FRANCIS SCHOOL

Parents and Students
In name of the Creator, Son the and Holy Spirit.

Gathered as God’s community of Mount Alvernia College,

We honour the stories of which we are a part:

The stories of Jesus,
Of Francis and Clare,
Of Elizabeth Hayes and the Missionary Franciscan Sisters,
And of all our students and staff, past, present and future.

God we pray:
That we will be instruments of peace;
That we always find joy in the simple things;
That we serve others with compassion;
That we respect all your people on earth and all of creation.

May everything we do be grounded in love,
As we place our trust in you.

Saint Francis and Saint Clare,
Watch over us.

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

Amen.
Learning Intentions:

- To recognise and engage with your daughter’s teachers
- To establish how teachers operate as a team
- To understand the routines and expectations of types of learning experiences, homework and assessment types
# Meet your Learning Group

**CORE Teachers**

<table>
<thead>
<tr>
<th>Year 7 – ERGH</th>
<th>Year 7 – MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1 – Paula Egan</td>
<td>LG1 – Kathryn Nichols</td>
</tr>
<tr>
<td>LG2 – Tonia Campbell</td>
<td>LG2 – Maree Knight</td>
</tr>
<tr>
<td>LG3 – Jodie Lihou</td>
<td>LG3 – Natalie Fernandes</td>
</tr>
<tr>
<td>LG4 – Sally Ludlow</td>
<td>LG4 – Suzanne Walker</td>
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<tr>
<td>LG5 – Jeni Barlow</td>
<td>LG5 – Hayley Jones</td>
</tr>
<tr>
<td>LG6 – Denise Shaw</td>
<td>LG6 – Jenny Gollan</td>
</tr>
<tr>
<td>LG7 – Gabrielle Donohue</td>
<td>LG7 – Veronica Blaszczynski</td>
</tr>
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</table>
# Meet your Learning Group

## CORE Teachers

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<th>Year 8 – ERGH</th>
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<tr>
<td><strong>LG1</strong> – Karan Yates</td>
<td><strong>LG1</strong> – Suzanne Walker</td>
</tr>
<tr>
<td><strong>LG2</strong> – Tonia Campbell</td>
<td><strong>LG2</strong> – Andrea Kerr</td>
</tr>
<tr>
<td><strong>LG3</strong> – Rasika Flux</td>
<td><strong>LG3</strong> – Nicole Parker</td>
</tr>
<tr>
<td><strong>LG4</strong> – Jane Gibson</td>
<td><strong>LG4</strong> – Mick Butterworth</td>
</tr>
<tr>
<td><strong>LG5</strong> – John Hutchinson</td>
<td><strong>LG5</strong> – Natalie Fernandes</td>
</tr>
<tr>
<td><strong>LG6</strong> – Jodie Lihou</td>
<td><strong>LG6</strong> – Annette Butterworth &amp; Jen Gibbons</td>
</tr>
<tr>
<td><strong>LG7</strong> – Alison Ward</td>
<td><strong>LG7</strong> – Emily Want</td>
</tr>
</tbody>
</table>
THE TEAM

Debra Evans - Assistant Principal (Student Learning)  
evand@mta.qld.edu.au

Daniel Crump - Deputy Principal (Staff and Students)  
crumd@mta.qld.edu.au

Teaching and Learning Guardian  
Kate Pacey – Francis School pacek@mta.qld.edu.au

Pastoral Team  
Jeni Barlow – Year 7 barl@mta.qld.edu.au

Mick Butterworth – Year 8 buttm@mta.qld.edu.au
Enable Excellence
“Relationships are the most important ingredient to the education of our students”

Fr Richard Leonard, 2012
PASTORAL TEAM

The role of a Pastoral Guardian:
• promoting positive relationships
• engendering school spirit, discipline and pride
• meeting ongoing needs of the year group, eg transition, continuing to build identity and belonging within the group
• communication with parents
• coordination of pertinent year level events
• work in collaboration with the Francis School Team
PASTORAL TEAM

- Healthy balance (academic, exercise, social, relaxation, work)
- Participation with effective time management
- Communication - student to teachers and Pastoral Guardian
- Parent communication and support re issues of concern
- Using initiative; accessing appropriate support; seeking solutions
Fostering Positive Relationships in our Franciscan Community
Mount Alvernia College

Educating young women in the Franciscan Tradition

Communication Procedures

Achieving desired outcomes for students, parents and teachers
CONTACT THE RIGHT PERSON EARLY

ADOPT

A  Agenda - The agenda is set by all participants. Name what you think the problem is.

D  Discuss each agenda item using the FIX model.

F  Facts - Using the facts rather than emotion makes your point more effectively

I  Inference - Tell the teacher/parent what you think the problem is, based on the facts outlined. A useful phrase is “It seems to me that…”

X  Explain - Ask the other person to explain how they see things from their point of view. It is important to hear their perspective. Listen to what they have to say.

O  Options - explore as many options as you can. They need to be practical to implement.

P  Proposal - Make a proposal for moving forward. Advice may be sought from others. A follow-up email is sent confirming agreed action being taken, by whom, by when.

T  Time to Review - Set a time to meet and follow up.

Keep to 20 mins
Pastoral Matters:

- repeated uniform issues
- repeated technology misuse
- repeated behaviours not conducive to positive relationships
- repeated lateness to class

Friday afternoon detention from 3.15-4.15pm (Pastoral Guardian to notify)

Academic Matters:

- Homework non submission more than three occasions
- Non submission of assessment
- Academic application, eg lack of equipment

- Lunch time detention or Friday afternoon detention from 3.15-4.15pm (Learning Area Advisor to notify)
Teaching and Learning

Kate Pacey/ Kerry Jell
Teaching & Learning Guardian
Year 7 & 8
Year 7 Learning

Arts and Technology
(Semester based, Currently 2 of these)
- Music, Art (3), Home Economics and Design and Technology (4)

Creative Immersions (rotation)
Drama, Graphics, Business, Japanese, Italian, IT and Media Art Studies (4)
Year 8 Learning

Core Studies - English Religion History
Geography (17)
Maths Science (13)
Health & PE (4)

Whole Year Program – Retech (2) and PD (4)

Plus Independent Project + five Creative Explorations each semester
Strategies to support learning

HOMEWORK and ASSESSMENT

✓ management of subject work and organisation of set tasks (6-10 hrs/week)

✓ plan completion of task based on due date and complexity. **Keep a copy of timetable on desk at home** – some homework will be due the next day, some may not be due for a week.

✓ “No Homework”

✓ **Expectations** – Achieve Own Potential
What do you say when your child says “I have no homework”?

• Teacher-directed homework

• Self-directed homework
Tools to manage learning

- **Student Planner** – record, communication
- **Moodle** – Year 7 & 8 Matters and Specific Subject Pages, Lost Parent Login – Bill Fisher
  fishw@mta.qld.edu.au
- **Balance and Time Management**
- **Positive Learning Environment** – Francis and Clare
  Study as an option – Commences WK 5 Tuesday 21 Feb
  (Tues, Wed, Thurs, 3.15–4.30pm)
Tools to manage learning

✓ Fostering a Growth Mindset

In a growth mindset, students UNDERSTAND that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. Neuroplasticity research shows that intelligence is malleable – we can continue to grow our pathways in the brain through application.

The Language of a Growth Mindset

What Can I Say To Myself?

<table>
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<tr>
<th>Instead of...</th>
<th>Try thinking...</th>
</tr>
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<tbody>
<tr>
<td>I'm not good at this.</td>
<td>What am I missing?</td>
</tr>
<tr>
<td>I'm awesome at this.</td>
<td>I'm on the right track!</td>
</tr>
<tr>
<td>I give up.</td>
<td>I'll use some of the strategies we've learned.</td>
</tr>
<tr>
<td>This is too hard.</td>
<td>This may take some time and effort.</td>
</tr>
<tr>
<td>I can't make this any better.</td>
<td>I can always improve, so I'll keep trying.</td>
</tr>
<tr>
<td>I just can't do math.</td>
<td>I'm going to train my brain in math.</td>
</tr>
<tr>
<td>I made a mistake.</td>
<td>Mistakes help me to learn better.</td>
</tr>
<tr>
<td>She's so smart. I will never be that smart.</td>
<td>I'm going to figure out how she does it so I can try it!</td>
</tr>
<tr>
<td>It's good enough.</td>
<td>Is it really my best work?</td>
</tr>
<tr>
<td>Plan A didn't work.</td>
<td>Good thing the alphabet has 26 more letters!</td>
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FRANCIS SCHOOL

Parents and Students

Thank you