

Year 8

Parent Information Night

Wednesday 5th February 2020



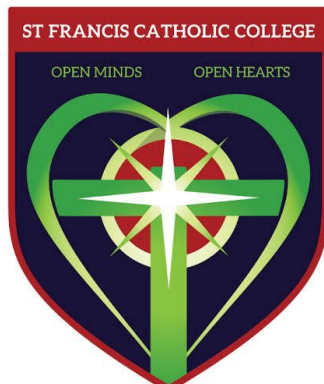
Acknowledgement of Country

We at St Francis Catholic College acknowledge the Dharawal people, the Traditional Owners who have walked upon and cared for this land for thousands of years. We acknowledge the continued deep spiritual attachment and relationship of Aboriginal and Torres Strait Islander peoples to this country and commit ourselves to the ongoing journey of Reconciliation.



St Francis Catholic College in the Edmund Rice Tradition

As a Catholic school in the Edmund Rice tradition, we aspire to be faithful to the four touchstones: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity.



In the name of the Father, and of the Son and of
the Holy Spirit.



Leader:

At St Francis, we invite everyone into the story of Jesus.

All:

May we make Jesus' message of compassion, justice and peace a reality within our community



Leader:

We gather tonight in the presence of God who calls us in community.

All: Help us to be accepting and welcoming to all members of our community



Inclusive Community

Leader:

At St Francis, we open hearts and minds, through quality teaching and learning experiences.

All:

Help us to use our learning to build a better world for all



Liberating Education

Leader:

We invite all to embrace justice and solidarity, grounded in a spirituality of action and reflection.



Justice and Solidarity

All:

Help us to follow the words of St Francis and let us preach the gospel through our actions.

Leader: St Francis..... All: Pray for us.

Leader: Blessed Edmund Rice .. All: Pray for us.

May Jesus live in our hearts All: Forever.

In the name of the Father, and of the Son and of
the Holy Spirit.

ST FRANCIS CATHOLIC COLLEGE

OPEN MINDS

OPEN HEARTS





Pastoral Care Overview

Our Context

- ❑ Catholic schools are responsible for developing and educating the whole person within safe, supportive and respectful environments. Student learning and wellbeing is dependent on the implementation of **quality evidence-based** pastoral care and wellbeing practices modelled on the life and teaching of Jesus Christ and that focus on the centrality of the human person to ensure the fullness of life.



Wellbeing

Definition

Wellbeing is defined as “the state of being happy and healthy as well as having the ability to cope with the normal stresses of life. Mental health is a component of wellbeing.”

Research indicates there is a strong link between wellbeing and student achievement.

How?

- Having a sense of belonging and high levels of engagement
- Through building positive relationships between teachers and students and between students.
- Feeling valued and safe



Who are my child's teachers?

**Subject teachers refer to student timetables.*

PASTORAL TEAM

Year 8 Coordinator

Mr Stavros Arzapitian





PASTORAL TEAM



Chisholm - Mrs Nadia Greci



Clare - Mrs Pauline Panagiotakis



Janssen - Mrs Nicole Hulme



Miss Sarah Banks



PASTORAL TEAM



MacKillop - Miss Jessica Flegg



Treacy - Mr Duncan Beh



Wellington - Ms Siobhan Moore



Role of the Pastoral Care Teacher and Year Coordinator

Pastoral Care Teacher

- ☐ First point of contact.
- ☐ Facilitate Pastoral Care lessons.
- ☐ Monitor student wellbeing.
- ☐ Ensure PB4L procedures and expectations are followed.
- ☐ Mentoring role.
- ☐ Monitor notifications in the diary, merits and house stamps.

Year Coordinator

- ☐ Oversee the day-to-day organisation of the year group.
- ☐ Ensure PB4L procedures and expectations are followed.
- ☐ Develop and implement the pastoral care program based on the needs of the year group.
- ☐ Liaise with the Diverse Learning Team
- ☐ Behaviour management.



Pastoral Classroom Inquiries Process



All of our staff at SFCC are committed to the PASTORAL CARE of our students.



K-8 Pastoral Scope and Sequence

Term: 1	Inclusive Community Our community is accepting and welcoming, fostering right relationship and committed to the common good.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	PB4L			Personal Strengths			Emotional Literacy			



Term:2	Liberating Education We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Positive Coping				Problem Solving					



Term: 3	Gospel Spirituality We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Stress Management				Help Seeking				Gratitude	



Term 4	Justice and Solidarity We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.									
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SEL Focus	Identity				Positive Relations					





PB4L



An evidence based, whole-school framework that results in improved well-being and social, emotional, behavioural and academic outcomes for all students.

Students are offered effective support strategies in order to make positive behavioural choices and are acknowledged for positive conduct, effort and behaviour.

Our College Rules

**We are Respectful,
We are responsible,
We are Learners.**





Change in Policies

5.0 HAIR

Students must:

5.1 ensure hair has been styled to appear neat and tidy each day

5.2 ensure hair is NOT cut, coloured or styled to draw attention

Male Students must:

5.3 have hair that is short, above the collar, off the face and ears. Hair must be no shorter than a No. 2 blade and blended.

5.4 be clean shaven

Female Students must:

5.5 ensure hair that is shoulder length or longer is tied up completely

5.6 use hair accessories that are modest and in College colours



MYL Uniform

2.0 COLLEGE UNIFORM

Students must:

- 2.1 wear the uniform items that are illustrated in the attached 'Uniform Expectations' document
- 2.2 wear black school shoes that are polishable leather and fully enclosed and which may have velcro straps or buckles for Years K-4 but which must be lace up for Year 5-12
- 2.3 wear the College blazer and tie when representing the College
- 2.4 wear the College blazer and tie when representing the College
- 2.5 wear only College knitwear (pullover, vest or cardigan) as additional layers for warmth and ensure that the sleeves are down at all times
- 2.6 wear the College hat for Years K-8 and College cap for Years 9-12 to and from the College and at all times when out in the sun
- 2.7 sit on the designated seat during break times when they do not have their College hat

MYL Uniform

6.0 COSMETICS, MAKE-UP, NAIL POLISH AND ACRYLIC NAILS

Students must:

Junior Years (Yrs K-4)

6.1 ensure that cosmetics, make-up and tinted moisturiser is NOT worn

6.2 ensure that nail polish, acrylic or fake nails are NOT worn

Middle Years (Yrs 5-8)

6.3 ensure that cosmetics, make-up and tinted moisturiser is NOT worn

6.4 wear only clear or 'french tip' nail polish

6.5 ensure that acrylic or fake nails are NOT worn

Senior Years (Yrs 9-12)

6.6 wear only clear or 'french tip' nail polish

6.7 ensure that acrylic or fake nails are NOT worn

6.8 only wear minimal, natural looking tinted moisturiser or sunscreen for the purpose of covering blemishes. (The Principal or delegate reserves the right to determine inappropriate makeup)

MYL Uniform

4.0 JEWELLERY

Female Students must:

4.1 wear only items of jewellery that include:

4.1.1 a watch or activity tracker (with no internet connectivity) and NOT a Smartwatch
e.g. Apple Watch

4.1.2 a plain silver or gold necklace/chain with a small crucifix concealed by clothing

4.1.3 only one pair of plain small sleeper or stud earrings for pierced ears and which
must be worn in the lower lobe of the ear

Male Students must:

4.2 wear only items of jewellery that include:

4.2.1 a watch or activity tracker (with no internet connectivity) and NOT a Smartwatch
e.g. Apple Watch

4.2.2 a plain silver or gold necklace/chain with a small crucifix concealed by clothing



ST FRANCIS CATHOLIC COLLEGE – MERIT SYSTEM



Gold Award plus:

15 St Francis, Touchstone, Sport and/or College Awards = St Francis College Medallion



Silver Award plus:

10 St Francis, Touchstone, Sport and/or College Awards = GOLD award



Bronze Award plus:

10 St Francis, Touchstone, Sport and/or College Awards = SILVER award



10 St Francis, Touchstone, Sport and/or College Awards = BRONZE award



St Francis Awards:

K-4: 10 merit stamps on card
= 1 St Francis Award
5-8: 15 merit stamps in diary
= 1 St Francis Award
9-12: 15 merit stamps in diary
= 1 St Francis Award
Merit stamps are distributed by
SFCC staff in areas such as:
classwork, participation,
homework, behaviour and
pastoral care

Edmund Rice Touchstone Awards:

Touchstone awards are given
out in the areas of:
Liberating Education
Gospel Spirituality
Inclusive Community
Justice and Solidarity

Sport Awards:

Sport awards are given out for
outstanding achievement in
Diocesan and State events

College Awards:

Academic Achievement Award
Commitment to Learning
Open Hearts Award
Open Minds Award
Principal's Award
PB4L Award
St Francis of Assisi Award
Blessed Edmund Rice Award

Kindergarten to Year 6 cycle RESETS at the end of Year 6 for Year 7 to 12 cycle



Hindrance to Wellbeing

Lack of Sleep!!

- ❑ Sleep research suggests that adolescents need between 9 and 10 hours of sleep every night.
- ❑ Most adolescents are getting only between 7 and 8 hours.

Having a good night sleep will:

- ❑ Improve concentration
- ❑ Improve memory
- ❑ Reduce the likelihood of feeling stressed or depressed
- ❑ Keep you feeling healthy - improves immunity
- ❑ Improves mood swings



Sleep Tips

- ❑ Choose a relaxing bedtime routine; for example, have a bath and a hot milky drink before bed.
- ❑ Avoid loud music, homework, computer games or any other activity that gets your mind racing for about an hour before bedtime.
- ❑ Avoid having devices in the bedroom.
- ❑ Keep your room dark at night. Try to avoid watching television right before bed.



How does the diary work?

- ❑ College diary is used every lesson
- ❑ Used for **organisation** and **communication**
- ❑ Teachers issue merit stamps (green) for outstanding homework/classwork/behaviour
- ❑ Teachers issue notification stamps (red) for concerns relating to homework/no equipment/behaviour
- ❑ Teachers issue house point stamps for Positive Behaviour for Learning (PB4L)



How does the diary work?

- ❑ Parents/Carers must sign the diary at the end of every week. This will be checked by the Pastoral Class teacher on the following Monday.
- ❑ Parents/Carers should have already signed pages 2 and 3 - Use of Diary and Student Responsibility Agreement
- ❑ Students will write homework/assessments and important events in their diary.



Mobile Phones

- ❑ Once students enter the gate phones must be switched off.
- ❑ Any student with a phone on during class time (even on silent) will be confiscated and given to College Reception.
 - ❑ 1st time - Confiscated and returned at end of day
 - ❑ 2nd time - Confiscated and returned at end of the day. Parents will be contacted and Break 2 detention issued
 - ❑ 3rd time - Confiscated and returned at end of the day. Parents will be contacted and an afternoon detention will be issued with possible further consequences.
- ❑ Parents can contact College Reception should they need to contact a student
- ❑ In extraordinary circumstances, students can ask to call home from College Reception.
- ❑ 2:45pm - Students are able to turn their phone on as they move towards their dismissal area- to check for parent/carers messages only.



How can my child use the canteen?

- ❑ Middle Years Learning students can submit a lunch order before the start of the school day. They can collect their food at the start of Break 1.
- ❑ Alternatively, Middle Years Learning students can line up to purchase items during both Break 1 and Break 2.
- ❑ Change is limited, so students should avoid \$20, \$50 and \$100 notes.



When does my child participate in sport?

- ❑ Year 7 will have 'physical education' as part of their PDHPE lessons and this information is available on the Curriculum Overview
- ❑ MISA Competitions
 - ❑ Tuesday afternoon (during school hours).
 - ❑ Miss Flegg (Sports Coordinator) notifies students of upcoming season (term) trials
- ❑ Wollongong Diocesan Competitions
 - ❑ Miss Flegg (Sports Coordinator) notifies students of upcoming events and trials
 - ❑ Gala Days



What does my child need each day?

- ☐ Laptop (fully charged)
- ☐ KLA requirements (workbooks, calculator etc) -

See Curriculum Overview

- ☐ Food
- ☐ Water bottle
- ☐ College Hat
- ☐ College Diary

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Attendance

**Missing one day of school each fortnight
adds up to 1 months' worth of learning
missed over a year**

- Parents/carers are to ensure that their children attend school daily and without unnecessary absences.

Punctuality



- Both punctuality and attendance is monitored each day by the Pastoral Teacher.
- Students need to arrive each day before the warning bell at 8.25am. This will allow enough time for your child to greet their friends and make their way to Pastoral which commences at 8.30am.
- Lateness is recorded as a partial absence and must be explained.
- Traffic or sleeping in are not acceptable reasons for lateness.
- Late students must be signed in at the College Reception.

Early Departure

- If your child has a pre-arranged appointment, parents/carers must communicate this with the school, eg a note in the diary, an email or a phone call.

Absences



- Please ensure your child is at school each day.
- If your child is absent, it is necessary that you provide an explanation within 7 days.
- Students with frequent absences will be asked to provide a medical certificate or other documentation.
- Students with attendance concerns will be placed on an Attendance Improvement Plan.

Travel

- Families are encouraged to take leave during the school holidays.
- If travelling during the school term, Mr Abernethy must be notified in writing.
- For extended leave, only the first 5 days will be granted as Approved Leave, the remainder is recorded as unjustified leave.

Anaphylaxis

- All students from Years 5-10 will be expected to carry their epipens in a protective case in their College backpack.
- Students are expected to take their epipens with them when off-site eg excursion.
- Parents are also asked to keep a labelled epipen at College Reception.



ST FRANCIS CATHOLIC COLLEGE

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Religious Education, Identity & Mission

St Francis Catholic College

St Francis RE and The Emmaus Story

Making senseof everyday life in the broader contexts of mystery, complexity, confusion and awe

Gaining accessto and understanding the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings

Respondingto the activity of God in their lives and in the whole of creation

Celebratingwith others the mystery and life of the Risen Christ

The Religious Education faculty promotes a Catholic perspective incorporating the Emmaus Framework in that it supports students in setting goals and applying strategies which will:

- promote their Catholic identity.
- consider cultural issues and the impact on the individual and their community.
- promote an awareness and responsibility for environmental issues.
- appreciate their own self worth and their ability to achieve at their own level
- encourage students to develop tolerance, patience and personal responsibilities
- improve opportunities for regular exchanges of opinions on all matters.

2020 -

- Grade Mass & Eucharist with Fr Bosco or Fr Joseph
- Catholic Identity and Mission -
 - Clean Up Australia & other Environmental Action Initiatives
 - Project Compassion
 - Edmund Rice Social Justice Day
 - St Vincent de Paul Winter Appeal
 - Catholic Care Christmas Hamper Appeal
- Assessment Tasks
- Prayer and Spirituality Opportunities

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WHO IS : The Middle Years Learner

Socially

Peer approval is commonly valued and sought and sometimes leads to acceptance-driven decisions.

Emotionally

They experience heightened emotions as they grow through puberty into adulthood

Physically

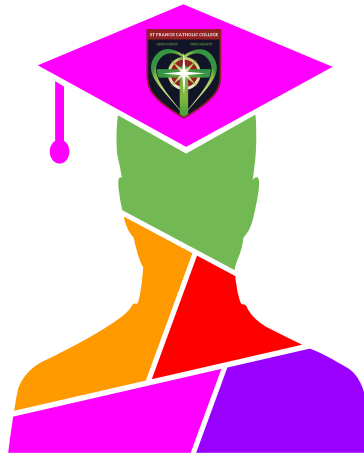
Physical appearance is considered important and often drives a desire to engage in trends for acceptance

Ethically

Ethical understandings are a significant part of the holistic development of young people as they relate to issues that impact the world

Intellectually

Young adolescents seek intellectual challenge whilst still developing thinking capability





Why Middle Years Learning?

Magnitude of Change:

- Physical, Psychosocial, Emotional and Cognitive changes
- Second to only that of the changes experienced in the first two years of life

A focused approach:

Intentionally employ a:

- range of evidence based practices to provide the best learning opportunities
- to engage and improve student achievement

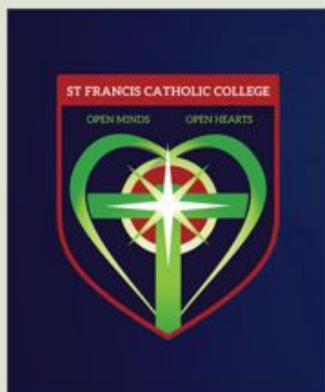


Engagement

Progress

- During the early years of secondary school, students make the least progress
- The gap between low and high performing students increases

- Primary-secondary transition is an abrupt disjuncture between two distinctive forms of schooling
- Students are less engaged with education





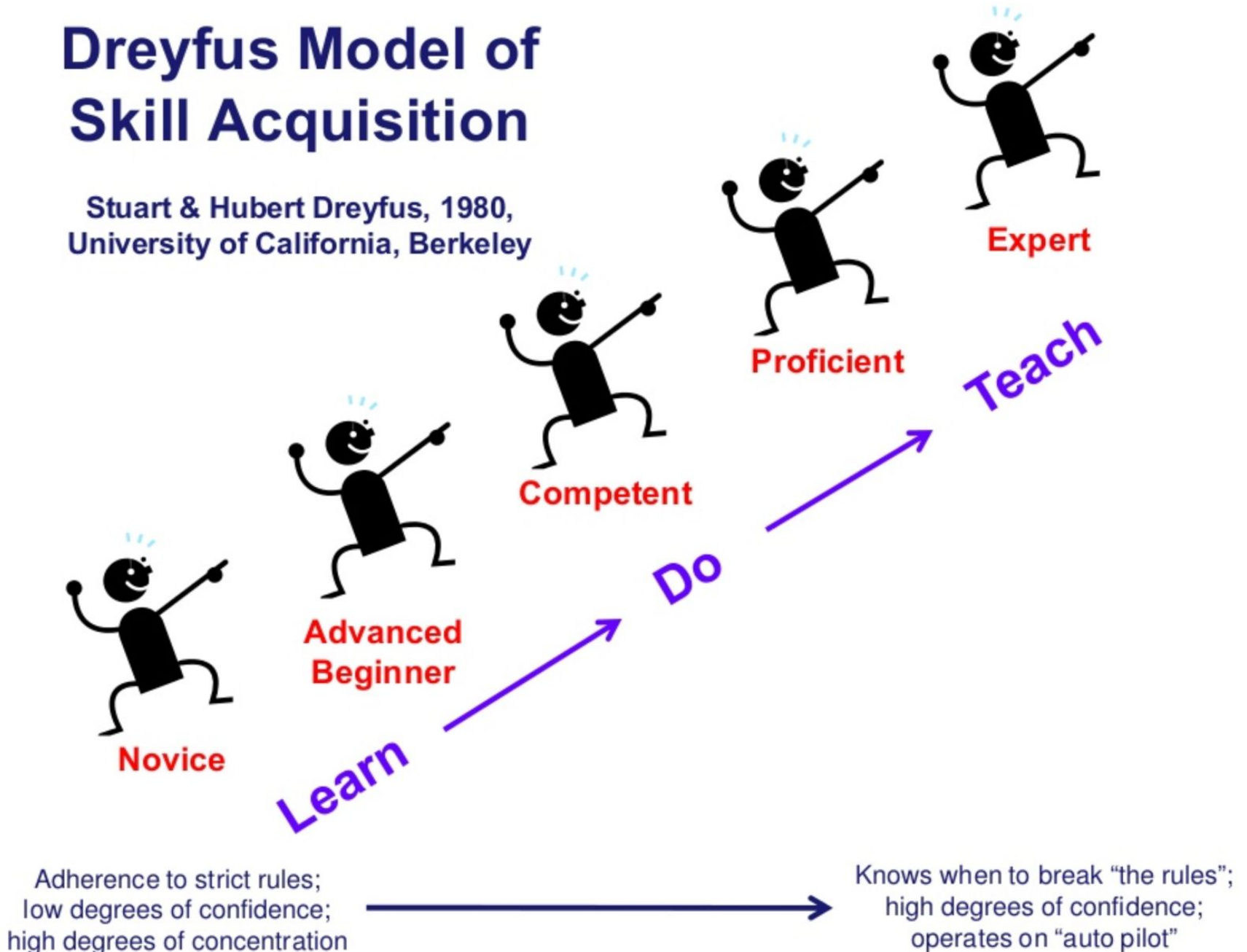
General Capabilities: Success Skill

Collaboration

Stage 4	Collaboration
Individual	
Responsible	Responsibility for Self <ul style="list-style-type: none">● I am prepared and ready to work; well informed on the project/task● I can use evidence to share and reflect on ideas with the team● I consistently use technology tools as agreed upon by the team to communicate and manage project tasks● I do tasks without having to be reminded● I complete tasks on time● I use feedback from others to improve work● I help to make team agreements and follow them● I use ICT safely to exchange and share information
	Helping the Team <ul style="list-style-type: none">● I help the team to solve problems and manage conflicts● I contribute to making discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives● I give useful feedback (specific, feasible, supportive) to others so they can improve their work● I offer to help others do their work if needed
Respectful	<ul style="list-style-type: none">● I am polite and kind to teammates● I acknowledge and respect the perspective of others and I disagree diplomatically

Dreyfus Model of Skill Acquisition

Stuart & Hubert Dreyfus, 1980,
University of California, Berkeley



Novice/ beginning students are introduced to the skill and can watch others performing it (observation)	Learner/ developing students copy others who use the skill and use the skill with scaffolding and guidance (emulation)	Practitioner/ using students employ the skill confidently and effectively (demonstration)	Expert/ sharing students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)
I watch others performing the task and using the skill.	I copy others performing the success skill. I follow a step by step approach when using the skill.	I am able to use the skill whenever I want. I am able to use the skill in different situations.	I am able to use the skill whenever I want and I can teach other students how to use the skill.
I am beginning to understand how the skill works. I ask questions when I am not sure.	As I practise the skill I feel that I am getting better and better.	I can usually use the skill without referring to the way that I have done it in the past. I can sometimes use the skill in different situations.	I can use the skill automatically. I use the skill in different situations some of which are new to me.
I often make errors when using the skill.	When I use the skill I check to make sure I have not made any errors.	Any errors I make I can quickly correct.	Any errors I make are corrected automatically.
My teacher frequently assists me to develop my use of the skill.	I can only use the skill in situations that I have practised before. My teacher needs to help me sometimes.	My teacher only occasionally needs to help me with the skill.	My teacher does not need to help me with the skill.



What will my child be learning?

Curriculum Overviews

- ❏ Key Learning Areas (KLA)
- ❏ KLA specific requirements
- ❏ Important information
- ❏ Encourages conversation with your child regarding school

KLA/Course	Curriculum Overview for the Year
Religious Education	<p><i>Information could include:</i></p> <ul style="list-style-type: none">- Course overview- Units covered
	<p>Term 1: Unit Title: <i>The Teachings of Jesus</i></p> <p>Unit Overview: In this unit, students will explore further the loving relationship between God and humanity through the particular lens of Jesus' teaching and lived example. They will examine Jesus' use of parables to communicate an understanding of the Kingdom of God and relate it to their own lives.</p> <p>Term 2 Unit Title: <i>Alive In Christ</i></p> <p>Unit Overview: Every baptised person has an ongoing responsibility to follow Jesus' way of life in their thoughts, words and actions. In this unit students will investigate the counter-cultural nature of Jesus' ministry and how his actions reflect the love of God. They will reflect upon the call to be an authentic witness to a life of faith.</p> <p>Term 3 Unit Title: <i>Disciples, Martyrs & Witnesses to the Faith</i></p> <p>Unit Overview: In this unit students will examine the life of the early Christian communities, which began with the disciples emboldened by the Spirit at the first Pentecost. Students come to an understanding of the key events and people whose</p>



Academic Classroom Inquiries Process



All of our staff at SFCC are committed to the PASTORAL CARE of our students.



MYL Assessment

- ❑ All assessment is based on a **standards-referenced approach** that measures student achievement against **specified standards**
- ❑ The link between the achievement of students and the standards is made through **evidence** collected from:
 - ❑ a number and variety of activities
 - ❑ observations over time
- ❑ **Formal Assessment Tasks** - These tasks are designed to develop students' time management and organisational skills by working towards a deadline.

Formal Assessment Task

Year 5	One Formal Assessment Task per KLA/course each year
Year 6	Two Formal Assessment Tasks per KLA/course each year (one per semester)
Year 7 and 8	A minimum of two Formal Assessment Tasks per KLA/course each year and a maximum of four Formal Assessment Tasks per KLA/course each year.
Year 9 and 10	A maximum of FOUR Formal/Common assessment tasks that cover the full range of outcomes The mapping of relevant Areas for Assessment An indication of the week/date for each assessment task



How will I know if my child is learning?

- ❏ Term 1 - Parent/Teacher/Student Interviews
 - ❏ Term 2 - Semester 1 Report
 - ❏ Term 3 - Parent/Teacher/Student Interviews
 - ❏ Term 4 - Semester 2 Report
-
- ❏ Teacher emails available on the College website
 - ❏ College Diary
 - ❏ Class work
 - ❏ Google Classroom
 - ❏ Compass



How will I know if my child is learning?

Common Grade Scale

Grade	Grade Descriptions
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



Should my child be doing homework?

MIDDLE/SENIOR YEARS LEARNING HOME STUDY [POLICY](#) - on the College Website

Students must:

- 1.1 enter all homework tasks and due dates in their **College diary**.
- 1.2 **complete and submit all assigned homework tasks** on the due date and to

1.7 spend (on average) the time indicated below on study:

Stage 3	Stage 4	Stage 5
30 - 45 minutes per night	45 - 90 minutes per night	60 - 90 minutes per night



Are you serious? 45-90 minutes each night???

Yes, but remember... HOME STUDY

- ☐ Complete any homework given in class
- ☐ Complete any upcoming assessments (home projects)
- ☐ Revise content

And... **ON AVERAGE**

Compass Training



1. Sign

Attendance sheet



2. Collect

Curriculum Overview

Assessment Schedule

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