



Teaching and Learning Policy

Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person.

Background

Edmund Rice Education Australia – Victorian Schools Limited (EREA-VSL), as St Patrick's College's governing authority, sets the policy framework for all EREA-VSL schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students*.

*Student includes any person enrolled in the College, either as a day pupil or as a boarder.

St Patrick's College

As a Catholic school, St Patrick's College aims to ensure the optimal development of the whole person – spiritual, intellectual, cultural, physical and social – taking our inspiration from Jesus, who calls us into the *fullness of life* (John 10:10) and from the charism of Blessed Edmund Rice. Excellence in education for all boys in a nurturing Catholic community in the spirit of Edmund Rice (2006 – 2010) is an integral component of the vision of the College.

Policy

Informed by a range of current research, St Patrick's College aims to reflect best practice in teaching and learning. An inclusive enrolment policy commits the College to providing engaging curriculum and appropriate resources to meet a wide range of student interests and needs.

This Teaching and Learning Policy informs the following policies:

- Student Learning Outcomes (Secondary);
- Monitoring Student Performance ;
- Student Records and Results (Senior Secondary) ;
- Curriculum Framework Policy (Senior Secondary).

Guidelines

Teaching and learning programs at St Patrick's College will foster:

- Spiritual and personal development demonstrated through mutually respectful relationships;
- A sense of community and connectedness;

- Teachers and students working together in planning, organising, implementing and evaluating learning experiences;
- The development of resilient and resourceful learners with a love of learning;
- A broad range of “intelligences”, including interpersonal, intrapersonal and cultural intelligence;
- Intellectual challenge and Academic Rigour;
- The development of knowledge, skills and understanding – using a range of strategies and building on individual needs, including the provision of extension/modified activities;
- An emphasis on thinking skills and digital literacy skills;
- Incorporating strategies for educating boys, particularly experiential, sensory and brain-based learning;
- Literacy and numeracy as key priorities across all areas of learning;
- The incorporation of relevant information communication technology;
- Effective measuring of and communicating of student progress;
- Effective transition processes and pathways for all students.

Status of Policy

This policy has been downloaded from CompliSpace, is endorsed by EREA-VSL and is reviewed annually.

Policy owner	St Patrick’s College - Ballarat
Approving authority	Principal
Approval date	June 2022
Risk rating	HIGH
Date of next review	June 2024
Publication details	School website

POLICY DATABASE INFORMATION	
Assigned TERA Board Framework	Child Safety
Related policies	Assessment and Reporting Policy Curriculum Framework (Senior Secondary) Policy Homework Policy School Based Assessment Policy Teaching and Learning Policy VCE Pathways and Acceleration Policy
Superseded documents	Replaces previous policy for MO870