Lives Fully Lived
Activity

• How would you rate your school in the following
  • Parent Involvement
  • Parent Engagement
  • Parent Engagement in their child's learning
The Journey......
School Strategic Plan

Our dream for each child is a life fully lived.

Families invite us into their life and the learning journey of their child.

We accept that invitation when we welcome a child and their family into the school.
Learning by the Power of 3 (Learning\(^3\))

**THE POWER OF THREE:**

Education is a triangle with three legs: parents, child, school and if any of the legs fail the triangle falls as well.
Activity

• Reflect on what your school does in parent engagement in learning now ...

<table>
<thead>
<tr>
<th></th>
<th>What works well</th>
<th>Even Better If …</th>
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</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
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<tr>
<td>Parents</td>
<td></td>
<td></td>
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<tr>
<td>Teachers / Staff</td>
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</tbody>
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Strategic Plan Priority 3 - Strengthen Relationships

Strengthen home school community engagement in learning
Community Engagement Research Projects

- Transitions
- Community Partnerships
- Learning³
How do we develop partnerships with the primary caregivers of our students to empower them as active partners in their child’s learning at School?

- Learning Conversations
- Prep Enrolment/Transitions
Learning Conversations

**Term 1**
Family Learning Conversation

- **Week 4**
  - To help get to KNOW children, their family and how they learn
  - A family will meet with all the teachers of their children in ONE conversation.
  - Teacher facilitated.

**Term 2**
Celebration of Learning Conversation

- **Week 10**
  - To engage in a learning conversation focusing on achievement and progress, learning behaviours through the ‘learner profile’, and where to next
  - Each child and their parents meet with their teacher in their home room.
  - Teacher facilitated.

**Term 3**
Celebration of Learning Conversation

- **Week 10**
  - To engage in a learning conversation focusing on achievement and progress, learning behaviours through the ‘learner profile’, and where to next
  - Each child and their parents meet with their teacher in their home room.
  - Teacher facilitated.

**Term 4**
Celebration of Learning Showcase

- **Week 9**
  - To showcase students learning growth and their learning power.
  - Each child and their parents meet with their teacher in their home room.
  - Student led.
Term 1 – Family Learning Conversations

Purpose:
These conversations are designed to share understandings of how the children in the family learn and highlight the important role of the family and the community in this learning.

KNOW each child
as a learner and a person
as a family member
as a member of the community
1. **Progress and achievement.**
Each child together with their home group teacher will highlight things that each child has done well in class or at school. The home group teacher and child also highlight areas for improvement or future learning.

2. **Learner Profile.**
The learner profile is a tool for reflecting on achievement and progress in developing effective learning behaviours - what powerful learners do at Good Samaritan - ‘My ways of thinking’ and ‘My ways of working’.

Each child completes the Learner Profile at school prior to the Celebration of Learning Conversation with help from his/her teacher.

3. **What’s next?**
The parents, child and the Home Group Teacher identify a learning goal or a learning focus for each child’s continued progress.

There is a section on the learner profile for the parent, your child and the Home Group Teacher to agree on what each of you will do next to help achieve the learning goal.
My Learner Profile

My Name: ___________________________ My Class: ___________________________ Today's Date: ___________________________

My Ways of Thinking
The Critical and Creative Thinking Capability

I show persistence and don't give up when things get hard.  
I make connections to prior knowledge and experiences.  
I ask questions if I am confused about something.  
I follow directions when they are given.  
I take responsibility for my learning.

How much are you like this?  JOIN ME AT ALL  SOMETIMES LIKE ME  VERY MUCH LIKE ME

1. I enjoy learning :----------------------------------------------------------------------------

2. I always try to learn :---------------------------------------------------------------------

3. I keep trying to improve :------------------------------------------------------------------

4. I know what to do when I get stuck :-------------------------------------------------------

5. I work with others to figure things out :---------------------------------------------------

Learning

My Name is: ___________________________
My Home Group: ___________________________
Date: ___________________________

What's next for you?

I will ...
• ........................................................................
• ........................................................................
• ........................................................................

I/we will ...
• ........................................................................
• ........................................................................
• ........................................................................

We will ...
• ........................................................................
• ........................................................................
• ........................................................................

At Good Samaritan we are learning how to be powerful learners.
Teacher Feedback on CoLC

Q9: Did the Learning Conversation help you and the child to highlight achievements and progress to date?

Q11: Did the Learning Conversation help you and the child to highlight their "learning behaviours" at school and ways to improve?

"More just affirmed rather than highlighted - as we were already doing goal setting and learning conferences."

"If the profile statements were a part of our class conversations over the term it would help us all be more aware of our learning and what we need to work on. I will display all the statements in our classroom so that the language and context becomes embedded in all that we do.”
Q6: Was it helpful to hear from your child about their achievements and progress to date?

Q7: Was it helpful to hear your child and their teacher talk about their learning behaviours at school?

“More informative-about their learning status better than last year.”

“More ongoing communication. More online progress to be uploaded. Updates maybe from village leaders in the newsletters. Reports were not enough…too generic.”
Activity

Reflect on your schools ‘reporting’ system.

What would your PARENTS
STUDENTS
TEACHERS
say about your system with respect to engagement in learning?
Transitions Research Project - Focus questions

How do we support the transitions of early years children and their families to work in learning partnerships with the school that enable every child to experience a life fully lived?

- Playgroups
- Nursery Rhyme Time
- Kindergarten visits
- Hume Early Years Network
Playgroups

• 0-5 years
• 2 playgroups each week
• Parents and children
Community Partnerships Research Project - Focus questions

How do we develop relationships within our school, parish and wider community that are authentic, inclusive and respectful?

How do we develop collaborative partnerships with community organisations so as to increase our capacity to meet the learning and wellbeing needs of our students?

- Jericho Community Learning Village
- Parish Network
- Roxburgh Park Child Health & Development
Jericcho Community Learning Village

• Community Hubs Australia Funding (3 years)
• Community Engagement Leader appointed

Providing
• Adult education
• Access to health and community services
The project will develop a one stop to assist the families to access a range of community, education and health services whilst building the capacity of staff and families.

The project partners are:

- Hume City Council
- Good Samaritan Catholic Primary School
- Dianella Health
- The Victorian Foundation for Survivors of Torture Inc. (VFST, also known as Foundation House)
- Community Hubs Australia
Activity

At ................... children learners...

At ...................... parents...

At ...................... staff...

Lives Fully Lived
Good Samaritan Primary School

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