



CATHOLIC EDUCATION
WESTERN AUSTRALIA

Parent Workshop 2019

Prayer



Let us pray together:

Lord, you have called me to teach and you give me your son, Jesus the Good Shepherd, as my guide. You send me to be your face and word in school today, to bring your message of faith, hope and love.

May my lessons be truthful and inspiring as they reveal the wonderful traces of your presence in creation
and in the best of human kind.

May my classroom be a place of peace and respect, discovery and learning, where each person is given space and encouragement to flourish, growing to be the person you call them to be.

Give me the wisdom and strength of your Spirit, today and each day, that I may help the souls committed to my care for the common good and for your greater glory.

Amen.

(Adapted from Adrian Porter SJ)





Acknowledgment of Country

We wish to acknowledge and pay our respect to the Whadjuk people, past, present and future Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal peoples.

Ancestors have walked this country and we acknowledge and value their special and unique place in our nation's historical, cultural and linguistic identity.





WALT – We Are Learning To

- **Summarise** the Brighton Catholic Primary Priorities for 2019
- **Communicate** the CEWA Child Safe Framework
- **Explore** several initiatives across BCPS in the domain of teaching and learning
- **Provide** information to parents around school name change and marketing
- **Inform** parents of our formalised communication policy
- **Complete** the Parents and Caregivers School survey





Content

BCPS Priorities 2019

1. Catholic Identity

- Child Safe Framework
- Well Being

2. Education

- a). Instructional Model – Structure of Literacy/Numeracy
- b). PP-2 InitiaLit – Literacy Focus
- c). 3-6 English Stars – Comprehension Focus
- d). Literacy Pro – Reading Program

4. Community

- Communication Policy
- Name Change
- School Marketing
- School Prayer/Song

5. Stewardship

- Staff/Student Expectations Policy
- Parent School Survey





BCPS Priorities 2019

Our school improvement planning is centred around the 4 domains in Catholic Education:

1. Catholic Identity

Acknowledge and support parents to develop Christ-centred young people who are ready to positively contribute to society with a Christian mindset.

2. Education

Excellent Catholic schools that develop children, parents, caregivers, teachers, educators and leaders to become active learners who understand the values, knowledge and skills important for learning in the 21st century and beyond.

3. Community

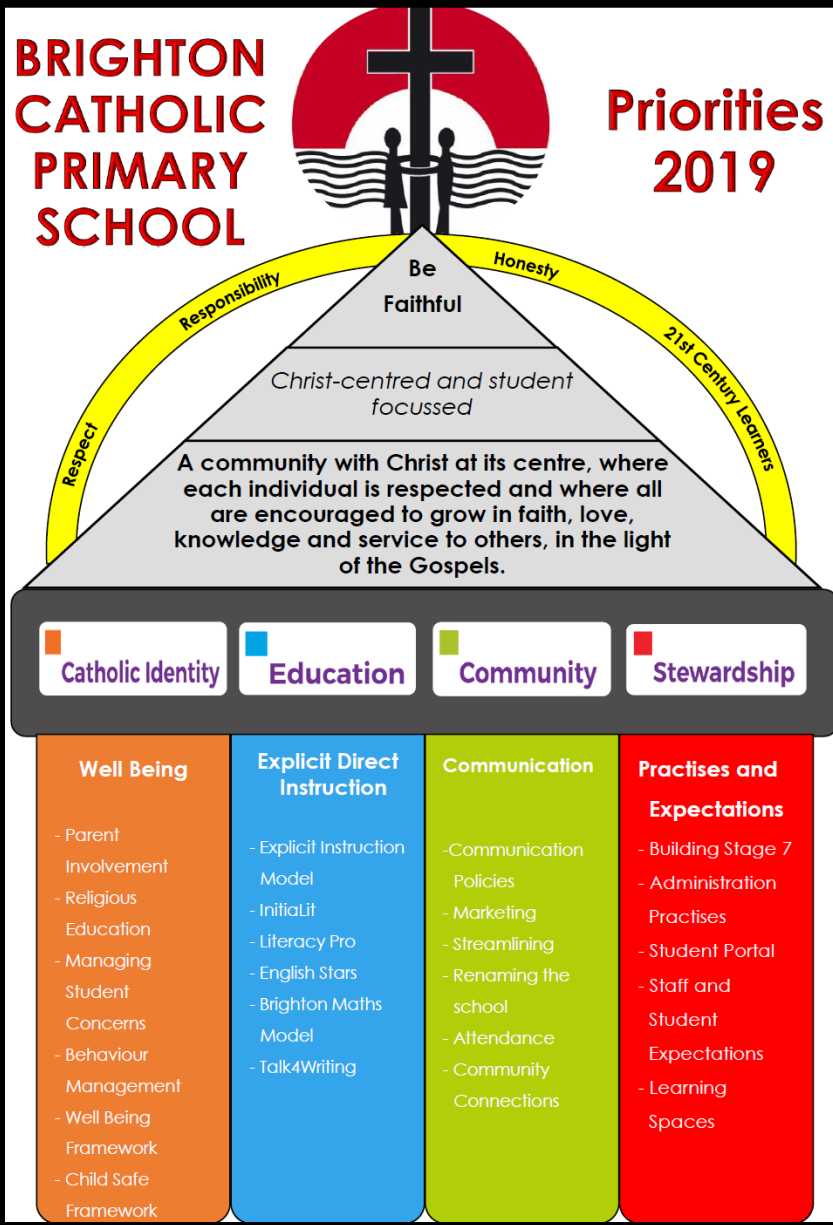
Creating quality relationships throughout the community built on trust, to develop a sense of belonging for our children. Parents, staff and the parish work in close collaboration to build relationships.

4. Stewardship

Through practices and procedures we promote a safe and supportive learning environment committed to the engagement and well being of all individuals. The diverse range of needs are attended to, with a focus on the marginalised members of our school community.



BCPS School Priorities



Catholic Identity

- Increase parent attendance to 90% at Sacramental Workshops
- Parents invited into classrooms and masses for prayer
- Reduce percentage of students in the bottom 25% of Bishop's Religious Literacy Assessment
- Staff and Student Well Being Framework

Education

- Closing of classroom doors for Literacy and Numeracy
- Visible Learning in ALL K-6 classrooms WALT (We Are Learning To...) and WILF (What I'm Looking For...)
- Above 0.4 effect size in PAT-Reading Year 1-6
- Above 0.4 effect size in PAT-Maths Year 1-6
- Implement Talk4Writing across K-6
- Implementation of **InitialLit** Synthetic Phonics Program to PP-1

Community

- Develop an increase in parent communication channels including Facebook, and Seesaw, along with a formal communication policy
- Implementation of School-Based Playgroup
- Formalise processes for student attendance

Stewardship

- Completion of Administration Building Extensions
- Transition to Accrual Accounting System
- Upgrade of Year 3/4 and 5/6 wet areas to collaborative learning spaces
- Implement the Administration of Students (student portal) system in line with CEWA timeframes
- Develop staff and student expectations





Child Safe Framework

There are 3 Guiding Principles:

1. Extended Guardianship
2. Health and Respectful Relationships
3. Situational Prevention

An overview of the Child Safe Framework is provided here:

https://www.youtube.com/watch?time_continue=188&v=71LZfzPcpj0





The Nine Elements of the Child Safe Framework



Support & Healing: Responding to those who have been injured or hurt through abuse and harm and assisting them to heal.



Voice of the Child: Recognising each child and young person's right to be heard and to have a voice in all decisions affecting them.



Culture: All members of the school community share responsibility for, and actively promote an environment that prioritises the best interests of children and young people.



Governance & Leadership: School leaders create and promote environments that are safe, supportive and engaging. They make their decisions based on the best interests of children and young people.



Policy & Procedures: Having structures and processes that are accessible, consistent and transparent. Policies must be understood, implemented and actioned every day.



Human Resource Practices: Assisting our schools and care centres to identify the most suitable people to work with children and young people, and to provide appropriate training.



Risk Management: Proactively identifying and limiting potential risks.



Investigating & Reporting: Following, or developing and implementing where required, processes that are transparent, fair and clearly understood by the community.



Quality Assurance: Improving systematically and continually through ongoing evaluation and assessment.





Child Safe Framework

Areas of the Child Safe Framework that parents would see in action at Brighton:

1. Code of Conduct
2. Keeping Safe Child Protection Curriculum
3. Mandatory Reporting
4. Access to School Counsellor
5. Policies – behaviour, expectations, bullying
6. Well Being Framework (emotional vocabulary)





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Education



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CEWA Vision for Learning Teacher Practices

Five Teacher Practices

This Vision for Learning, articulates Five Teacher Practices, which provide teachers with an understanding of pedagogical practices that enhance learning. These practices support teachers in their own learning and development and enable them to develop their professional judgement in discerning how and when to apply specific practices.

Learning design

Learning design is the practice of creative and enabling learning experiences for each student to achieve their true potential.

Place, space and technology

Place, space and technology is the practice of using all aspects of the learning environment to scaffold and accelerate learning for each student.

Engagement

Engagement

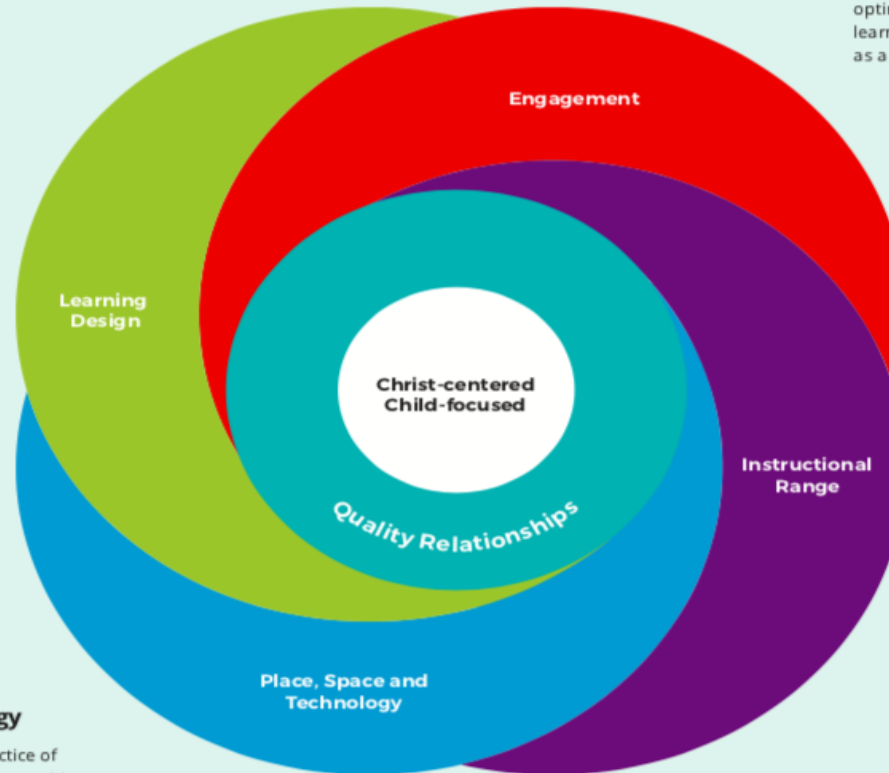
Engagement is the practice of attracting and holding the attention, curiosity, interest, optimism and passion of each student in the learning process and for their development as a whole person.

Instructional range

Instructional range is the practice of being agile and responsive to the needs of each student, employing a wide range of effective strategies to optimise learning.

Quality relationships

Quality relationships is the practice of modelling Christ-like relationships between students and teachers, enabling all to grow in the image of God.



Whole School Instructional Model

Goal - to improve teaching and learning in the school.

Through research, we found evidence to support 'Explicit/Direct Instruction' as a teaching model that raised student engagement and achievement.

What is EDI? Explicit instruction involves directing student attention toward specific learning in a structured environment. It is **teaching** that is focused on producing specific learning outcomes. Topics are broken down into small parts and taught individually.

In an Explicit structure:

- Warm-up – 5-10min review of previously learnt concepts (moving to long-term memory)
- State learning Intention - **We Are Learning To... What I'm Looking For...**
- New skills/topics are demonstrated (modelled) (**I do**)
- We practise the skill together (**We do**)
- The students practise independently (**You do**)
- Plough back – recap. learning



Observable Explicit Instruction Practices

In literacy and numeracy structured times, parents will notice the following:

- Warm-up
- WALT/WILF
- Dividing doors closed to raise student engagement and provide a focused learning environment free of distractions.

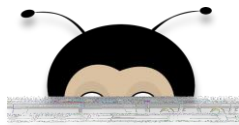
In other learning areas, the doors may be opened for collaborative learning to take place. Inquiry-based approaches is explored across the curriculum.





InitialLit Foundation

Pre-Primary – Year 1 (Year 2, 2020)



What is involved in reading?

Children need to be taught how to read

We are not naturally born with the skill of reading

We will **not** learn to read by just being read to

Therefore **explicit reading instruction** is critical



Why InitialLit?

InitialLit is a **research-based program** developed by an organisation called **MultiLit**

InitialLit addresses **reading, spelling and writing** by:

Actively teaching the **relationships between sounds and letters**

Building **vocabulary** and **comprehension** skills through quality children's books

Giving children lots of **practice** in reading, handwriting, spelling and writing activities



Will InitialLit suit your child?

Whatever the starting point is for each child, InitialLit provides the **strong foundations that every child needs** for the best outcomes for their future learning



All children will be closely monitored during lessons and practice activities, to quickly and easily pick up children who may need extra support or extension

InitialLit teaches **all** children a reliable set of skills and strategies to use when reading and writing words that may be unfamiliar to them – they don't have to memorise words or guess from the pictures

What does an InitialLit lesson look like?

InitialLit lessons are taught in a set order, about 4-5 times per week, including lots of revision and ensuring no gaps in the children's skills

InitialLit lessons are designed to keep children engaged with a variety of short, fun activities – every lesson is a little bit different



Children are assessed at regular intervals to ensure that concepts are being grasped and to see where extra support may be needed

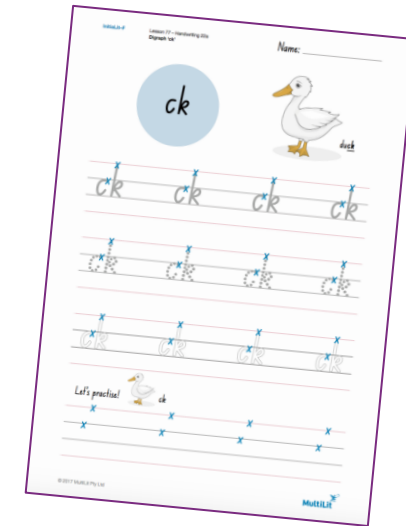
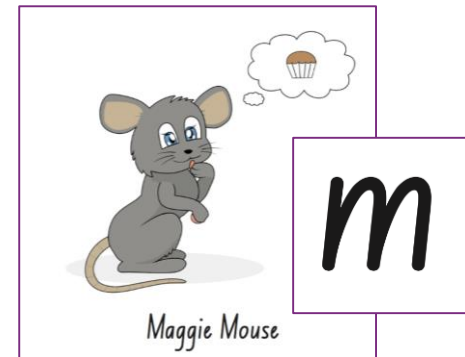
Three parts to an InitialLit lesson

1. On the mat (20-25 mins)

The class teacher takes the whole class through the InitialLit lesson

About 5 or 6 short, fun activities like learning letters and sounds with characters and actions (e.g. Maggie Mouse munches – mmm), handwriting, reading words, writing sentences...

Tricky words are taught from Term 2



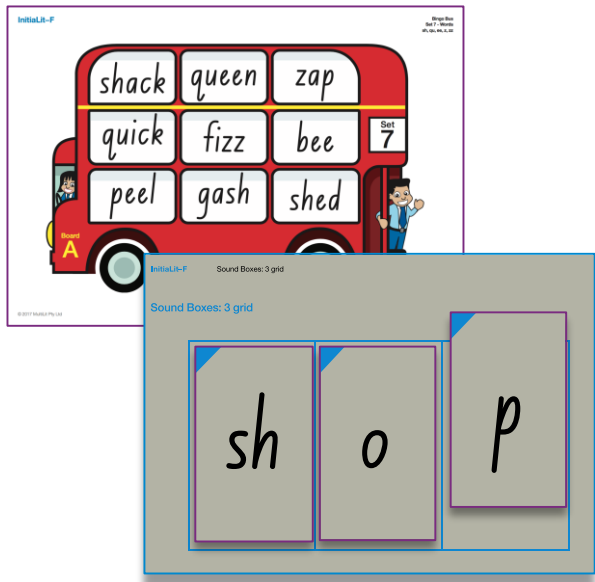
Three parts to an InitialLit lesson

2. Small group and independent work (30-45 mins)

Practice, practice, practice!

Reading groups with the class teacher, word building, games, worksheets

...



Three parts to an InitialLit lesson

3. Shared storybook reading (15-20 mins)

A good quality storybook

Teach new vocabulary words and develop listening comprehension, while enjoying a story

Craft activities





English Stars 3-6

A blended teaching and learning program that integrates 1:1 technology.

Some key features of English Stars:

- Digital classroom
- Real-time tracking of student progress
- Multi-modal approach – text, video, interactivity
- Assessment – online or paper based assessment

English Stars is integrated into literacy to support the existing comprehension, spelling and grammar programs.



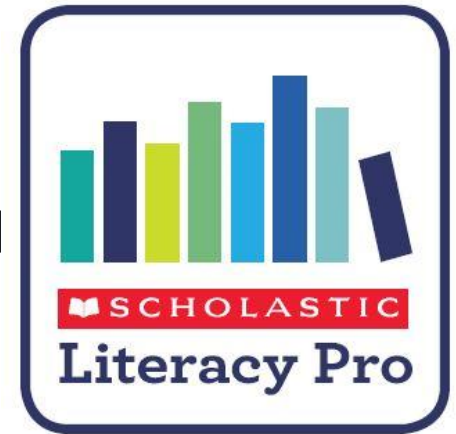


Literacy Pro Reading Program

Year 3-6

Scholastic Lit Pro is a levelled home reading program which encourages children to take responsibility for their own reading.

- * It motivates children to read and read for enjoyment!
- * It develops confident successful readers with engaging, levelled books and interactive support tools.
- * Allows students to practice and strengthen their independent reading skills through *Powerful Reading Opportunities*.
- * Lit Pro book library is separate to the general library. We currently have nearly 2000 books which students will be able to access in the Lit Pro collection





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Community



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Communication Policy

At Brighton Catholic Primary School we value the partnership between teachers and parents/guardians. Through this partnership, we strive to nurture student well-being, academic progress and promote a positive school environment. Trust, honesty and respect is needed by all parties in the best interest of all members of the school community.





Teacher to Parent Communication

Methods of teacher to parent communication...

Website

The school website is designed to provide parents/guardians with all necessary communications, including relevant policies and school related information. It includes a live calendar that updates event information.

Newsletter (Fortnightly)

The school newsletter is available on the school website and is emailed to parents/guardians. It provides information on coming events, important dates, an update from the Principal and general news on what is happening in and around the school.

Facebook

The school Facebook page is designed to promote and celebrate school related information, events and news.





Teacher to Parent Communication

Parents can select from the following methods of communication....

Seesaw

Seesaw is an electronic, up to date record of student achievement and progress. Each term teachers will regularly upload work samples from all Learning Areas.

Seesaw is also used for updates and reminders on class information. It provides an opportunity for parents to respond to their child's learning and seek, clarification of day to day running of the class, however, is **not** for issues or concerns.

Email

Teachers will use email to communicate with parents/guardians on issues concerning their child. Any sensitive or major issues email will be used to request a meeting and **not** to solve the issue. Teachers will respond to emails from parents within two school days. Any emails received on a Friday will be replied to by Monday afternoon.

Class Newsletters

Classroom newsletters will be sent home from teachers at the beginning of each term. This will be sent home the close of Week 2 and will include an outline of the class focus for the term. Excursion letters, including a permission slip, will be sent home at least one week prior to the event.





Teacher to Parent Communication

Methods of teacher to parent communication...

Parent Information Session

At the beginning of each school year, a parent information evening will be conducted by the class teacher (PP-6). For Kindergarten this takes place Term 4 the year prior to students commencing school. The purpose of these evenings is to inform parents of class specific content and housekeeping. Any sacraments or extra-curricular events pertaining to the class will also be communicated.

Sacrament year levels will hold parent information nights and workshops prior to the children receiving the Sacrament.

Parent Teacher Interviews

After reports are sent home, a teacher/parent session is provided by the school for parents to discuss with the class teacher about their child's academic progress. Parents need to book a time slot to meet with the teacher. Parents or teachers are able to request a meeting throughout the term for other issues, if the need arrives.

Formal Reporting

Term 1: Social Report

Term 2: Semester One Report, Parent Meeting Afternoon

Term 3: Grandparents Day

Term 4: Semester Two Report, Parent Meetings available on request

Across year: SeeSaw online portfolio





Parent to Teacher Communication

Parents can select from the following methods of communication....

Emails

Specific information regarding a child. Teachers will respond to emails from parents within two school days. Any emails received on a Friday will be replied to by Monday afternoon.

Face to face

Make appointments directly with teachers. If making an appointment to see a teacher via phone or email, please state specific purpose to give the teacher time to prepare.

Phone

Parents can call the front office to have messages passed on to teachers. Please note, parents cannot be transferred to block phones during teaching time

Class communication diary (K/PP only)

To record permission and notes on who is picking up/ dropping off students.





Parent to Teacher Communication

Who to contact about your enquiry/concern depends on the nature of what you need to discuss. If you are unsure of who to contact please use the following guidelines...

Contact your child's teacher for information on...

- Pastoral care issues
- Guidelines for homework
- Individual academic progress
- Attendance and behaviour issues

Contact the office for information on...

- Whole school events such as carnivals, school concerts, special events days etc.
- Term dates/calendars
- Uniform related matters
- Attendance issues
- Finance issues
- General admin queries





Parent to Teacher Communication

Who to contact about your enquiry/concern depends on the nature of what you need to discuss. If you are unsure of who to contact please use the following guidelines...

Contact the school's Leadership Team...

- When your enquiry/concern was not resolved with the classroom teacher
- When your enquiry/concern relates to school policy or procedures
- When your enquiry/concern relates to a member of staff
- When your enquiry/concern regards an area of school life that you feel impacts your child's education

Contact the P & F for information on...

- Fundraisers
- Shared lunches
- Meet and greet
- Father's day/Mother's day stalls
- Cake stalls
- All other P&F Events





Communication Guidelines

An appropriate, positive and constructive manner is encouraged.

Sensitive matters should not be dealt with via emails. If parents have a sensitive issue they should make a call or send an email to schedule a meeting.

Should your enquiry/concern require additional support staff members to be included, parents will be notified and given progress updates.

Child related issues need to be discussed with the classroom teachers in the first instance. Leadership Team will not deal with child related issues if the class teacher has not been addressed prior.





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Change of School Name

Update from Dr Debra Sayce
Executive Director



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A letter was sent to Archbishop Costelloe

- Requesting approval for change in name
- Our name should reflect our Catholic Identity not just the name of the suburb
- Consultation period has been more than 12 months
- Process commenced with the formation of a consultation committee comprising the parish priest, principal, parish representative, staff and parents
- Researched in depth a number of Saints who embody the vision, motto, crest and school values





A letter was sent to Archbishop Costelloe

A consultative survey was distributed in 2018 with information on 3 Saints:

Saint Francis of Assisi

Saint Clare of Assisi

Saint Teresa of Calcutta





There was a 69% approval rating for:

**Saint Francis of Assisi
Catholic Primary School**





Change of School Name

As a result of the process the three Saints chosen in order of preference were:

1. St Francis of Assisi Catholic Primary School
2. St Clare of Assisi Catholic Primary School
3. St Theresa of Calcutta Catholic Primary School

The process is now in the hands of Archbishop Costelloe.





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School Marketing



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Currently

- Facebook Page
 - Closed group www.facebook.com/groups/brightoncatholicofficial
 - External Public Page www.facebook.com/brightoncatholicprimary
- Refreshed Website www.brightoncps.wa.edu.au

Proposed

- Open Day
- New visible signage
- Enrolment packages
- Community News
- Other internal initiatives include:
 - School song
 - Faction names





School Marketing

Do you have any suggestions?

Do we have any parents that work in public relations, advertising, marketing?





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Stewardship



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Student Expectations

Student Expectations

* Teacher judgement to be taken into account

Settings	Expectations			
	All Settings	Respect and Honesty	Responsibility	21 st Century Learning
	<ul style="list-style-type: none"> Speak, act and listen with respect Greeting each other Always use manners Be truthful to yourself and others Follow rules and school expectations 	<ul style="list-style-type: none"> Uniform – tuck shirts in, ties done up, shoelaces fastened 	<ul style="list-style-type: none"> Accountable for their learning (Upper grades) Consider and care for our environment 	<ul style="list-style-type: none"> Correct use of technology – Code of Conduct
	Dress – Refer to uniform policy*	<ul style="list-style-type: none"> Uniform – tuck shirts in, ties done up, shoelaces fastened 	<ul style="list-style-type: none"> Items labelled Hat for play Clean shoes Correct uniform on the correct day/season Correct jewellery No makeup/nail polish 	<ul style="list-style-type: none"> Know how to tie shoelaces by Year One
	Arriving and Leaving School	<ul style="list-style-type: none"> Respect personal space of others Respect and follow staff instruction Walking on the path; keeping out of the garden 	<ul style="list-style-type: none"> Arriving on time Waiting areas – out front of library (mornings with a parent) Wear hats to and from school Playground for Camp Australia only before and after school Walk bikes/scooters through the school Sitting with siblings in pick-up area (eldest with youngest) Be safety aware 	<ul style="list-style-type: none"> iPads and phones to remain in bags before and after school Phones to the front office in morning
	In Class	<ul style="list-style-type: none"> Respect others personal space and property Work without disruption (letting others learn) Following teacher instructions Wait your turn to speak Raise your hand to ask or answer questions 	<ul style="list-style-type: none"> Pass resources safely Ask permission to leave the classroom Share resources 	<ul style="list-style-type: none"> Class guidelines with use of technology No graffiti Using technology safety
	Work Presentation	<ul style="list-style-type: none"> Try your best Take pride in work Respect the work of others 	<ul style="list-style-type: none"> Write your name and date on your work (starting Semester 2 of Pre-Primary). Tools for learning – pencils, ruler, eraser Use a ruler and red pen/pencil to rule 2 lines across the top for a heading and a margin down the side of each page from the top line (start in Semester 2 of Year 1) 	<ul style="list-style-type: none"> Only use the app appropriate for the activity Ask for permission to print Name work before printing

Transitioning between classes	<ul style="list-style-type: none"> Walking quietly in line Entering the classroom quietly and getting set up to learn 	<ul style="list-style-type: none"> Enter the room with teacher permission 	<ul style="list-style-type: none"> iPads closed Carrying equipment responsibly
Playground/ Outside/ Nature Playground	<ul style="list-style-type: none"> Respecting the equipment Following set playground rosters and designated areas 	<ul style="list-style-type: none"> Looking after equipment Pack away/tidying up Being prompt when the bell goes 	<ul style="list-style-type: none"> iPads are not to be used during play time
Mass, Assembly, Hymn Singing	<ul style="list-style-type: none"> Entering quietly One class at a time leaving the hall Classes waiting quietly 	<ul style="list-style-type: none"> Upper primary lead by singing and responding Junior primary to join in singing 	
Library	<ul style="list-style-type: none"> Appropriate noise level No eating or drinking Respect everybody's ability to learn Select age appropriate books and return them to the correct shelf Try your best To look after the books 	<ul style="list-style-type: none"> To walk safely around library 	
School Hall	<ul style="list-style-type: none"> No eating or drinking Leave it the way you found it Take turns 	<ul style="list-style-type: none"> Walk safely and appropriately according to the activity e.g. reverent during mass 	<ul style="list-style-type: none"> Look after the electrical and sporting equipment
Toilets	<ul style="list-style-type: none"> Respect the privacy of others Respect school property – no graffiti, wasting toilet paper Wait your turn for the bathroom during playtime 	<ul style="list-style-type: none"> Follow correct hygiene processes – flush toilet, wash hands Keep toilets clean Reporting any broken items 	<ul style="list-style-type: none"> No iPads in the bathrooms
Interschool Carnivals	<ul style="list-style-type: none"> Give it your all Representing your school with pride Respecting and supporting teammates Practice sportsmanship <ul style="list-style-type: none"> Be a gracious winner Shaking the hands of the other team after the game Cheers for the other team at the end of the match 	<ul style="list-style-type: none"> Fair play Organise, take care and keep track of your own equipment e.g. towels, shoes etc. Return permission slips in on time 	<ul style="list-style-type: none"> No iPads
Incursions and Excursions	<p>Incursion:</p> <ul style="list-style-type: none"> Listen to the presenter Raising your hand to ask or answer questions <p>Excursion:</p> <ul style="list-style-type: none"> Listen to bus driver/excursion facilitator Stay with your group leader 	<ul style="list-style-type: none"> Suitable noise level on bus Look after any equipment brought for the session Return permission slips back on time 	



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Parent Survey

Please complete this survey in regards to your thoughts and opinions about our school. It is a valuable tool to gather data from our parent community and we will try our best to address the concerns raised collectively.

All responses are anonymous. To access, please scan the QR Code below:



Or Visit:

www.nsipartnerships.com.au

Click 'Start Questionnaire'

Enter Code: **BCPS19P**



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Questions/Feedback

Please stay to enjoy a cup of coffee/tea and ask us any questions or provide feedback.



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