	b	u

accept
angry
assertive
body
bullying

confidently
contact
contest
curious
eye

language
learn
lonely
negative
power

refuse
selfless
thank
thoughts
unhelpful

PRIORITIES / DUE DATES

4 Monday

5 Tuesday

6 Wednesday

7 Thursday

8 Friday

9 Saturday

10 Sunday

GROWING YOUR KNOWLEDGE

How many tonnes of rock make up the Great Pyramid?



THINGS TO DO / WEEK:

MAY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



RESPECTFULLY ASSERTIVE



CHALLENGE: prepare for possible situations in advance by practising saying respectfully assertive statements to yourself. Your challenge is to step up to take control of these situations by creating messages people you are with will listen to, understand and act on.

PRACTICE: practise this structure: say what concerns you, how you feel, what you want to happen. Avoid being aggressive or timid. Listen to what your mind, heart and gut tell you is right for you to do, and then use your strengths to speak this way to protect both yourself and others from getting hurt.

Acknowledgement: Seligman & Griffin

REFLECTION: describe a possible situation and what you would say to speak in a respectfully assertive way.

What is something new you learned this week about speaking assertively that will help you to build your A-game?

“Say what you mean, and mean what you say.” MW

PRIORITIES / DUE DATES

11 Monday

12 Tuesday

13 Wednesday

14 Thursday

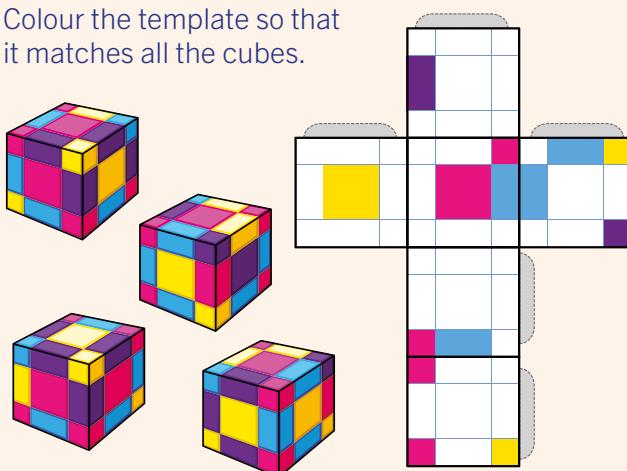
15 Friday

16 Saturday

17 Sunday

MINDFULNESS ACTIVITY

Colour the template so that it matches all the cubes.



Answer page 132

GROWING YOUR KNOWLEDGE

What is the Nobel Prize for?



THINGS TO DO / WEEK:

MAY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



MAKING THINGS RIGHT



CHALLENGE: sorting out personal problems fairly for win-win outcomes, keeps you feeling connected, protected and respected in your relationships. Your challenge is to step up to listen to how others see the issue and then consider your view.

PRACTICE: focus on what you can control: what did you say or do? What were you thinking then? What have you thought since? Who has been affected and how? What could you have said or done differently? What would you say or do now? How would it change? What things should you say or do to make things right?

Acknowledgement: Peterson & Gable

REFLECTION: describe two things you can control when sorting out a personal problem with someone.

1.

2.

What is something new you learned this week about win-win outcomes that will help you to grow your best self?

“Wherever you are, be there.” Jim Rohn

PRIORITIES / DUE DATES

18 Monday

19 Tuesday

20 Wednesday

21 Thursday

22 Friday

23 Saturday

24 Sunday

RESPECTFUL RELATIONSHIPS

CHALLENGE: You are being distracted from building your A-game by often comparing yourself with others online. What can you do to take more control of this to focus on you first?

Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

GROWING YOUR KNOWLEDGE

Who has the most bones, children or adults?



THINGS TO DO / WEEK:

MAY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



MIND, HEART & GUT MESSAGES



CHALLENGE: your expectations for yourself, enable you to control how you make sensible life decisions. Your challenge is to step up to listen to what your mind, heart and gut tell you is the right thing for you to do, even if it means saying “no” to what your friends want to do.

PRACTICE: before you do something, practise control by asking yourself, will this be fair, safe, legal and create positive emotions for everyone involved? For every one of your rights, there is a responsibility that you need to accept and follow through on.

Acknowledgement: Kabat Zinn & Sinek

REFLECTION: describe two expectations you have of yourself which help you to control your decision making.

1.

2.

What is something new you learned this week about mind, heart and gut messages that will help you to build your A-game?

“It’s not what happens to you, but what happens in you.”
W. Mitchell

PRIORITIES / DUE DATES

25 Monday

26 Tuesday

27 Wednesday

28 Thursday

29 Friday

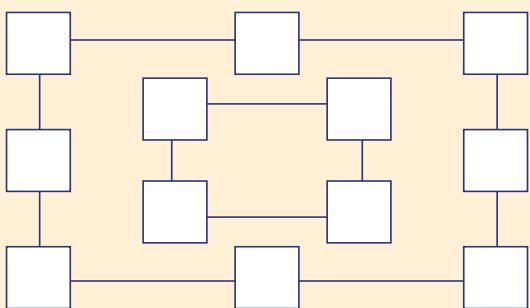
30 Saturday

31 Sunday

PROBLEM SOLVING

Arranging Numbers

Arrange the numbers from 1 to 12 in the boxes below so that the sum of the outside rectangle is twice that of the inside.



Answer page 132

GROWING YOUR KNOWLEDGE

How many muscles are in the human body?



THINGS TO DO / WEEK:

MAY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



ACCOMPLISHMENT
+ OPTIMISM

TAKING NOTES IN CLASS



CHALLENGE: taking notes and creating your own questions, simplifies the difficulty of what you are learning and reduces distractions for you to grow personally and academically. Your challenge is to step up to use the Cornell Process (page 123) which uses both sides of your brain.

PRACTICE: rule up your page the Cornell way; right side, write dot points, because your left brain listens to what's taught. On left side, draw your thoughts, because your right brain looks for connections to what you already know. Every night review your notes for five minutes and answer your questions.

Acknowledgement: Pauk & De Bono

REFLECTION: describe one thing you are doing and controlling well and one not so well when taking notes in class.

Well

Not so well

What is something new you learned this week about taking notes that will help you to grow your abilities?

"I do the very best I know how, the very best I can; and I mean to keep doing it to the end." Abraham Lincoln

FAIRNESS WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength **FAIRNESS**, to grow relationships with your family, friends and school community.



(Fairness Week worksheet and Fairness Wellbeing Award are in Individual Resources on learningcurve.com.au)

Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

1 Monday

2 Tuesday

3 Wednesday

4 Thursday

5 Friday

6 Saturday

7 Sunday

GROWING YOUR KNOWLEDGE

What is glass made from?



Monday

FAIRNESS WEEK



Tuesday



Wednesday



Thursday



Friday



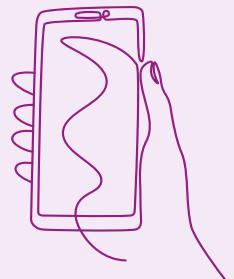
Communication / Comments

Teacher:

Parent / Guardian:



JOMO BEATS FOMO



CHALLENGE: JOMO: Joy Of Missing Out gives you the control to beat the horrible dopamine addiction, FOMO: Fear Of Missing Out. Your challenge is to step up to use JOMO to turn off your phone and take frequent breaks from social media.

PRACTICE: you are in control of your phone and not vice versa. When it is off your brain rewires itself to again value and enjoy connecting with friends in person. Use JOMO to read, cook, be creative, talk with family, play games with friends, listen to music, and enjoy nature to beat FOMO.

Acknowledgement: Greenfield & Hassed

REFLECTION: describe both a benefit and a drawback of using JOMO to control turning off your phone several times every day.

Benefit

Drawback

What is something new you learned this week about JOMO and FOMO that will help you to make your bests better?

"Good things don't happen in a hurry." German Proverb

PRIORITIES / DUE DATES

8 Monday

9 Tuesday

10 Wednesday

11 Thursday

12 Friday

13 Saturday

14 Sunday

GROWING YOUR KNOWLEDGE

When and where was paper first created?



THINGS TO DO / WEEK:

JUNE 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



CONTROLLING YOUR TIME



CHALLENGE: understanding how to prioritise your time to complete your must do tasks daily puts you 100% in control of growing your best self. Your challenge is to step up to identify your must do's and your optional do's and then prioritise the time you spend on them.

PRACTICE: look at Musts and Options: Prioritising (page 119). Think about what are your Musts: things you have no choice in spending time on doing such as family responsibilities, school, sleeping, training for sports and chosen activities, eating, exercising and personal hygiene. Write your Musts on the page and how long each one takes. Then think about what are your Options: things you have a choice in spending time on, such as social media, relaxing, TV, videos and socialising. Write your Options on the page and how long each one takes. You now have the information you need to take control of how you choose to spend your 168 hours of time every week. Look at the Sample Timetable (page 134) for ideas, and then write in when you do your home learning and your Musts and Options on the blank timetable (page 135) to create your own learning timetable.

Acknowledgement: Ericsson & Anderson

REFLECTION: describe Options you need to control that distract you from doing your Musts first.

What is something new you learned this week about controlling your time that will help you to build your A-game?

"Fortune favours the prepared mind." Louis Pasteur

PRIORITIES / DUE DATES

15 Monday

16 Tuesday

17 Wednesday

18 Thursday

19 Friday

20 Saturday

21 Sunday

GROWING OUR WORLD

What did the Renaissance do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

JUNE 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



SELF-TALK CONTROL



CHALLENGE: positive I can and I will self-talk is an effective strategy to control the strength of your emotions and logical thinking (page 8). Your challenge is to step up to create and practise saying three or four self-talk statements to yourself to be prepared in advance.

PRACTICE: for example, “I can and I will put in effort to listen more to simplify the learning difficulty.” Or, “I can and I will ignore distractions in class.” Say them over and over to yourself when you feel there are things happening that you are losing control of.

Acknowledgement: Ryan & Deci

REFLECTION: describe how self-talk can help you to control something worrying you. What would you say?

What is something you learned this week about self-talk that will help you to grow your best self?

"Be careful how you are talking to yourself because you are listening." Lisa M Hayes

AGENCY GROWTH

CHALLENGE: There is something important to you that you feel you have little influence over and want to change. What can you do to take more control of this to build your agency to change this?

PRIORITIES / DUE DATES

22 Monday

23 Tuesday

24 Wednesday

25 Thursday

26 Friday

27 Saturday

28 Sunday

GROWING YOUR KNOWLEDGE

What are the days of the week named after?



Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

THINGS TO DO / WEEK:

JUNE 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



GRIT TO GROW



CHALLENGE: grit is a positive personal quality that controls your efforts to persist in working towards something you are passionate about. Your challenge is to step up to use grit to be the difference when you need to control not giving up on building your A-game.

PRACTICE: write down a goal you passionately want to achieve and why you are determined to do so. Then, write down challenges you will have to overcome and the strengths and Habits of Mind you will use to do this. Accept and control your full range of emotions while doing this.

Acknowledgement: Duckworth & Smith

REFLECTION: describe how grit can help you to control how you achieve a goal that you are passionate about.

What is something new you learned this week about grit that will help you to grow your abilities?

"When the going gets tough, the tough get going." Joseph Kennedy

MINDFULNESS WORD SEARCH

n	i	a	l	p	x	e	p	s	e	f	t	w	s	r
m	s	o	y	e	a	s	r	n	t	a	o	y	o	e
d	t	h	p	y	o	g	g	o	s	e	a	b	y	t
y	r	u	m	c	e	a	n	k	l	i	p	t	e	c
n	e	d	r	g	g	d	s	i	d	p	i	s	t	a
g	n	i	v	e	i	h	c	a	d	n	x	y	a	r
s	g	k	n	l	p	l	b	h	u	n	a	e	u	a
d	t	i	a	a	y	v	o	m	r	a	e	m	l	h
r	h	a	b	b	p	g	m	o	m	j	h	b	a	c
a	w	s	u	o	p	o	s	i	t	i	v	e	v	a
w	p	d	g	r	c	u	n	s	a	f	e	g	e	i
o	c	f	r	a	d	i	f	f	e	r	e	n	c	e
t	u	k	i	t	n	r	e	s	o	u	r	c	e	s
r	o	z	t	e	g	n	i	k	n	i	h	t	a	j
p	i	h	s	n	o	i	t	a	l	e	r	t	v	z

achieving elaborate positive tasks
bending engage relationship thinking
character explain resources tool
community explore steps towards
difference evaluate strength unsafe

PRIORITIES / DUE DATES

29 Monday

30 Tuesday

1 Wednesday

2 Thursday

3 Friday

4 Saturday

5 Sunday

GROWING YOUR KNOWLEDGE

Who was Edwin Flack?



THINGS TO DO / WEEK:

JUNE / JULY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



TEACHERS MATTER



CHALLENGE: the quality of your relationships with each of your teachers is the most important factor for your academic growth. Your challenge is to step up to show that they matter to you by listening actively, asking questions and being grateful for their efforts.

PRACTICE: avoid distracting thoughts that some teachers don't like you, accept their advice and feedback, and enthusiastically role model that you are in class to learn; you can control these 100%. Then, their mirror neurons will ensure that they will respond positively. Understand each of your teachers' body language and voice tones to learn better.

Acknowledgement: Wentzell & Caldwell

REFLECTION: describe how learning with your teachers can help you to keep making your bests better.

What is something new you learned this week about your teachers that will help you to make your bests better?

"What teachers are, is more important than what they teach."
Karl Menninger

MINDFULNESS ACTIVITY

Find the right word by colour.

RED, BLUE, BLACK, GREEN, YELLOW, BROWN, PURPLE, YELLOW, PURPLE, RED, BLUE, GREEN, BROWN, BLACK, BLUE, GREEN, YELLOW, RED, BROWN, BLACK, YELLOW, RED, PURPLE, BROWN, BLUE, YELLOW, BLUE, GREEN, BLACK, BROWN, BLACK, YELLOW, PURPLE, BROWN, PURPLE, BLUE, GREEN, RED, YELLOW, BLACK, BROWN, PURPLE, BLACK, PURPLE, YELLOW, RED, BROWN, YELLOW, PURPLE, YELLOW, RED, BROWN, BLACK, YELLOW, PURPLE, BROWN, BLUE, BROWN, RED, PURPLE, YELLOW, PURPLE, BROWN, BLACK, BLUE, GREEN, YELLOW, BLACK, BLUE, PURPLE, BLACK, PURPLE, BROWN, YELLOW, RED, BLACK, BROWN, BLUE, YELLOW, PURPLE, BROWN, BLUE, GREEN, RED.

PRIORITIES / DUE DATES

6 Monday

7 Tuesday

8 Wednesday

9 Thursday

10 Friday

11 Saturday

12 Sunday

GROWING YOUR KNOWLEDGE

What does SOS stand for?



THINGS TO DO / WEEK:

JULY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

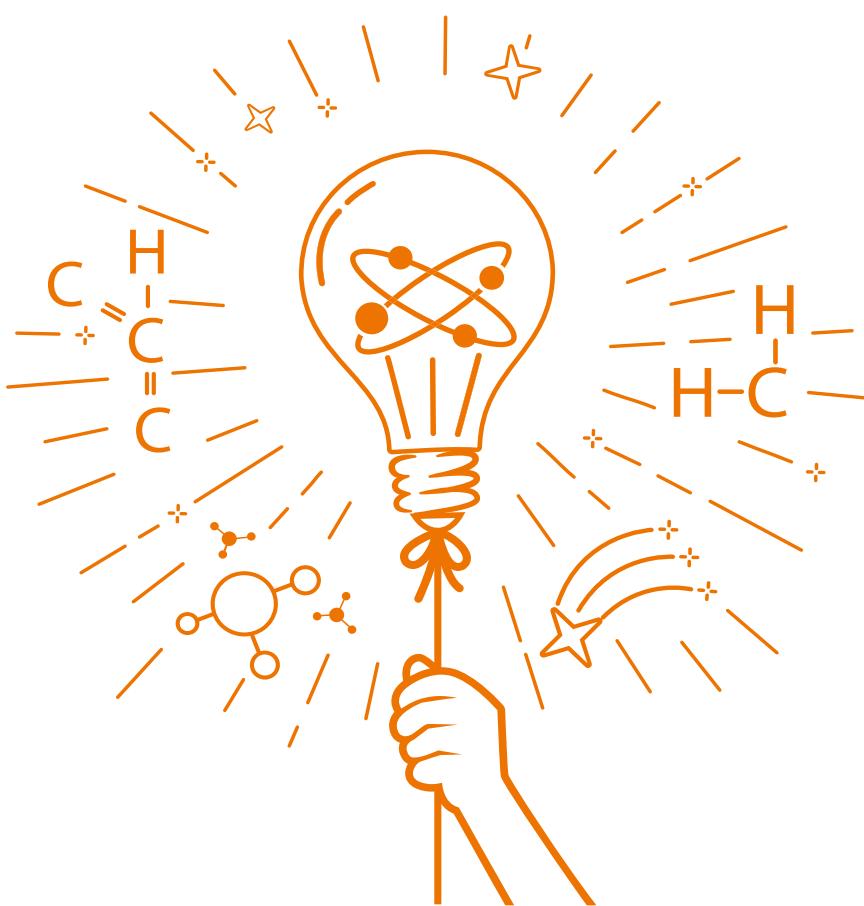
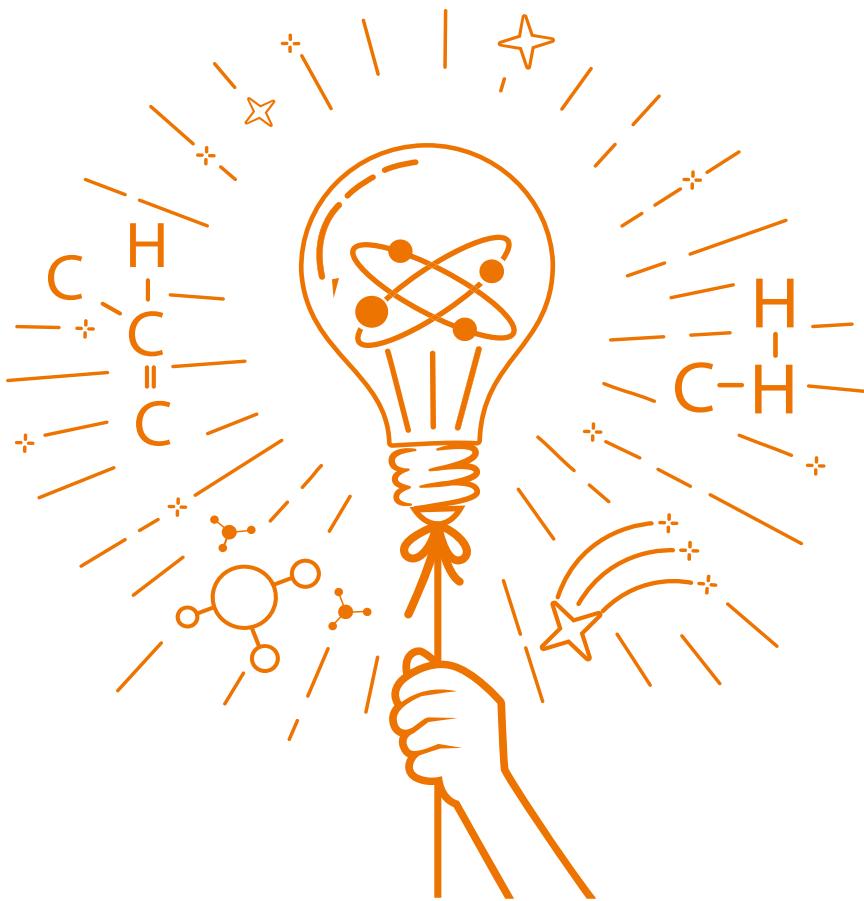
Teacher:

Parent / Guardian:



MINDFULNESS ACTIVITY

Find 9 differences.



Answer page 132

“Whether you think you can or you can’t, you are right.” Henry Ford

TERM THREE PERSONAL AND ACADEMIC GROWTH GOALS

CHALLENGE: personal and academic goals give you a purpose to strive for and the control you need to choose harder tasks outside of your comfort zone to grow your abilities. Your challenge is to step up to set three goals this term, one for improving your learning and thinking skills in class, one for building your respectful relationships, and one for what you want to achieve for yourself.

PRACTICE: for each of your goals, think about what you need to learn, who can help you and what strengths will you use. Set goals that are just beyond your current best to stretch yourself, which will cause you to make mistakes, which you can fix by learning new things; this is where your abilities grow. At the end of term complete the reflection for each of your goals.

TERM THREE LEARNING GOALS

Goal One: About growing my learning and thinking skills in class.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Two: About building and maintaining my healthy friendships.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Three: About what I want 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: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

END OF TERM PROGRESS TOWARDS LEARNING GOALS

Goal One: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Two: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Three: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

ACTS OF KINDNESS



CHALLENGE: acts of kindness from your inner self cost nothing to give and multiply by sending out never ending ripples of kindness. Your challenge is to step up to give of yourself to do acts of kindness and service to make others' lives happier.

PRACTICE: giving adds meaning to your life. It is about doing little things often, such as saying "hello", smiling and using welcoming body language and voice tones. Remember, from little things, big things grow. When you feel flat, smile and be kind to someone and their positive smiling response will lift your spirits.

Acknowledgement: Diener, Lyubomirsky & Dutton

REFLECTION: describe whether you get more satisfaction from being in control of giving acts of kindness or from receiving them.

What is something new you learned this week about being kind that will help you to grow your best self?

"Never give up on giving." Stephen Post

PRIORITIES / DUE DATES

13 Monday

14 Tuesday

15 Wednesday

16 Thursday

17 Friday

18 Saturday

19 Sunday

RESPECTFUL RELATIONSHIPS

CHALLENGE: Being loyal to your friends may mean choosing between doing what you know is right or doing what you know is wrong. What can you do to take more control of this to be true to yourself?

Acknowledgement: Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

GROWING YOUR KNOWLEDGE

How many parts make up your brain?



THINGS TO DO / WEEK:

JULY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



HEALTHY LEARNING TEAMS



CHALLENGE: cooperatively learning in teams multiplies your creativity as you recognise and appreciate new ideas and outlooks which will grow your abilities. Your challenge is to step up to welcome these opportunities to participate in and contribute to healthy learning teams.

PRACTICE: discuss shared expectations for a well-functioning team, including, valuing all members' input, accepting individual differences, one person to speak at a time, no put downs, having fun and collectively thinking in more intelligent ways using Habits of Mind. Members each choose a role which can include: Organiser, Starter, Recorder, Verifier, Listener, Timer, Coordinator, Finisher and Energiser.

Acknowledgement: Hassed & Sinek

REFLECTION: describe which of the above roles would enable you to feel a sense of control to contribute effectively to a learning team.

What is something new you learned this week about learning in teams that will help you to make your bests better?

"Alone we can do so little, together we can do so much."
Helen Keller

PROBLEM SOLVING

Rabbits

A pair of young rabbits were released on an island with no other rabbits. It takes one month for the rabbits to mature and another month to produce a pair of rabbits.

If they continue to produce a pair a month, the new pairs follow their pattern, and no rabbits die, how many pairs of rabbits will there be in one year?



Answer page 132

PRIORITIES / DUE DATES

20 Monday

21 Tuesday

22 Wednesday

23 Thursday

24 Friday

25 Saturday

26 Sunday

GROWING YOUR KNOWLEDGE

How are earthquakes measured?



THINGS TO DO / WEEK:

JULY 2026

Monday



Tuesday



Wednesday



Thursday



Friday



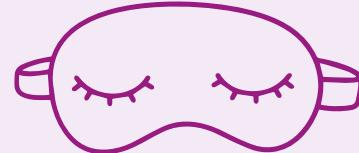
Communication / Comments

Teacher:

Parent / Guardian:



GROWTH THROUGH SLEEP



CHALLENGE: there is no substitute for a deep and uninterrupted sleep to recharge and repair your mind and body for the next day. Your challenge is to step up to make a 9 to 10 hour sleep a priority by being in control of bedtime routines for sleep and screens.

PRACTICE: bedtime routines are things that you are in control of to help you to fall asleep quickly and include, screens off an hour before bed and all night, a shower or bath, reading, journaling what went well and what you are looking forward to, colouring in and deep breathing.

Acknowledgement: Rath & Breus

REFLECTION: describe two bedtime routines you can control to fall asleep quickly.

1.

2.

What is something new you learned this week about sleep that will help you to build your A-game?

"If it is to be it is up to me." William Johnson

PERSEVERANCE WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength

PERSEVERANCE, to grow relationships with your family, friends and school community.



(Perseverance Week worksheet and Perseverance Wellbeing Award are in Individual Resources on learningcurve.com.au)

Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

27 Monday

28 Tuesday

29 Wednesday

30 Thursday

31 Friday

1 Saturday

2 Sunday

GROWING YOUR KNOWLEDGE

How many states can water be in?



Monday

PERSEVERANCE WEEK



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



FIVE Es OF LEARNING



CHALLENGE: this strategy puts you in control by using logical and time-based steps for your working memory to store the information in your long-term memory. Your challenge is to step up to practise using the Five Es for all of your learning tasks to keep on making your bests better.

PRACTICE: follow these steps:

ENGAGE – 2 days, write what you already know about the learning challenge and what it means to you. Put due dates in your phone and forward planner.

EXPLORE – 3 days, be curious to write what areas of the learning challenge interest you and begin collecting information.

EXPLAIN – 5 days, describe how you collected the information, put it under main points, and explain how it relates to what you are learning. Write T.E.E.L. paragraphs about these points.

ELABORATE – 7 days, as a class share and present everything that has been learned. Then give and receive feedback to expand on what you have discovered and identify what else you wish to learn about the learning challenge.

EVALUATE – 9 days, reflect on process of using the Five Es to encode the information for storage in your long-term memory and how it simplified the learning challenge, discuss with family/friends, complete final.

Acknowledgement: McKnight & Kashdan

REFLECTION: describe two positives of using the Five Es which can put you in control of your learning growth.

1.

2.

What is something new you learned this week about the Five Es of Learning that will help you to grow your abilities?

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

PRIORITIES / DUE DATES

3 Monday

4 Tuesday

5 Wednesday

6 Thursday

7 Friday

8 Saturday

9 Sunday

GROWING OUR WORLD

What did Thomas Edison do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

AUGUST 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



SAVOURING THE GOOD



CHALLENGE: enjoying past, present and future good experiences by savouring them, fills you with positive emotions and feelings of gratitude. Your challenge is to step up to be in control of building your A-game by savouring these positives to bring out your inner magic feelings.

PRACTICE: plan enjoyable activities, take photos of events to look at later, journal how you felt at the time and be fully present while a special experience is happening. Savouring keeps your grateful feelings circulating in your mind, heart and gut, which stimulate growth in your personal and academic abilities.

Acknowledgement: Bryant & Veroff

REFLECTION: describe the feelings you experience when you savour the magic of your special times.

What is something new you learned this week about savouring that will help you to grow your best self?

“Ultimately, time is all you have, and the idea isn’t to save it, but to savour it.” Ellen Goodman

PRIORITIES / DUE DATES

10 Monday

11 Tuesday

12 Wednesday

13 Thursday

14 Friday

15 Saturday

16 Sunday

MINDFULNESS COLOURING IN



GROWING YOUR KNOWLEDGE

What are fossils?



THINGS TO DO / WEEK:

AUGUST 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



FULLY ENGAGED



CHALLENGE: flow is a pleasurable state where you are fully engaged in what you are doing and often lose track of time. Your challenge is to step up to ignore the ever-present distraction of your phone and your own thoughts to totally engage with the experience.

PRACTICE: turn off your phone. Tackle a challenge which interests you and requires you to leave your comfort zone to stretch your personal and academic abilities to explore it. When in Flow your bests get better by learning and connecting ideas faster, increasing your attention and multiplying your creativity.

Acknowledgement: Kotler & Csikszentmihalyi

REFLECTION: describe how you could control your attention to enjoy feelings of being in flow.

What is something new you learned this week about flow that will help you to make your bests better?

“Life isn’t a matter of milestones, but of moments.” Rose Kennedy

AGENCY GROWTH

CHALLENGE: The news in the media always seems bad, mad or sad, and you want to read some good news stories every day. What can you do to take more control of this to enjoy more positive good news feelings?

Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

17 Monday

18 Tuesday

19 Wednesday

20 Thursday

21 Friday

22 Saturday

23 Sunday

GROWING YOUR KNOWLEDGE

How many great oceans are there in the world?



THINGS TO DO / WEEK:

AUGUST 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



GROWING FROM FEEDBACK



CHALLENGE: listening with your eyes, ears and heart when giving and receiving feedback enables you to learn from both your and others' understandings of topics. Your challenge is to step up to control your thoughts and not interrupt when sharing with and learning from other people.

PRACTICE: when receiving feedback, appreciate the messages you are hearing, and then consider the ones you will use. When giving feedback, use the sandwich method areas, praise, improvement, praise. Using feedback is a wonderful way for healthy teams to ensure the growth of all member's personal and academic abilities.

Acknowledgement: Ericsson & Anderson

REFLECTION: describe something you want to be in control of growing from receiving feedback and acting on it.

What is something new you learned this week about feedback that will help you to grow your abilities?

"Feedback is the breakfast of champions." Ken Blanchard

MINDFULNESS WORD SEARCH

s	s	n	h	n	n	a	m	y	g	g	h	n	s	v
d	g	e	h	b	l	p	s	p	l	n	a	r	e	y
v	r	l	g	c	t	s	o	o	b	i	n	e	i	z
o	h	u	o	n	h	r	r	b	g	r	d	t	g	m
m	k	h	g	a	e	t	e	u	f	u	l	t	e	o
c	o	r	p	s	n	l	l	s	p	o	e	a	t	s
l	i	p	j	o	r	e	l	a	p	l	x	p	a	a
z	y	s	c	i	g	a	m	a	i	o	d	x	r	f
t	v	g	u	i	q	s	c	h	h	c	n	h	t	e
q	e	s	i	m	q	w	i	j	l	c	o	d	s	m
r	e	p	e	t	i	t	i	o	n	f	n	s	m	g
I	r	l	s	n	o	i	t	a	u	t	i	s	z	p
s	t	r	e	s	s	f	u	l	c	o	p	i	n	g
g	n	i	e	b	l	l	e	w	c	y	a	y	w	f
h	m	p	o	k	s	g	c	h	x	w	u	k	e	i

boost challenges colouring control coping handle happy magic music pattern repetition respond safe situations social strategies stressful wellbeing

PRIORITIES / DUE DATES

24 Monday

25 Tuesday

26 Wednesday

27 Thursday

28 Friday

29 Saturday

30 Sunday

GROWING YOUR KNOWLEDGE

What is the fastest animal on earth?



THINGS TO DO / WEEK:

AUGUST 2026

Monday



Tuesday



Wednesday



Thursday



Friday



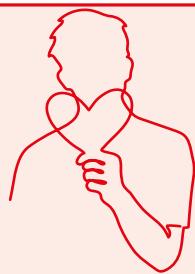
Communication / Comments

Teacher:

Parent / Guardian:



UNTYING EMOTIONAL KNOTS



CHALLENGE: holding grudges and being too proud to say “sorry”, ties emotional knots in your and others’ minds and hearts. Your challenge is to step up to use your strengths to control your emotions and to be prepared to apologise to and forgive others and yourself.

PRACTICE: it takes a lot of emotional energy to hold a grudge, so instead, use it to focus on growing your personal and academic abilities. Forgiving is not excusing what happened but rather getting on with life. Saying “sorry” and asking for forgiveness from others, also relieves both their and your tense feelings.

Acknowledgement: Lyubomirsky and Diener

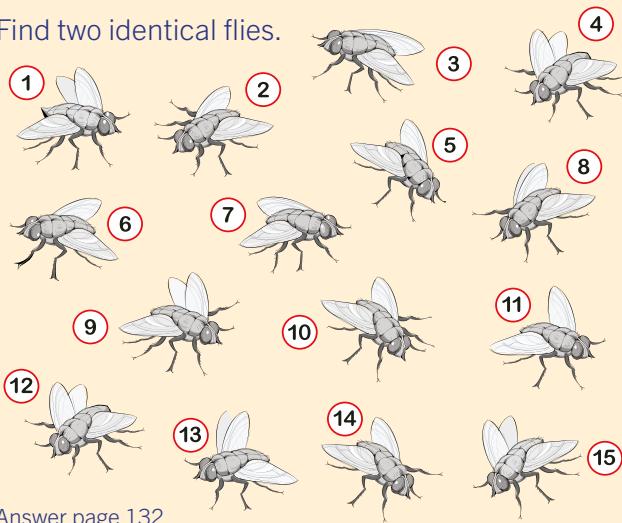
REFLECTION: describe how being strong to forgive someone who upset you can help to build your A-game.

What is something new you learned this week about untying emotional knots that will help you to build your A-game?

“Forgiveness is a virtue of the strong.” Gandhi

MINDFULNESS ACTIVITY

Find two identical flies.



Answer page 132

PRIORITIES / DUE DATES

31 Monday

1 Tuesday

2 Wednesday

3 Thursday

4 Friday

5 Saturday

6 Sunday

GROWING YOUR KNOWLEDGE

What causes earthquakes?



THINGS TO DO / WEEK:

AUGUST / SEPTEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



ACCOMPLISHMENT
+ OPTIMISM

LEARNERSHIP



CHALLENGE: learnership is about mastering how you learn to put you in control as a learner and to then master what you learn. Your challenge is to step up to continually leave your comfort zone to learn better approaches to rewire your brain to keep growing your abilities.

PRACTICE: actively participate in the learning process by paying attention, creating your own questions to answer, and accepting mistakes to guide what you need to learn. Build your agency to believe you have the personal control to explore challenges which stretch your abilities to keep your bests getting better.

Acknowledgement: Anderson & Ericsson

REFLECTION: describe two things about how you learn that you want to control and improve.

1.

2.

What is something new you learned this week about learnership that will help you to grow your abilities?

"I can't change the direction of the wind, but I can adjust my sails." Louisa May Alcott

RESPECTFUL RELATIONSHIPS

CHALLENGE: Your feelings of self-worth are being hurt by another student spreading unkind things about you online. What can you do to take more control of this to ignore it and believe in yourself?

Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

7 Monday

8 Tuesday

9 Wednesday

10 Thursday

11 Friday

12 Saturday

13 Sunday

GROWING YOUR KNOWLEDGE

Daily are there more mobiles sold or babies born?



THINGS TO DO / WEEK:

SEPTEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



MOMENTS WITH NATURE



CHALLENGE: enjoying nature and the outdoors have amazing physical and mental health benefits, such as strengthening your immune system. Your challenge is to step up to prioritise spending time every day exercising and having fun outside surrounded by the beauty of nature.

PRACTICE: breathing in fresh air with nature, enhances memory functioning, reduces anxious thoughts, builds fitness and promotes stronger bone growth from vitamin D through sunlight. Taking in the beauty of nature has a calming effect on your mind, heart and gut and improves your sleeping patterns. Show control by leaving your phone indoors when out in nature.

Acknowledgement: Coley & Kuo

REFLECTION: describe a feeling you experience when you pause to notice and appreciate the beauty of nature.

What is something new you learned this week about being with nature that will help you to grow your best self?

“Those who have a why to live for can bear almost any how.”
Friedrich Nietzsche

TEAMWORK WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength **TEAMWORK**, to grow relationships with your family, friends and school community.

(Teamwork Week worksheet and Teamwork Wellbeing Award are in Individual Resources on learningcurve.com.au)



Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

14 Monday

15 Tuesday

16 Wednesday

17 Thursday

18 Friday

19 Saturday

20 Sunday

GROWING YOUR KNOWLEDGE
Daily what is the most eaten vegetable in the world?



Monday

TEAMWORK WEEK



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



LEARNING GROWTH STRATEGY

REVISING DAILY



CHALLENGE: revising using pattern, repetition and control strengthens your brain pathways and grows your working memory's storage effectiveness. Your challenge is to step up to prioritise revising what you learn in each class for five minutes every night.

PRACTICE: when revising turn off your phone, have low lighting, sit comfortably and reduce noise, especially heavy beat music; your brain's attention can't compete with "loud". Revision is an all the time task, not a sometimes task; revising four times for 15 minutes is more effective than revising once for an hour. Daily, weekly and monthly, revisit what you learned in each of your subjects and create posters of the main points for your bedroom. When you create and answer your own questions about what you have learned, you are providing your working memory with the ideal conditions in which to store the information efficiently in your long-term memory. Do this in the same place and time to create patterns for your brain. The Cornell Process (page 123) of taking notes assists revising because it uses both sides of your brain to enhance how you are learning, which enables you to master how and what you are exploring.

Acknowledgement: Wade & Walsh

REFLECTION: describe what distractions you need to be in control of when choosing to revise every night.

What is something new you learned this week about revising daily that will help you to make your bests better?

"Good, Better, Best, never let it rest, till your good is better and your better, best." David Rees

PRIORITIES / DUE DATES

21 Monday

22 Tuesday

23 Wednesday

24 Thursday

25 Friday

26 Saturday

27 Sunday

GROWING OUR WORLD

What did Howard Florey do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

SEPTEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



POSITIVE EMOTION

+ GRATITUDE

FUN TIMES



CHALLENGE: fun times and laughing releases feel-good brain chemicals and uplifting positive emotions to broaden your attention and build your engagement with the present moment. Your challenge is to step up to create more opportunities to share the bright and light side of life with others daily.

PRACTICE: you are 100% in control of having fun with family and friends and not being glued to your phone. You are hard-wired to be at your best when sharing humour with others. Enjoying fun times with people who matter to you, creates feeling of being valued and calms your moods.

Acknowledgement: McQuaid & Kern

REFLECTION: describe whether you have the control and agency to create more fun times with your family and friends.

What is something new you learned this week about fun and laughter that will help you to build your A-game?

"Those who bring sunshine to the lives of others cannot keep it from themselves." James M Barrie

PROBLEM SOLVING

Slicing Circles

Draw a number of circles. Find the maximum number of pieces the circle can be sliced into with:

- (a) 1 slice
- (b) 2 slices
- (c) 3 slices
- (d) 4 slices

Answer page 132

PRIORITIES / DUE DATES

28 Monday

29 Tuesday

30 Wednesday

1 Thursday

2 Friday

3 Saturday

4 Sunday

GROWING YOUR KNOWLEDGE

What causes a drop of dew to form?



THINGS TO DO / WEEK:

SEPTEMBER / OCTOBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

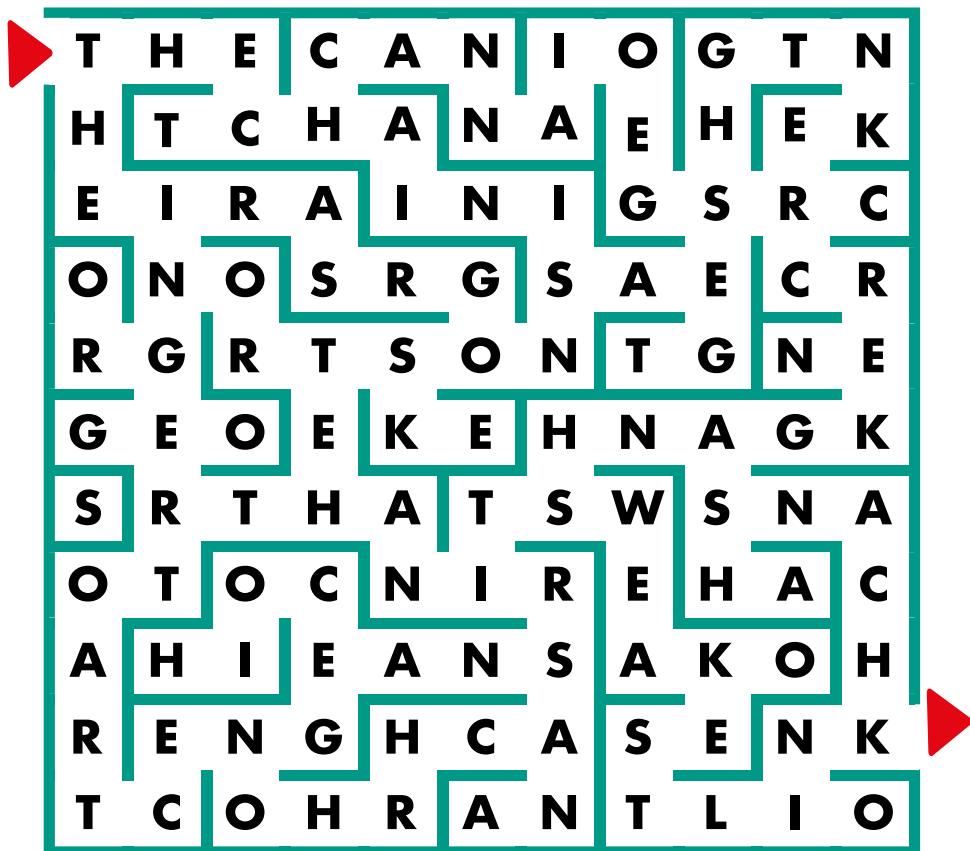
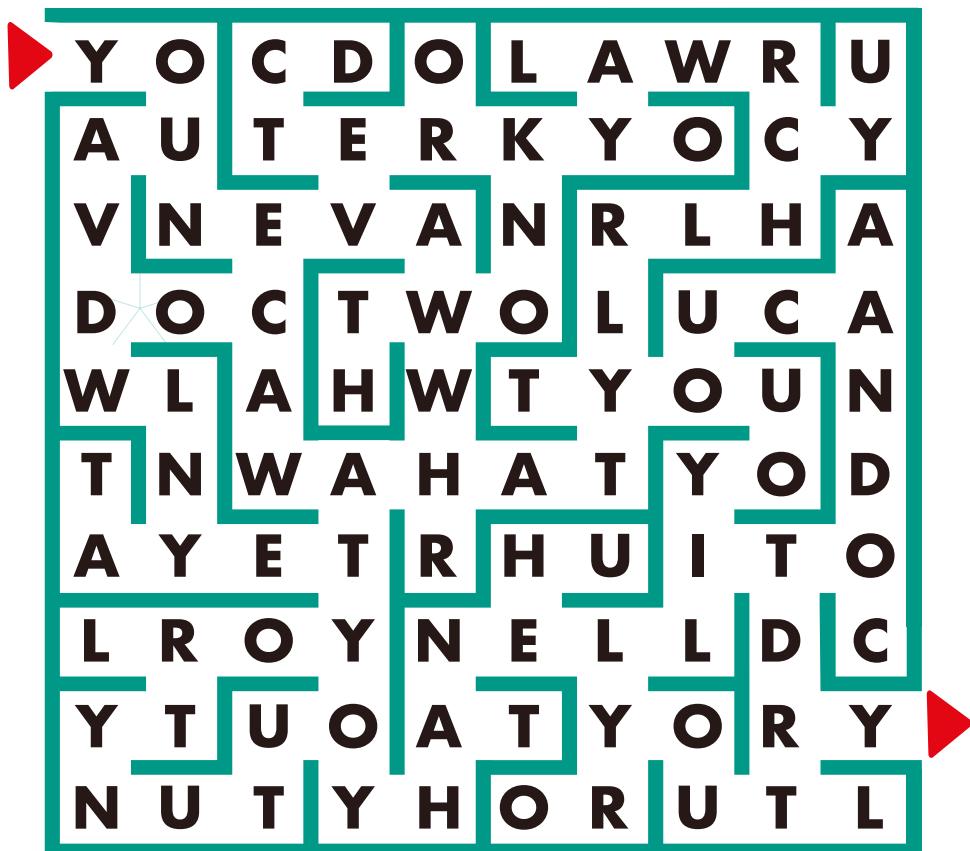
Teacher:

Parent / Guardian:



MINDFULNESS ACTIVITY

Find your way through the mazes to reveal the sayings.



Answer page 132

“Those who bring sunshine to the lives of others cannot keep it from themselves.” James M Barrie

TERM FOUR PERSONAL AND ACADEMIC GROWTH GOALS

CHALLENGE: personal and academic goals give you a purpose to strive for and the control you need to choose harder tasks outside of your comfort zone to grow your abilities. Your challenge is to step up to set three goals this term, one for improving your learning and thinking skills in class, one for building your respectful relationships, and one for what you want to achieve for yourself.

PRACTICE: for each of your goals, think about what you need to learn, who can help you and what strengths will you use. Set goals that are just beyond your current best to stretch yourself, which will cause you to make mistakes, which you can fix by learning new things; this is where your abilities grow. At the end of term complete the reflection for each of your goals.

TERM FOUR LEARNING GOALS

Goal One: About growing my learning and thinking skills in class.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Two: About building and maintaining my healthy friendships.

I will

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

Circle where I am **now** on achieving this goal: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

Goal Three: About what I want 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: By the **end** of Term circle where I can reach:

1 2 3 4 5

1 2 3 4 5

END OF TERM PROGRESS TOWARDS LEARNING GOALS

Goal One: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Two: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

Goal Three: What did I learn about this goal that I am grateful for?

Towards achieving this goal I felt I reached:

1 2 3 4 5

CONTROLLING PROCRASTINATION



CHALLENGE: procrastinating on completing what you need to do, is an obstacle on the pathway to making your bests better. Your challenge is to step up to be self-aware to recognise when this is happening and then focus all of your attention on starting or finishing the task.

PRACTICE: your brain can process 10 bits of data per second, which is one big task, or three simple ones. To overcome procrastination, you need to use all of these bits on the task you have and not waste them on distractions, such as social media on your phone.

Acknowledgement: Pink & Radel

REFLECTION: describe your two most consistent reasons for procrastinating.

1.

2.

What is something new you learned this week about controlling procrastination that will help you to grow your best self?

“The main thing is to make the main thing the main thing.”
Stephen Covey

PRIORITIES / DUE DATES

5 Monday

6 Tuesday

7 Wednesday

8 Thursday

9 Friday

10 Saturday

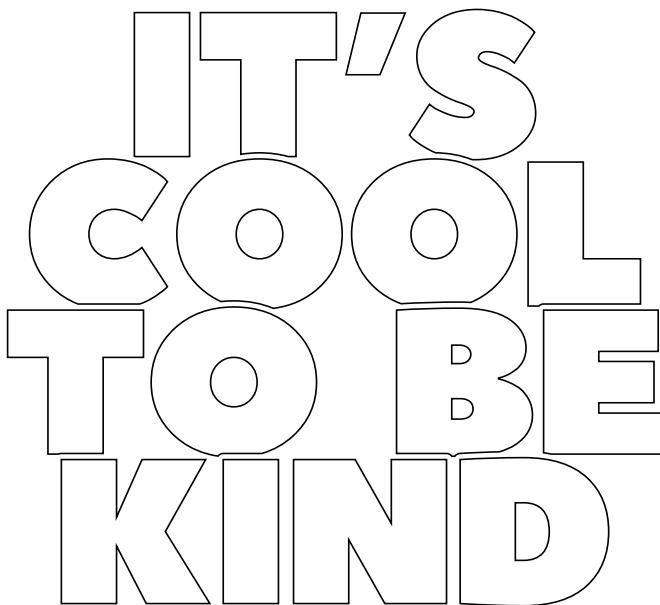
11 Sunday

GROWING YOUR KNOWLEDGE

How long does a dragonfly live for?



MINDFULNESS COLOURING IN



THINGS TO DO / WEEK:

OCTOBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



PLATINUM AND GOLDEN RULES



CHALLENGE: feeling and sharing positive emotions with others often is the greatest influence for you to grow your best self. Your challenge is to step up to practise using both the platinum and golden rules to build your relationships to feel frequent positive emotions.

PRACTICE: Platinum Rule: treat others the way they like to be treated. Golden Rule: treat others the way that you like to be treated. Platinum works well in small groups when you can find out how they like to be treated, whereas Golden works better for larger groups when you can't find out.

Acknowledgement: Alessandra, Rath & Clifton

REFLECTION: describe the main points the platinum and golden rules have in common.

What is something new you learned this week about the golden and platinum rules that will help you to build your A-game?

“The only thing that really matters in life are your relationships with other people.” George Vaillant

PRIORITIES / DUE DATES

12 Monday

13 Tuesday

14 Wednesday

15 Thursday

16 Friday

17 Saturday

18 Sunday

AGENCY GROWTH

CHALLENGE: You know that when you do the Big Five well you feel energised and positive about life. What can you do to take more control of this to prioritise doing all of the Big Five even better?

Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

GROWING YOUR KNOWLEDGE

Why is there a Leap Year every four years?



THINGS TO DO / WEEK:

OCTOBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



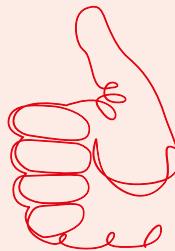
Communication / Comments

Teacher:

Parent / Guardian:



COMMUNICATING POSITIVELY



CHALLENGE: over 90% of what you communicate to people is through your body language and voice tones, while under 10% is through what you actually say. Your challenge is to step up to be self-aware to practise body language you can control to communicate more positively with other people.

PRACTICE: smile, make eye contact, have an open stance, speak quietly, and show others that your intention is to be friendly. Everyone has mirror neurons, which copy the moods and intentions of people they are with, so look up from your phone, and be a person worth copying.

Acknowledgement: Greenfield & Iacoboni

REFLECTION: describe if you feel you can be 100% in control of your body language and voice tones.

What is something new you learned this week about communicating positively that will help you to make your bests better?

“Does the mood in a room lift when you arrive or when you leave?” MW

MINDFULNESS WORD SEARCH

z	n	b	r	e	s	p	e	c	t	f	u	l	p	r
s	b	a	e	l	b	a	t	r	o	f	m	o	c	g
p	s	l	t	c	c	l	d	s	v	k	i	s	n	p
a	r	a	p	e	v	i	x	c	l	n	o	i	b	i
t	e	n	p	a	s	i	m	n	t	r	t	d	y	h
t	v	c	z	m	t	p	a	s	r	s	i	m	c	s
e	i	e	l	b	o	h	u	y	i	f	b	l	x	n
r	e	p	r	c	w	c	w	x	g	g	z	y	x	o
n	w	a	s	u	t	z	e	a	y	h	i	p	s	i
s	i	u	c	r	e	w	o	p	y	j	z	h	z	t
n	n	t	r	s	t	l	e	e	d	s	j	v	p	a
y	g	x	e	q	a	g	n	i	s	i	v	e	r	l
c	u	t	e	n	e	h	t	g	n	e	r	t	s	e
s	f	h	n	v	r	m	w	z	l	b	w	p	c	r
e	q	t	s	m	c	r	o	t	a	t	i	n	g	m

balance
brain
comfortable
compass
create

existing
hips
pathways
patterns
points

power
relationship
respectful
reviewing
revising

rotating
screens
sorry
strengthen
upset

PRIORITIES / DUE DATES

19 Monday

20 Tuesday

21 Wednesday

22 Thursday

23 Friday

24 Saturday

25 Sunday

GROWING YOUR KNOWLEDGE

What causes the tides in oceans?



THINGS TO DO / WEEK:

OCTOBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



ACCOMPLISHMENT
+ OPTIMISM

COPING STRATEGIES



CHALLENGE: coping strategies are activities which help you deal with and control life's ups and downs. Your challenge is to step up to find ones that work for you and practise using them in advance to be ready for when you need to calm yourself.

PRACTICE: some include: Sharing Concerns – asking your trusted champions for help. Exercise – moving to experience feel good brain chemicals. Positive Self-talk – creating I can and I will statements to refocus. Mindfulness – self-calming using mindfulness activities. Caring Breathing – thinking of loved ones while deep breathing. Colouring In – using pattern, repetition and control. Music – moving with rhythm.

Acknowledgement: Hassed & Sinek

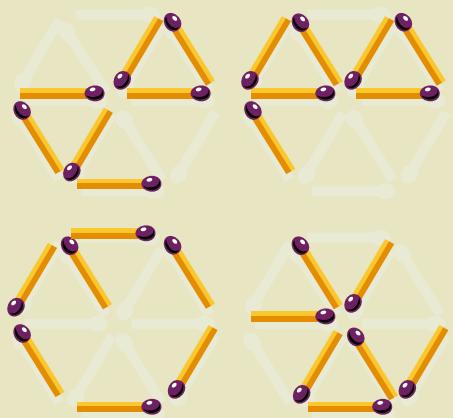
REFLECTION: describe how using coping strategies can put you in control of building your A-game.

What is something new you learned this week about coping strategies that will help you to grow your abilities?

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

MINDFULNESS ACTIVITY

Can you move 2 matchsticks in each pattern so they all become the same?



PRIORITIES / DUE DATES

26 Monday

27 Tuesday

28 Wednesday

29 Thursday

30 Friday

31 Saturday

1 Sunday

GROWING YOUR KNOWLEDGE

How much of your energy does your brain use?



THINGS TO DO / WEEK:

OCTOBER / NOVEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



KIND TO YOURSELF



CHALLENGE: being you is the best thing you have going, and deliberately being kind to yourself every day grows your best self. Your challenge is to step up to know who you are, where you are at, what you want for yourself and that daily self-kindness ties these all together.

PRACTICE: create positive emotions in yourself daily by writing down what you are looking forward to and what you are grateful for. Write a weekly kind **I am** or **I can** mantra as your phone's screensaver to live by, such as, **I am getting better every day.**

Acknowledgement: Neff & McGehee

REFLECTION: describe how being kind to yourself every day can help you to be in control of building your A-game.

What is something new you learned this week about self-kindness that will help you to grow your best self?

“What lies behind us and what lies before us are tiny matters, compared to what lies within us.” Ralph Waldo Emerson

RESPECTFUL RELATIONSHIPS

CHALLENGE: You are worrying about your friendships at school and want these feelings to be temporary and go away. What can you do to take more control of this to enjoy good times with your friends again?

Acknowledgement: 7-8 & 9-10 RRRR Graduate School of Education, University of Melbourne

PRIORITIES / DUE DATES

2 Monday

3 Tuesday

4 Wednesday

5 Thursday

6 Friday

7 Saturday

8 Sunday

GROWING YOUR KNOWLEDGE

What is the Great Pacific Garbage Patch?



THINGS TO DO / WEEK:

NOVEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



RESEARCHING PROCESS



CHALLENGE: following a structured step-by-step research process and Habits of Mind will assist you to create high quality projects. Your challenge is to step up to leave your comfort zone to practise this intelligent process and to think more flexibly.

PRACTICE: follow this effective research process:

Defining: describing the research topic and the aims in your own words, what you already know about it and what it means to you. Breaking it into smaller pieces, creating time targets for each of the steps in your phone and forward planner.

Locating: finding sources of information, such as websites, and asking your library teachers for further resources you can use.

Selecting: gathering data efficiently and asking your teachers to check the accuracy of the information you have collected.

Organising: putting your gathered information under main points, writing a draft and asking your parents and teachers for their feedback. Using their feedback in your final report and reaching an overall judgement about the topic.

Presenting: finishing the project by referencing resources and materials used in a Bibliography.

Evaluating: identifying the steps in the process that require improvement and seeking expert feedback from your teachers to do this.

Acknowledgement: Anderson & Ericsson

REFLECTION: describe whether you feel you have the agency and control to follow this process.

What is something new you learned this week about the research process that will help you to grow your abilities?

"It's funny you know, I find the harder I work, the more luck I have." Woodrow Wilson

PRIORITIES / DUE DATES

9 Monday

10 Tuesday

11 Wednesday

12 Thursday

13 Friday

14 Saturday

15 Sunday

GROWING YOUR KNOWLEDGE

What did William Shakespeare do to contribute to the growth of our world that we should be grateful for?



THINGS TO DO / WEEK:

NOVEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



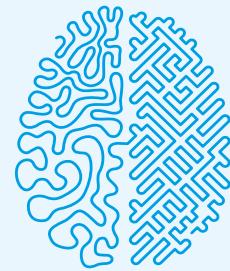
Communication / Comments

Teacher:

Parent / Guardian:



EMOTIONAL CONTROL



CHALLENGE: part of your brain creates your emotions and another part gives you the control as to how strong they are and how long they last. Your challenge is to step up to be self-aware to recognise when you need to take control of your emotions before they affect your clear thinking.

PRACTICE: your brain's prefrontal cortex controls the strength of emotions that your amygdala creates. Know your body's warning signs for when your emotions are in charge of your clear thinking. When you notice these, calm yourself to enable your prefrontal cortex to take back control.

Acknowledgement: Canon & Cherry

REFLECTION: describe how being able to control the strength of your emotions can assist you to keep on improving.

What is something new you learned this week about emotional control that will help you to build your A-game?

"Training your mind to be in the present moment is the number one key to making healthier choices." Susan Albers

CREATIVITY WEEK

This week enjoy making a positive difference to other peoples' lives, by creating activities using the strength **CREATIVITY**, to grow relationships with your family, friends and school community.

(Creativity Week worksheet and Creativity Wellbeing Award are in Individual Resources on learningcurve.com.au)



Acknowledgement: Seligman & Peterson

PRIORITIES / DUE DATES

16 Monday

17 Tuesday

18 Wednesday

19 Thursday

20 Friday

21 Saturday

22 Sunday

GROWING YOUR KNOWLEDGE

How many times daily do most people smile?



Monday

CREATIVITY WEEK



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



THE CONTROL OF SELF-AWARENESS



CHALLENGE: your desire to want to get better is often affected by negative thoughts your brain creates about it being too difficult. Your challenge is to step up to be self-aware of these thoughts to control and change them using I can and I will self-talk into growth mindsets.

PRACTICE: your thoughts can control how you feel which can control how you act. Self-awareness provides the self-control you need to choose to leave your comfort zone to explore challenges that your brain told you were too hard for you. Then, today's bests will become tomorrow's second bests.

Acknowledgement: Ericsson & Dweck

REFLECTION: describe two negative thoughts which hold you back that you need to control.

1.

2.

What is something new you learned this week about self-awareness that will help you to make your bests better?

"Self-awareness boosts your sense of agency to know you can grow your best self." MW

PRIORITIES / DUE DATES

23 Monday

24 Tuesday

25 Wednesday

26 Thursday

27 Friday

28 Saturday

29 Sunday

PROBLEM SOLVING

Banking

A person had a strange way of banking.

On the first day they banked \$1, on the third day \$3, on the fifth day \$5 and so on.

On what day will they bank \$99 and how much will they have saved by then?

Answer page 132

GROWING YOUR KNOWLEDGE

Who invented the telephone?



THINGS TO DO / WEEK:

NOVEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



THE CARE FORMULA



CHALLENGE: the CARE Formula is a simple approach to feeling accepted by and connected to people in your community. Your challenge is to step up to deliberately practise doing each of the steps daily with others to control your ongoing personal and academic growth.

PRACTICE: together these CARE behaviours combine to show in your every thought, word and action that other people matter to you and enjoy feeling connected to them.

C – Communication: be open and honest

A – Achieve: aim for win-win outcomes

R – Respect: believe and show that others matter

E – Expect: give of yourself to grow.

Acknowledgement: Diener, Biswas-Diener & Dutton

REFLECTION: describe how CARE can give you more control over building your A-game.

What is something new you learned this week about the CARE Formula that will help you to grow your best self?

"It's not what you do, but how much love you put into it that matters." Rick Warren

PRIORITIES / DUE DATES

30 Monday

1 Tuesday

2 Wednesday

3 Thursday

4 Friday

5 Saturday

6 Sunday

GROWING YOUR KNOWLEDGE

What are deciduous trees?



MINDFULNESS COLOURING IN



THINGS TO DO / WEEK:

NOVEMBER / DECEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



VALUING DIFFERENCE



CHALLENGE: valuing and accepting individual differences, appreciating others and showing that they matter, give you the control to make a positive difference in your community. Your challenge is to step up to first seek to understand others and then avoid judging them.

PRACTICE: embrace the variety of cultures, customs, disabilities, skills, shapes, sizes, abilities and your own one of a kind differences. The most important point is to believe that every person and group bring their own special something to share that help their communities grow. Expect difference, respect it and welcome it to enable personal growth.

Acknowledgement: Covey & Fredrickson

REFLECTION: describe two special qualities that different cultures bring to your community.

1.

2.

What is something new you learned this week about valuing difference that will help you to build your A-game?

“Understanding advances by steps, not by leaps.” Lord Macaulay

AGENCY GROWTH

CHALLENGE: You know that deliberately practising harder tasks grows your abilities but you don't like making mistakes. What can you do to take more control of this to use mistakes to guide what you need to learn?

PRIORITIES / DUE DATES

7 Monday

8 Tuesday

9 Wednesday

10 Thursday

11 Friday

12 Saturday

13 Sunday

GROWING YOUR KNOWLEDGE

What birds aren't able to fly?



Acknowledgement: 7-8 & 9-10 Building Social-emotional Resilience, Graduate School of Education, University of Melbourne

THINGS TO DO / WEEK:

DECEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:





T.E.E.L. PARAGRAPH PROCESS

CHALLENGE: developing your paragraph writing abilities and thus the quality of your essays, to enable strong academic growth. Your challenge is to step up to practise the T.E.E.L. Paragraph Process to control the improvement in your writing.

PRACTICE: T.E.E.L. stands for: **Title:** first sentence explains what the paragraph is about. **Explanation:** expand on Title sentence with your reasons and arguments. **Evidence:** provide support for your reasons and arguments. For a factual essay, supporting evidence are trends and statistics. For books, supporting evidence are quotes from and references to the book. **Link:** two sentences relating back to Title sentence.

Acknowledgement: Papas & Wade

REFLECTION: describe what you currently do to control the improvement of your paragraph writing.

What is something you learned this week about the T.E.E.L. Process that will help you to grow your abilities?

"Well done is better than well said." Benjamin Franklin

MINDFULNESS WORD SEARCH

q	f	l	j	e	a	j	f	t	c	e	k	f	l	m
f	w	e	s	k	f	r	t	h	o	n	v	o	a	t
y	m	g	m	s	i	o	e	f	j	i	g	e	n	l
s	s	b	u	e	e	c	o	u	r	a	g	e	r	d
t	a	s	n	p	f	n	a	d	g	r	p	y	u	i
p	o	d	e	u	l	g	e	n	e	b	a	e	o	f
h	s	p	b	c	v	p	i	r	n	l	l	o	j	f
o	k	k	k	w	o	k	e	c	a	l	a	f	g	e
n	i	o	n	c	c	r	w	r	i	w	z	y	e	r
e	l	m	q	a	a	d	p	t	f	b	a	v	t	e
i	l	h	l	a	w	j	u	c	v	e	a	l	j	n
o	s	h	b	p	e	o	p	l	e	r	c	y	w	c
n	o	i	t	n	e	t	t	a	b	g	b	t	b	e
e	v	i	t	i	s	o	p	d	e	t	r	a	t	s
p	r	o	c	r	a	s	t	i	n	a	t	e	r	q

attention
awareness
brain
brave
courage

delay
difference
friends
glued
jackpot

journal
lacking
people
perfect
phone

positive
process
procrastinate
skills
started

PRIORITIES / DUE DATES

14 Monday

15 Tuesday

16 Wednesday

17 Thursday

18 Friday

19 Saturday

20 Sunday

GROWING YOUR KNOWLEDGE

What are antibiotics?



THINGS TO DO / WEEK:

DECEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

Parent / Guardian:



DEEP CARING BREATHING



CHALLENGE: deep caring breathing is something you can control that is simple but highly effective in calming yourself down. Your challenge is to step up to recognise when you need to use it to settle yourself and ensure your continued progress towards growing your best self.

PRACTICE: while breathing deeply, say three times quietly: firstly for yourself, I, then for your family, they and then for your friends, they. May I (or) they be well, May I (or) they be happy, May I (or) they be peaceful, May I (or) they let go of anger and sadness.

Acknowledgement: Hofmann, Grossman & Hinton

REFLECTION: describe family and friends who you can think about while breathing this way.

FAMILY

FRIENDS

What is something new you learned this week about deep caring breathing that will help you to make your bests better?

“From a little spark may burst a flame.” Dante Alighieri

MINDFULNESS ACTIVITY

SUDOKU

		9				6	7
9					2	8	
4	6		7	8			
3	2		9	4		7	
7		6	3			2	
1		7	8		4	3	
		8	5		1	6	
5		1				9	
6	7			9			

Answer page 132

PRIORITIES / DUE DATES

21 Monday

22 Tuesday

23 Wednesday

24 Thursday

25 Friday

26 Saturday

27 Sunday

GROWING YOUR KNOWLEDGE

What does gravity do?



THINGS TO DO / WEEK:

DECEMBER 2026

Monday



Tuesday



Wednesday



Thursday



Friday



Communication / Comments

Teacher:

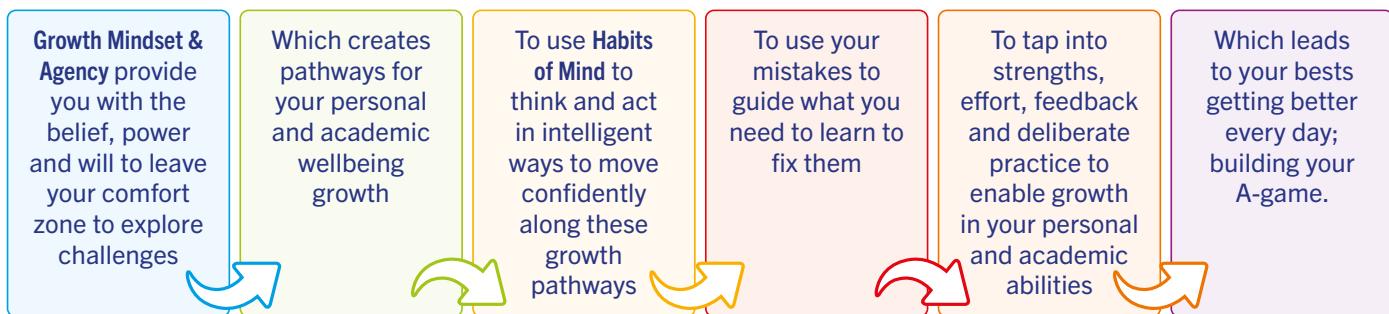
Parent / Guardian:



PERSONAL AND ACADEMIC GROWTH TOOLS

To have control in this process of growing your best self, you will need to learn and practice using the following tools and skills:

- Personal and Academic Growth Tools Index 114
- Personal and Academic Growth Habits 115
- Character Strengths 116
- Character Strengths Wheel 117
- Different Types of Intelligence 118
- Musts and Options Prioritising 119
- Trusted Champions 120
- Connected, Protected and Respected 121
- Revising and Idea Maps 122
- Cornell Notes Process 123
- Emotional Intelligence (EI or EQ) 124&125
- Thinking Before, During and After Class 126
- SQ3R Reading Process 127
- Resilience Skills 128&129
- Multiple Intelligences 130&131
- Answers to Mindfulness Activities and Problem Solving 132
- High Impact Learning Strategies (HILS) 133
- Sample Timetable 134
- Blank Timetable 135
- 2026 Forward Planner 136&137



“It always seems impossible until it's done.” Nelson Mandela

PERSONAL AND ACADEMIC GROWTH HABITS

CHALLENGE: healthy personal and academic growth habits build the power and will in you, called your agency, to believe you can make your bests better. Your challenge is to step up to take control of how you are developing these habits by deliberately practising them.

PRACTICE: write down something that you can control and do to develop each of these personal and academic growth habits in yourself. Habits are things that you can control and do easily and often. Following are good habits to develop.

Growing Personal Habits – your pathways to personal growth

Growing Responsible Habits: owning your thoughts, words and actions to accept consequences for and feedback about them. Listening to and acting on what your mind, heart and gut tell you is right for you to do.

How can controlling how you practise responsible habits lead to you growing personally?

Growing Relationship Habits: controlling your thoughts to value others and yourself, having empathy for their and your own needs and feelings and giving of yourself to add meaning to their and your lives.

How can controlling how you practise relationship habits lead to you growing personally?

Growing Reflective Habits: being self-correcting by setting self-expectations to follow through on and being curious to learn more about who you are and what you are capable of.

How can controlling how you practise reflective habits lead to you growing personally?

Growing Academic Habits - your pathways to academic growth

Growing Resilient Habits: creating opportunities to control how you grow your best self and having the mental toughness and grit to push through setbacks, confusion and frustration.

How can controlling how you practise resilient habits lead to you growing academically?

Growing Resourceful Habits: using Habits of Mind to unlock challenges and problems and being in control to experiment, imagine, visualise, create and evaluate to keep on building your A-game.

How can controlling how you practise resourceful habits lead to you growing academically?

Growing Reliable Habits: being in control to confidently learn alone, to share when learning with others and using your strengths to act positively to do the right thing and do the thing right.

How can controlling how you practise reliable habits can lead to you growing academically?

CHARACTER STRENGTHS

CHALLENGE: character strengths are your personal best ways of doing what you do and you are 100% in control of choosing to use them to grow your best self. Your challenge is to step up to discover your signature strengths, which are your top five ones, by doing the free character strengths youth survey at www.viacharacter.org

PRACTICE: there are 24 strengths and you have your own personal mix of them. Google Tiffany Shlain to watch a great YouTube clip, “Science of Character”, to learn more about them. For each character strength in the table fill in what number they were on the survey.

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

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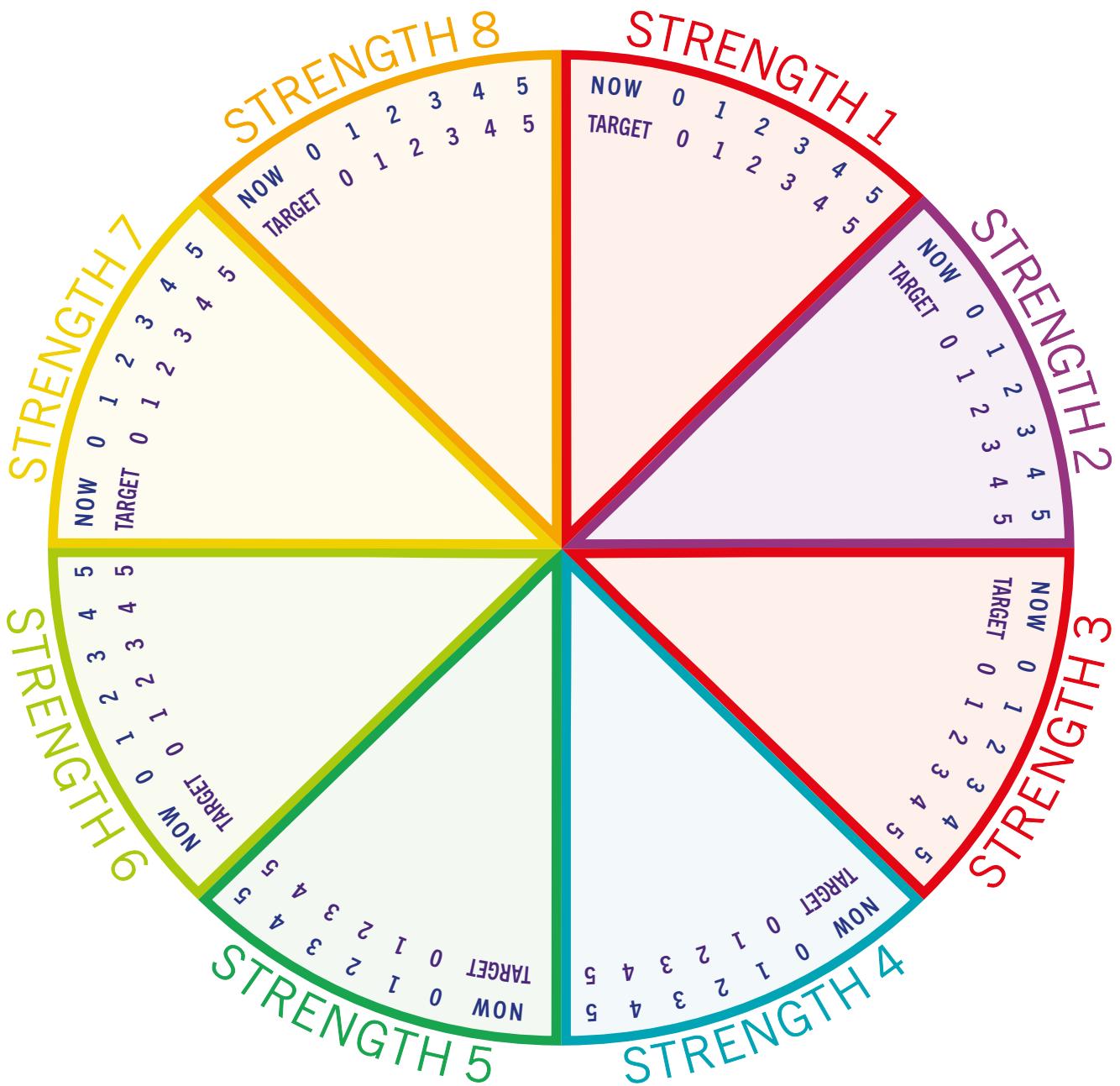
“Just as we don’t realise we are breathing, we often don’t realise we are using our character strengths.” Martin Seligman

CHARACTER STRENGTHS WHEEL

CHALLENGE: looking at a colourful visual diagram of your strengths on your Strengths Wheel often, will keep your self-awareness sharp of when you can be in control to use them. Your challenge is to step up to fill in your top eight strengths in the Strengths Wheel.

PRACTICE: next to each strengths write one thing you could do to use it. For example, Hope could help you to grow your agency to influence things that are important to you. 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



What is something you can do to control how you use your strengths more to make your bests better?

Acknowledgement: Seligman & Peterson

"The task is never greater than the strengths you have within yourself." MW

DIFFERENT TYPES OF INTELLIGENCE

CHALLENGE: you will hear people talk about different types of intelligences and it will benefit you to know what they mean. Your challenge is to step up to develop an understanding of them and how you can best use each of them to build your A-game.

PRACTICE: when you encounter challenges, which you will daily, practise making yourself think “how could IQ, or EI or EQ, or AI or MI.” Being self-aware of these intelligences will build your agency to influence and shape important things for you.

What is Intelligence Quotient (IQ)?

Is a measure of your ability to reason and think, and use information to answer questions and to make predictions.

Acknowledgement: Binet & Simon

What are the benefits of IQ? It generally leads to a more positive life, improved health, better problem solving, broadened attention, enhanced engagement and heightened memory functioning.

What is something you can do to control how you use IQ to grow your best self?

What is Emotional Intelligence (EI or EQ)?

Is your awareness of emotions, how you regulate them, and how you communicate and connect with others.

Acknowledgement: Goleman

What are the benefits of EI or EQ? It leads to better self-awareness and self-regulation, enhanced communication and problem solving, and greater empathy for others' needs and feelings.

What is something you can do to control how you use EI or EQ to grow your best self?

What is Artificial Intelligence (AI)?

Is using computers to perform tasks normally done by people, such as learning, reasoning, making conclusions, decisions and predictions.

Acknowledgement: Newell & Simon

What are the benefits of AI? It leads to increased accuracy, improved processes, faster decision making, reduces human error, performs routine tasks quickly, and is available to use 24/7.

What is something you can do to control how you use AI to grow your best self?

What is Multiple Intelligence (MI)?

Is how your intelligence is made up of eight separate intelligences verbal, logical, naturalistic, musical, inter and intra personal, bodily and spatial.

Acknowledgement: Gardner

What are the benefits of MI? It leads better self-awareness, enhances learning growth, and broadens understanding providing opportunities to tap into character strengths.

What is something you can do to control how you use MI to grow your best self?

MUSTS AND OPTIONS PRIORITISING

CHALLENGE: understanding what are your Must do's and what are your Options and then prioritising when you will complete them puts you in control of doing what you need to do. Your challenge is to step up to fill in the Musts and Options Table to be prepared to create a learning timetable.

PRACTICE: to support your brain's love of looking for patterns, make up the day to day list of your responsibilities, possible timewasters and when you have your "me" time every day. There is a Musts and Options HILS on our website.

MUSTS	OPTIONS
MONDAY	
1	1
2	2
3	3
TUESDAY	
1	1
2	2
3	3
WEDNESDAY	
1	1
2	2
3	3
THURSDAY	
1	1
2	2
3	3
FRIDAY	
1	1
2	2
3	3
SATURDAY	
1	1
2	2
3	3
SUNDAY	
1	1
2	2
3	3

Acknowledgement: Rievich & Shatte

"The key is not to prioritise what's on your schedule, but to schedule your priorities." Stephen Covey

TRUSTED CHAMPIONS

CHALLENGE: everyone at some stage goes through tough times and needs support from people who will always be there for them. Your challenge is to step up to ask four family members or adults you trust to be your Trusted Champions, and to not hesitate in approaching them when you need help.

PRACTICE: share any concerns you have with them and also celebrate good times together; they will never give up on you.

CHAMPION ONE

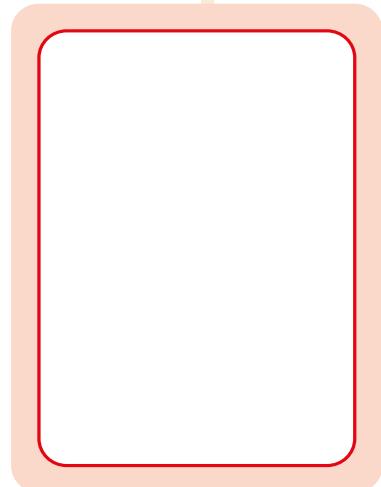
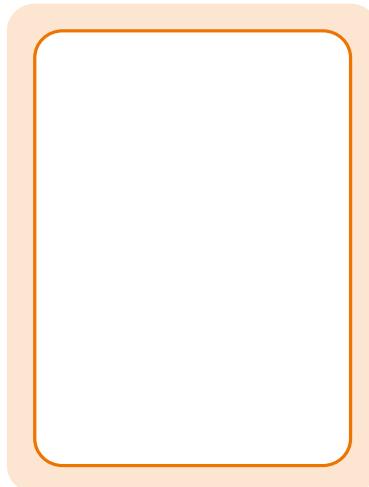
What is a strength that you can use to share your concerns and ask for help?

What is a concern that you currently have that is not getting any better and that you should share?

CHAMPION FOUR

PICTURE OF YOU OR DRAW YOURSELF

CHAMPION TWO



CHAMPION THREE

Which of your Trusted Champions will be best able to support you with your concern?

What will you say to explain the concern and ask for help?

CONNECTED, PROTECTED AND RESPECTED

CHALLENGE: growing your relationships is the most important thing that you can control in the world. Your challenge is to step up to first build your relationship with yourself and know who you are, and then with others and show you value them and that they matter to you.

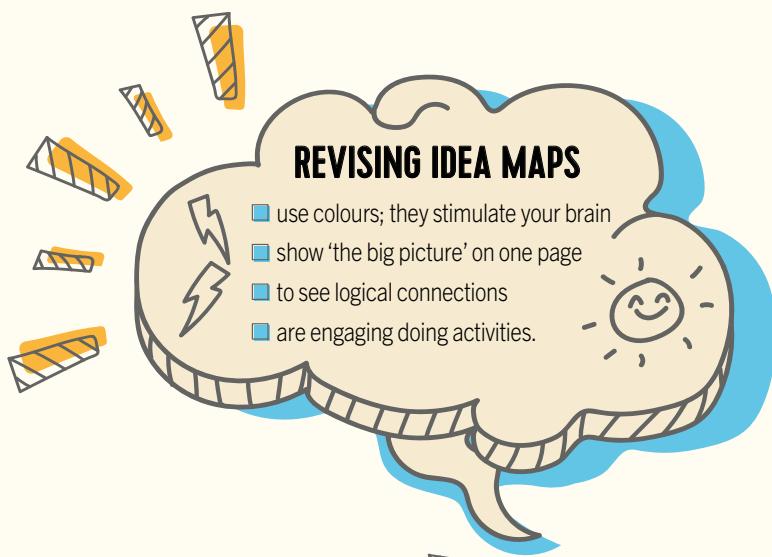
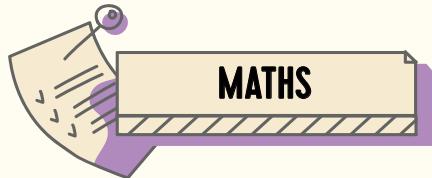
PRACTICE: when with yourself and other people focus on what you can 100% control, including: feeling connected – sharing equally, openly and positively. Feeling protected – being safe emotionally and physically. Feeling respected – showing a valuing that everyone matters.

POSSIBLE RELATIONSHIP SITUATIONS	WHAT CAN YOU CONTROL FOR EACH OF THESE?
What happens when people don't show empathy for others?	
Which Habits of Mind are important to use when building relationships?	
What can you do when you feel unsafe when with others?	
How can active constructive responding (ACR) influence relationships?	
What can you do when someone you meet shows you no respect?	
What type of body language shows you feel connected, protected and respected?	
What is a situation with your friends that you need to learn how to control better?	
How can leaving your comfort zone to smile more and build new relationships?	

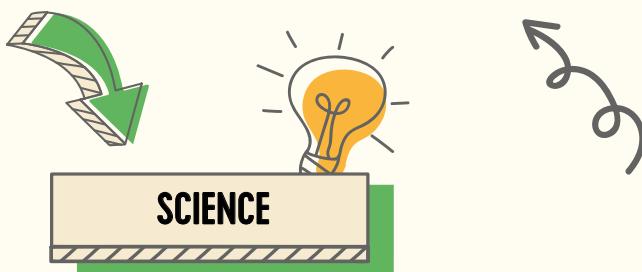
REVISING AND IDEA MAPS

CHALLENGE: you use both sides of your brain when creating your own Idea Maps, which are powerful in growing your visual memory. Your challenge is to step up to take control to use them when revising your subjects to encode the information to store it in your long-term memory.

PRACTICE: to connect what you are learning to what you already know, start with a key word, concept about the topic in the centre of the page in a balloon. From the centre create a series of branches with balloons on their ends and then put things that are important to you in each balloon. These are your own personal interpretations. Smaller balloons may come off the branches or branches may connect themselves. Following are different revising strategies for different subjects and an example of an idea map.



- plan activities, assignments, timelines
- set out methods for solving problems
- breaking down an issue into achievable bits
- summarise information into logical groupings for yourself
- think laterally outside the square.



CORNELL NOTES PROCESS

CHALLENGE: the Cornell Notes Process assists your working memory to use both sides of your brain when taking notes in class, and this builds faster brain pathways to encode and store what you learn more effectively in your long-term memory. Your challenge is to step up, take control, and focus on taking notes in class this way.

PRACTICE: rule up your page the Cornell way, and practise writing down your thoughts and questions you may have in the correct sections. Then at home each night, answer your questions. Cornell increases your control of how you learn by reducing the cognitive load on your working memory.

CUES & QUESTIONS	NOTE TAKING
<p>5cm</p> <p>DURING CLASS</p> <ul style="list-style-type: none">~ How does it connect to what you already know?~ What questions do you have?~ Draw diagrams & idea maps <p>SOON AFTER CLASS</p> <ul style="list-style-type: none">~ Review note taking column and write down main points and ideas~ Words used and their meanings	<p>~ Use points, not sentences</p> <p>Main ideas</p> <ul style="list-style-type: none">~ Use your own words to rephrase what your teacher says~ Note points teacher repeats or emphasises~ Use your own abbreviations and symbols~ Leave a line between ideas~ Write down examples, quotes and details
<p>SUMMARY</p> <p>AT HOME</p> <ul style="list-style-type: none">~ Not looking at your notes, attempt to answer your questions from class~ Read over your notes for five minutes in each subject~ Focus on highlighting main points, ideas and facts~ Enter these in an interactive thinking tool from the website for your visual memory	5cm

EMOTIONAL INTELLIGENCE (EI OR EQ)

CHALLENGE: having well developed Emotional Intelligence is an ability that enables you to understand, be aware of and control your emotions in differing situations and recognise those of others. Your challenge is to step up and deliberately use each of the following skills that make up your emotional Intelligence to grow them in yourself.

PRACTICE: your Emotional Intelligence is made up of five main skills which each have a number of contributing parts. They are: Self-Awareness, Self-Regulation, Self-Motivation, Empathy and Social Skills.

SELF-AWARENESS: enables you to have fun, understand how you fit in and how others see you as a person.

It includes the skills:

- › Being aware of your emotions: monitoring how your thoughts affect how you feel and how you feel affects how you act. What is something you can do to be in control of this more?

- › Being aware of your strengths: knowing your strengths, how skilled you are at using them and areas you are limited in that you need to focus on growing. What is something you can do to be in control of this more?

- › Being confident in your capabilities: understanding what you can do well and also what you can't do so well. What is something you can do to be in control of this more?

- › Being assertive: speaking up to say how you feel, what concerns you and what you want to happen. What is something you can do to be in control of this more?

- › Being in the present and mindful: being connected to yourself in the present moment and paying your full attention. What is something you can do to be in control of this more?

Tips for building self-awareness: seek feedback, set self-expectations and goals, use your strengths, daily journal what went well and what you looking forward to, control your attention and reduce social media.

SELF-REGULATION: enables you to know the right place and time to share your emotions to adapt well to change.

It includes the skills:

- › Being able to control your impulses: thinking before you speak or act, and reducing your impatience and overreactions. What is something you can do to be in control of this more?

- › Being independent and adaptable in your thinking: making well thought out decisions on your own. What is something you can do to be in control of this more?

Tips for building self-regulation: accept your full range of emotions, use positive self-talk to contest unhelpful negative thoughts, choose to explore challenges to enjoy growing your best self.

EMOTIONAL INTELLIGENCE (EI OR EQ)

SELF-MOTIVATION: enables you seek personal fulfilment by continually growing your best self and achieving goals.

It includes the skills:

- › Being able to maintain your attention: staying focused on the day by day journey towards achieving your goals. What is something you can do to be in control of this more?
- › Being hopeful and optimistic: living a growth mindset and having a sense of agency to grow your best self. What is something you can do to be in control of this more?
- › Being imaginative and creative: showing the initiative to welcome and embrace new ideas and approaches. What is something you can do to be in control of this more?

Tips to build self-motivation: set growth goals, avoiding social media comparisons, celebrate the good things and do things that reward and build your best self.

EMPATHY: enables you to recognise other people's emotions and understand why they are feeling them. It includes the skills:

- › Being able to sense other's emotions: understanding and appreciating the feelings and needs of other people. What is something you can do to be in control of this more?
- › Being able to develop others: recognising ways in which you can help other people to develop their abilities. What is something you can do to be in control of this more?

Tips for building empathy: share your feelings, imagine others' emotions, listen without judgement, and seek to understand before reacting.

SOCIAL SKILLS: enables you to put your understanding of emotions into practice to build meaningful relationships.

It includes the skills:

- › Being able to actively listen: listening with your eyes, your ears and your heart and asking "tell me more." What is something you can do to be in control of this more?
- › Being able to use non-verbal communication: sending and receiving body language to be friendly and welcoming. What is something you can do to be in control of this more?
- › Being able sort out problems: being perceptive and receptive to seek to understand the views of others. What is something you can do to be in control of this more?

Tips for building social skills: Make eye contact, ask open-ended questions, show interest by saying "Tell me more," and practice friendly body language.

THINKING BEFORE, DURING AND AFTER CLASS

CHALLENGE: concentrating on controlling how you think before, during, and after class will reduce the load on your working memory so it can encode and store what you learn in your long-term memory efficiently. Your challenge is to step up to take control of your attention to think in these ways.

PRACTICE: before class, think about what you already know about what will be taught. During the lesson, apply what you are learning to new situations, and after class, think about how you can use what you learned to grow your personal and academic abilities further. Controlling the levels and depth of how you think before, during, and after class will deepen your understandings.

BEFORE CLASS

Level of thinking	What does it mean?	What you do	Ideas to think about
REMEMBERING [Knowledge]	Being aware of what you already know and need to know.	Collect, List, Graph, Remember, Retrieve	What data you need to...? How will I find the information?
UNDERSTANDING [Comprehension]	Understanding what the issue is and the different parts of it.	Describe, Discuss, Explain, Interpret	Making a summary of... Explain in your own words...

When you are about to go to class, what can you do to control that you will think this way to grow your best self?

DURING CLASS

Level of thinking	What does it mean?	What you do	Ideas to think about
APPLYING [Application]	Applying and adapting what you have learnt to new situations.	Modify, Adapt, Apply, Show	Describe how you would... Modify the process to...
ANALYSING [Analysis]	Looking for “what ifs”, patterns and connections between the parts.	Relate, Identify, Interpret, Compare	Why did this happen? How does this impact on...?

When you are in class, what can you do to control that you will think this way to grow your best self?

AFTER CLASS

Level of thinking	What does it mean?	What you do	Ideas to think about
EVALUATING [Synthesis]	Using evidence to weigh up ideas, solutions and make judgements.	Justify, Assess, Judge, Conclude	Why is this idea better than...? Judge the merit of...
DESIGNING [Creation]	Create new ideas and connections from what you learned.	Invent, Forecast, Predict, Create	Predict what might happen if... Create a solution to...

After class when you arrive home, how will thinking this way help you to increase your abilities?

Acknowledgement: Benjamin Bloom & Lorin Anderson

“With self-discipline most anything is possible.” Theodore Roosevelt

SQ3R READING PROCESS

CHALLENGE: the SQ3R method is an effective reading and comprehension process that reduces the cognitive load on your working memory to encode and store what you learn in your long-term memory. Your challenge is to step up to practise using it when you are reading to grow your abilities.

PRACTICE: go through each step of the SQ3R process when exploring a reading challenge to take control of learning and remembering more effectively.

S = Survey: to skim through the information to gain an idea of what it's about.

- › Steps: Look at the index, headings, diagrams, and images. Read the introduction or first paragraph in each chapter. Read the first sentence of the other paragraphs. Read the last paragraph of each chapter.

For a reading challenge, how can doing this make you feel in control of it?

Q = Question: to create your own questions and a purpose to learn more about it.

- › Steps: Change headings into questions and read with a purpose to answer them. Look at the end of each chapter for questions to answer. Explore your teacher's questions.

For a reading challenge, how can doing this make you more curious to answer your questions?

R = Read: to read in an engaged way to discover answers to your questions, which is stimulating.

- › Steps: Read to answer questions because you have a purpose. Have a pen in your hand to jot down, underline or highlight notes and key ideas.

For a reading challenge, how can doing this make you feel in control of finding the answers to your questions?

R = Recite: to summarise the information in your own words and say it to yourself.

- › Steps: Recite your answers aloud to yourself without looking at your notes to help your working memory. Record your answers on your phone and listen to them.

For a reading challenge, how can doing this make you feel in control of understanding your answers?

R = Review: to revisit your notes, questions and answers to embed them in your long-term memory.

- › Steps: Review your answers daily and weekly to strengthen your memory and brain pathways. Read back over your key ideas and sections that you underlined or highlighted.

For a reading challenge, how can doing this make you feel in control, embedding the information?

RESILIENCE SKILLS

CHALLENGE: these resilience skills will raise your self-awareness to control how you respond to challenges which will create pathways for personal and academic growth. Your challenge is to step up to develop them as keystone habits in yourself.

PRACTICE: no one is born with these resilience skills. You have a choice to consciously look for opportunities to apply and practise using them to give you control to respond well to challenges.

Optimism and hope: building your confidence to believe you have the agency to influence what happens in your life.

What is something important to you that you want to influence or make happen?

Tip to develop this: focus on your goals and write down new ones every term.

Controlling emotions: building your self-awareness of the warning signs of your emotions, strengthening and controlling them.

What are your emotional warning signs and situations that trigger them?

Tip to develop this: on an outline of your body draw your emotional warning signs.

Impulse control: building your self-awareness to notice when you are about to speak or act without first thinking.

What are situations where you need to be more aware of controlling your impulses?

Tip to develop this: practise coping strategies where you need to pause, such as, self-talk and colouring in.

Thinking flexibly: building your ability to change the way that you think for different challenges using Habits of Mind.

What are challenges where you need to be in control to pause and use the Habits of Mind?

Tip to develop this: practise using Habits of Mind in your thinking every day.

RESILIENCE SKILLS

Being resilient doesn't just happen as you get older, you have to work at it. Being in control to use these skills will enable you to create pathways to experience personal and academic growth to build your A-game.

Empathy: building your self-awareness to show that other peoples' needs and feelings matter to you consistently.

What can you do to be in control and show that you value others?

Tip to develop this: look for opportunities to be kind and considerate to people.

Self-belief: building your agency to believe you have the power to trust yourself to be reliable, open, confident and kind.

What can you say and do every day to build your agency?

Tip to develop this: create positive "I am.." screen savers for your mobile.

Connecting with others: building your sense of belonging and connection with others to enjoy respectful relationships.

What groups do you feel that you belong to and can seek help from?

Tip to develop this: use welcoming body language and smiling when with people.

What is a challenge you currently have? Which of these resilience skills could help you explore it to grow your best self?

Acknowledgement: Rievich & Shatte

"You were given this life because you are strong enough to live it." Ain Eineziz

MULTIPLE INTELLIGENCES

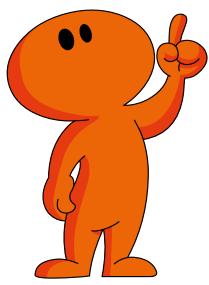
CHALLENGE: Multiple Intelligences are a set of eight intelligences which you have your own special mix of, just like your character strengths. Your challenge is to step up to leave your comfort zone to practise using all eight of them to learn and think in better ways to grow your abilities.

PRACTICE: in class or at home, be creative and in control to use Multiple Intelligences to approach and present what you have learnt, in more intelligent ways, eg, HILSSs, role plays, Canva, drawing, debates, thinking tools, flowcharts, idea maps, and many more.

Verbal/Linguistic Intelligence

Circle the words that you feel confident about and enjoy doing.

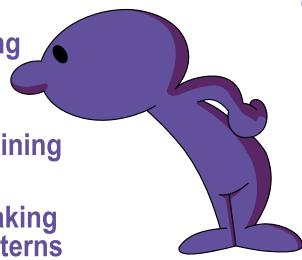
writing
reading
debating
writing letters
making a speech
reading books
telling jokes
speaking
story-telling
listening
describing
doing crosswords, sudoku, word games



Visual/Spatial Intelligence

Circle the words that you feel confident about and enjoy doing.

creating artwork
painting
drawing
imagining
making patterns
arranging items in order
combining colours
doing jigsaws
colouring in
daydreaming
reading maps
locating and finding things and places



Mathematical/Logical Intelligence

Circle the words that you feel confident about and enjoy doing.

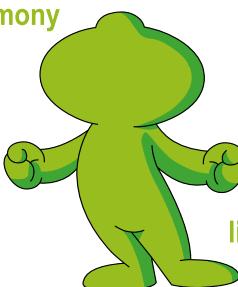
reasoning
connecting ideas
using numbers
problem solving
using a timetable
planning
making logical step-by-step processes
organising
making flowcharts
creating a 'things to do' list



Musical/Rhythmic Intelligence

Circle the words that you feel confident about and enjoy doing.

dancing
singing harmony
singing
playing an instrument
understanding sound, pitch and key
singing karaoke
humming tunes
writing down words of songs
listening to music
moving with rhythm



Intelligence

What Is Something That I Will Try For Each Intelligence

Verbal/Linguistic

Visual/Spatial

Mathematical/Logical

Musical/Rhythmic

MULTIPLE INTELLIGENCES

Physical/Kinaesthetic Intelligence

Circle the words that you feel confident about and enjoy doing.

being hands-on

building

dancing

acting

understand by doing things



being coordinated

climbing

learn by applying

role-playing

doing sports and exercise

moving and being active

Intrapersonal Intelligence

Circle the words that you feel confident about and enjoy doing.

being self-motivated

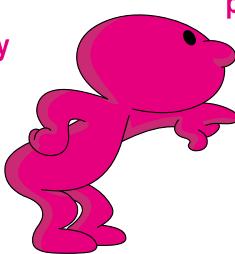
persisting

enjoying my own company

handling peer pressure

thinking

understanding my own feelings and moods



planning events

setting goals

thinking

learning independently

being self-confident

Interpersonal Intelligence

Circle the words that you feel confident about and enjoy doing.

leading

caring for others

enjoy coaching and teaching

helping sort out problems

teamwork

being there for others

cooperating

helping people

negotiating

being good at listening

organising activities

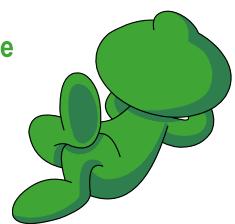


Naturalistic Intelligence

Circle the words that you feel confident about and enjoy doing.

recognising plants and animals

gardening and growing vegetables



watching and listening to bird life

being at peace with nature

camping

caring for pets

fishing

respecting the environment

disliking litter and pollution

Intelligence	What Is Something That I Will Try For Each Intelligence
Physical/Kinaesthetic	
Intrapersonal	
Interpersonal	
Naturalistic	

My strongest intelligence is:

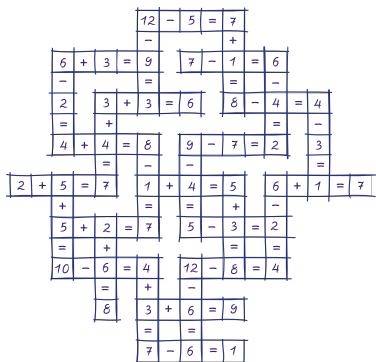


Acknowledgement: Howard Gardner

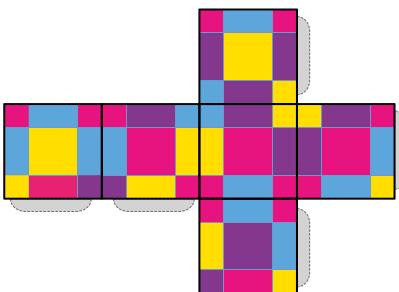
“The real voyage of discovery consists not in seeing new landscapes, but in having new eyes.” Marcel Proust

ANSWERS TO MINDFULNESS ACTIVITIES & PROBLEM SOLVING

Maths crossword puzzle – page 10



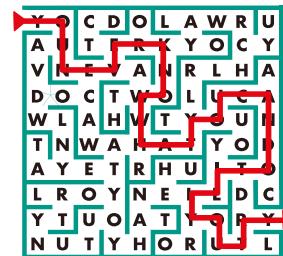
Colour in to match cubes – page 44



Circle slices – page 86

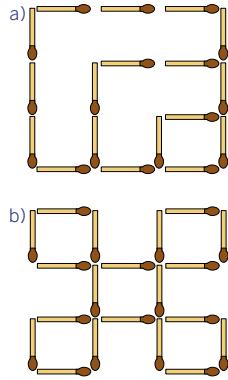
- (a) 2
- (b) 4
- (c) 7
- (d) 12

Find the way through the mazes to reveal sayings – page 88

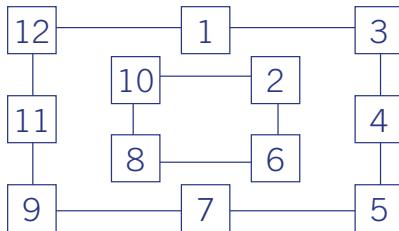


YOU NEVER KNOW WHAT YOU CAN DO TILL YOU TRY

Moving matches – page 14



Arranging Numbers – page 48



Find the right word by colour – page 60

RED, BLUE, BLACK, GREEN, YELLOW, BROWN, PURPLE, YELLOW, PURPLE, RED, BLUE, GREEN, BROWN, BLACK, BLUE, GREEN, YELLOW, RED, BROWN, BLACK, YELLOW, RED, PURPLE, BROWN, BLUE, YELLOW, BLUE, GREEN, BLACK, BROWN, BLACK, YELLOW, PURPLE, BROWN, PURPLE, BLUE, GREEN, RED, YELLOW, BLACK, BROWN, PURPLE, BLACK, PURPLE, YELLOW, RED, BROWN, YELLOW, PURPLE, YELLOW, RED, BROWN, BLACK, YELLOW, PURPLE, BROWN, BLUE, BROWN, RED, PURPLE, YELLOW, PURPLE, BROWN, BLACK, BLUE, GREEN, YELLOW, BLACK, BLUE, PURPLE, BLACK, PURPLE, BROWN, YELLOW, RED, BLACK, BROWN, BLUE, YELLOW, PURPLE, BROWN, BLUE, GREEN, RED.

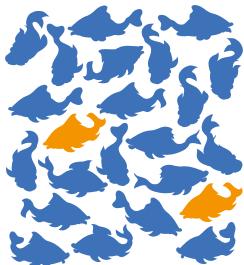
Find two identical keys – page 26



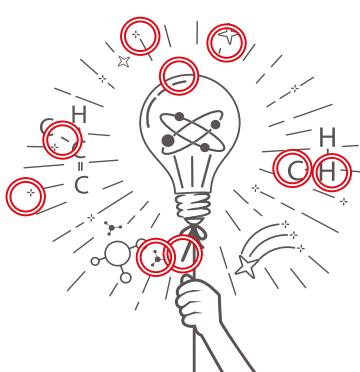
Painted Surfaces – page 30

- a) 0 faces painted = 0
- 1 face painted = 0
- 2 faces painted = 16
- 3 faces painted = 32
- b) Total surface area = 128 square units

Find two identical fish – page 36



Find 9 differences – page 62



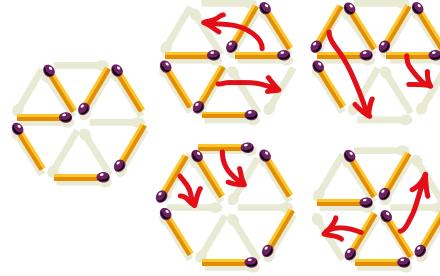
Rabbits – page 66

233

Find two identical flies – page 78

4 12

Move 2 matchsticks – page 96



Banking – page 104

99th day
\$2,500

Sudoku – page 112

8	3	5	9	2	1	4	6	7
1	9	7	4	6	5	2	3	8
4	6	2	3	7	8	1	5	9
3	2	8	5	9	4	6	7	1
7	5	4	6	1	3	9	8	2
9	1	6	7	8	2	5	4	3
2	4	9	8	5	7	3	1	6
5	8	1	2	3	6	7	9	4
6	7	3	1	4	9	8	2	5

HIGH IMPACT LEARNING STRATEGIES (HILS)

CHALLENGE: HILSs are structured and logical strategies to develop the art of learning in you to help you master how you learn. Your challenge is to step up to use your agency to leave your comfort zone to use them to explore challenges and to create pathways to you make your bests better.

PRACTICE: on the website learningcurve.com.au there are many HILSs for you to choose from to explore challenges in more intelligent ways. 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.

CONNECT, EXTEND, CHALLENGE, SHARE



HIGH IMPACT LEARNING STRATEGY

Learning Mastery Purpose: to logically explore your thoughts while learning about a challenge or after completing it by reflecting how you connected with it, how it extended your curiosity in new directions and what you needed to and wanted to learn more about it.

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 Connect section, reflect on how what you are learning about or have learned about the challenge connects to what you already know about it. Making connections to prior knowledge really simplifies the difficulty of the challenge for you. Is this challenge taking you out of your comfort zone? An excellent strategy to use, is to allocate a space on each of the classroom walls for you and your classmates to stick post it notes for each of the Connect, Extend, Challenge and Share sections.

Extraneous Load: reducing the distractions while learning about the challenge: in the Extend section, reflect on how any new ideas that you are learning or have learned have extended your understandings of the challenge in new directions; your abilities are growing. Are they creative, interesting, puzzling or something that you enjoyed discovering? Has your attention been broadened and your engagement been increased to ignore class distractions?

Germane Load: increasing the storage of learnt information about the challenge: in the Challenge section, reflect on what you still want to learn about the challenge and any questions that you want answered? In the Share section, as a class answer any remaining questions and further aspects about the challenge that you want to explore. This process enables your working memory to encode how you can actually apply what you learned to store it efficiently in your long term memory.

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

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?

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.

CONNECT

EXTEND

CHALLENGE

SHARE

TheLearningCurve™
Personal, Vocational & Academic Growth Program

“Curiosity is the engine of achievement.” Sir Ken Robinson

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.					
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

SAMPLE: YEAR 7 - 10 x 30 MINUTE SESSIONS, YEAR 8 - 14 x 30 MINUTE SESSIONS, YEAR 9 - 12 x 45 MINUTE SESSIONS, YEAR 10 - 14 x 45 MINUTE SESSIONS

BLANK TIMETABLE

	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?

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	

“It's natural to have butterflies, get them flying properly.” Saying

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

“Everything you can imagine is real.” Pablo Picasso

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
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.

“What you get by achieving your goals is not as important as what you become by achieving your goals.” David Thoreau

CALENDARS

2026

JANUARY							FEBRUARY							MARCH							APRIL								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
			1	2	3	4				1		30	31			1		1	2	3	4	5							
5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8	6	7	8	9	10	11	12		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15	13	14	15	16	17	18	19		
19	20	21	22	23	24	25	16	17	18	19	20	21	22	16	17	18	19	20	21	22	20	21	22	23	24	25	26		
26	27	28	29	30	31		23	24	25	26	27	28	29	23	24	25	26	27	28	29	27	28	29	30					
MAY							JUNE							JULY							AUGUST								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
			1	2	3		1	2	3	4	5	6	7		1	2	3	4	5		31				1	2			
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16		
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23		
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30		
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
	1	2	3	4	5	6		1	2	3	4	30			1		1	2	3	4	5	6	1	2	3	4	5	6	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13		
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20		
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27		
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31					

2027

JANUARY							FEBRUARY							MARCH							APRIL								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
			1	2	3		1	2	3	4	5	6	7	1	2	3	4	5	6	7	5	6	7	8	9	10	11		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	12	13	14	15	16	17	18		
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	19	20	21	22	23	24	25		
25	26	27	28	29	30									29	30	31					26	27	28	29	30				
MAY							JUNE							JULY							AUGUST								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
31			1	2			1	2	3	4	5	6	6		1	2	3	4	30	31				1					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22		
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29		
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER								
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
	1	2	3	4	5			1	2	3	4	5	6	7	1	2	3	4	5	6	7		1	2	3	4	5		
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12		
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19		
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26		
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31				

"Everything in life that we really accept undergoes a change." Katherine Mansfield

UNIFORM PASS

“Your life is what your thoughts make it.” Marcus Aurelius

OUT OF CLASS PERMISSION FORM

“Write to be understood, speak to be heard, read to grow.” Lawrence Clark Powell

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.

"To make headway, improve your head." B.C. Forbes

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.

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.

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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.

email: sales@learningcurve.com.au



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"Destiny is not a matter of chance, it is a matter of choice." William Jennings Bryan



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