PARENT INFORMATION EVENING

- Welcome
- Prayer
- LEAD: Strategic direction from CEOWA
- Strategic Direction for Sacred Heart School.
- Curriculum Focus 2014.
- Spelling Program: Sound Waves.
GATHERING PRAYER

Holy Spirit of God,
You call us together as one
To bring to children
The message of your love.
Be with us in this gathering.
We ask this through Jesus’ name.
Amen.
STRATEGIC DIRECTION 2014 - 2016
LEADing in a flourishing Catholic Education system
LEAD – DEFINING OUR STRATEGIC DIRECTION

Learning
Engagement
Accountability
Discipleship
# Strategic Direction 2014 - 2016

LEADing in a flourishing Catholic Education System

<table>
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<tr>
<th>Focus Area</th>
<th>Intent</th>
<th>Outcomes</th>
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| **Learning** (Education) | **Learning** is what we do — We are committed to learning at every level. | › Enhance student achievement and wellbeing  
› Increase student and staff engagement in their own learning and faith formation |
| **Engagement** (Community) | **Engagement** is essential — We are committed to Catholic Education’s mission through relationships with all. | › Enhance parental engagement in their child’s learning and faith formation  
› Develop our people to be leaders in Catholic Education’s mission |
| **Accountability** (Stewardship) | **Accountability** is not optional — We have personal and collective responsibility for our system’s success. | › Increase understanding of our individual and collective responsibility for Catholic Education’s mission  
› Ensure inclusivity, good governance and the resource allocation required to meet our mission |
| **Discipleship** (Catholic Identity) | **Discipleship** is our calling — We are committed to deepening our relationship with Jesus. | › Enhance opportunities for personal faith development  
› Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action |
SACRED HEART CATHOLIC SCHOOL

A Plan for the Future
Towards 2016

STRATEGIC PLAN
Our Strategic Direction is organised under the focus areas: Learning, Engagement, Accountability and Discipleship, using the LEAD acronym, as described in the Strategic Direction 2014-2016 of the Catholic Education Office of Western Australia.

OUR GOALS
Learning - Curriculum and Student Learning:
Short Term Goals 2014-2015

- To ensure a child’s preparedness for formal education allows them to reach their potential.
- Prioritise whole school curriculum focus.
- Implement specific and clear school wide targets of student improvement.
- Implement an assessment plan with detailed systematic use of assessment instruments.
- Participate in an initial inquiry based, critical thinking program.
- Implement and promote Kagan Cooperative Learning strategies throughout the school.
- Implement a higher order thinking matrix to encourage creativity as 21st Century Learners.
- Implement regular and detailed data analysis which corresponds directly to the curriculum and informs future teaching.
- Offer a differentiated spelling program in order to improve student spelling outcomes.
- Celebrate student achievement by regularly communicating stories of success to the wider community.
- Implement KidsMatter as a tool to support the mental health of all students and to assist all to reach their full potential.

Long Term Goals 2014-2016

- Develop learning opportunities that reflect current technologies and educational approaches to enhance student motivation.
- Identify that there are multiple opportunities to learn and reflect these in teacher planning and assessment documents.
- Structure professional development to up-skill staff in the need to cater for a variety of learning styles e.g. Boys in Education, outdoor learning environments, technology.
- Establish a culture of critical teaching reflections.
Engagement - School Community

Short Term Goals 2014-2015

- Increase our presence in facilitating Better Beginnings at Goomalling CRC. Offer opportunities for the senior students to facilitate components of Better Beginnings.
- Increase our visits to Aged Care at Goomalling Hospital once each term.
- Develop a partnership with the local CWA and Senior Citizens groups.
- Facilitate a “Living History Project” to build relationships and record the histories of senior members of our community. Establish this project as a contribution to the wider community.
- Introduce informal parent coffee mornings in the Library throughout the term.
- Introduce “Dad’s Mornings” once each term for Dad’s to come and play with their children in the playground or classroom before school and to listen to reading.
- Encourage parent volunteers into the school. Begin an audit of parent skills – one thing each parent can help with. Develop strategies to engage parents as parent helpers in the Early Childhood classes.


- Develop a collaborative relationship with Goomalling Primary School through the introduction of shared after school sport activities.
- Establish a roster of one activity per term between both schools in Goomalling.
- Promote and encourage participation at the local Youth Group through the newsletter, assemblies and weekly class diaries/class notes.
- Create a shared space for parents to use in the school library to encourage parents to increase their presence in the school and to build relationships with other parents.
- Develop strategies to encourage parents to be involved in the school – personal invitations to events and parent rosters for all classes.
Accountability – Stewardship

Short Term Goals 2014-2015

∙ Continue to build a community that acknowledges and encourages the Catholic tradition of co-responsibility - active fund raising and awareness raising activities for support of CARITAS, LifeLink and St Vincent de Paul Society. Begin a Mini Vinnies group for students at school.
∙ Continue to foster school, business and community relationships - by holding a thank you community breakfast once each year, encourage further partnerships with the CWA and Senior Citizens and implement a roster of student visits to Aged Care.


∙ Ensure the social, financial, technological and environmental sustainability of Sacred Heart Catholic School.
∙ Continue to promote an ethos of inclusivity, multi-culturalism and acceptance. Promote NAIDOC Week and Harmony Day as celebrations within the community.
∙ Continue to seek new and diverse growth opportunities to ensure student enrolments are maintained.
∙ Continue to attract quality staff and develop methods that helps to foster the personal and professional growth of staff.
∙ To ensure our built environment and infrastructure meets the ongoing and changing demands of society.
Discipleship – Catholic Identity

Short Term Goals 2014-2015

- Implement the Fruits of the Spirit program throughout the school and link to the school values.
- Encourage our students to set personal goals based on the Fruits of the Spirit Program.
- Email weekly prayer/reflections to staff for personal use.


- School focus on prayer – specifically teach formal and informal ways to pray and how to pray at various times during the Mass.
- Sacramental Preparation – introduce a more rigorous and family involved Sacramental preparation program for parents and students.
- Introduce a biannual overnight retreat camp for the senior class.
- Ensure relevance of faith programmes, especially the Gospel, to parents and children in today’s society.
- Incorporate Liturgy of the Word celebrations into the Liturgical calendar and invite parents to attend.
Spelling – Sound Waves

Sacred Heart Catholic School Goomalling 2014
The English Alphabetic Code

- Handout
- English has a complex alphabetic code where the 26 letters of the alphabet represent 43 or so of the most basic sounds in that we can identify in English speech.
- Yellow column – units of sound or phonemes
- The red font in the yellow column shows the vowel sounds and the blue font shows the consonant sounds.
The English Alphabetic Code

- These alphabet letters can make around 150 different representations, versions or ways to write the 43/44 sounds.
- Purple and blue columns – codes for the sounds or graphemes.
- The order of the different graphemes or codes from left to right show the progression to more complex and less common variations.
- Some graphemes or codes (letter combinations) look the same but can make different sounds. (Such as oo as in book or oo as in moon, pg. 2).
Patterns in Spelling

- English can seem very confusing, however many behave predictably.
- If you collect up a whole lot of words with the same sound, and sort them into groups according to the way the chosen sound is spelt, you can often see spelling patterns.
- For example: the "ch" sound: At the beginning of a word, use "ch." “tch” is used at the end of a word, it is unlikely to be at the start or middle. When the "ch" sound is followed by *ure* or *ion*, use *t*. Examples: choose, champ, watch, catch, picture, rapture.
- Another example: **Double Consonants**: When b, d, g, m, n, or p appear after a short vowel in a word with two syllables, double the consonant: b, d, g, m, n, or p. Examples: rabbit, manner, dagger, banner, drummer.
- However, there are always a few funny spelling exceptions that don't follow any pattern, like the "oo" in "brooch" and the "ew" in "sew". Fortunately, once you've got your head around the main patterns, the funny spellings are fairly easy to notice and remember.
English Spelling

- There are half a million words in the English language and many of these are not spelt the way they sound. Why? The English language has a long history, which has undergone a lot of changes as well as being influenced by many other languages.
- [http://www.youtube.com/watch?v=7ihCHpxj2wg](http://www.youtube.com/watch?v=7ihCHpxj2wg)
  Watch first 2.30min on some information about English history and letter representations of sounds.
What is Sound Waves about?

“Sound Waves is fundamentally based on explicit teaching of synthetic phonics and provides a whole school word study program using the phonemic approach that develops reading and writing skills from Foundation (pre-primary) through to the final primary school years.”
Sound Waves

- It is an Australian spelling program, written and developed by Australian classroom teachers based upon a sequential, explicit phonics program.
- We are using the National Editions of the Sound Waves programs and books which links with the Australian Curriculum and matches all state and national curriculum documents.
The Sound Waves program includes:

- Phonics – graphemes and phonemes
- Segmenting – breaking words apart (spelling)
- Blending - joining sounds together (reading)
- Grammar
- Punctuation
What is a phonemic approach?

• The focus of the program is to explore the phonemes of the English language and study the most common graphemes that represent these phonemes.

• A grapheme is/are letter/s that represent phonemes.

• A phoneme is a basic unit of sound.
What is a phonemic approach?

Sound of the Week

- Usually students will study one phoneme (sound) per week. This will be the same sound from Years 2-7 for Semester 1.
- On occasions, two phonemes will be studied in one week as they may only have one or two graphemes to learn. This is to ensure that students will have had exposure to the 43 Australian phoneme sounds by the end of the school year.
- These sounds will be repeated each year, however the complexity/difficulty of the type of grapheme (letter code) will change as students become aware and correctly use the more simpler grapheme codes.
Differentiation

- We will cater for individual student needs by pre-testing them each week before the new phoneme (sound) is introduced.
- This weekly testing will identify which graphemes (letter codes) students need to focus on and learn and assist us to create individual lists with the students that suit their individual spelling needs.
- Students will have no more than two different graphemes for each phoneme (such as ‘ay’ and ‘ai’) to help minimize confusion.
Differentiation

- Students will be tested each week to track and assess their understanding and their use of the different graphemes.
- Students will also undertake a dictation test at the end of each week to determine if their understanding of the different graphemes is correctly applied in other non-list words accurately.
- Dictation tests will also identify if the students use and apply grammar and punctuation rules that were explicitly taught to the class or small groups that week.
Teaching Focus

- We will be teaching spelling with a more structured and consistent approach across the school from Kindergarten to Year 7.
- We will explicitly teach students about the different phonemes of the English language (sounds).
- We will be explicitly teach small groups of students the different graphemes (letter codes) for each phoneme according to student ability and needs.
- We will explicitly teach the different spelling rules, hints and patterns that apply to the different phonemes and graphemes to assist them to identify and use the correct grapheme for different words.
Teaching Focus

- We will explicitly teach students grammar and punctuation rules and patterns to assist them to think more about their writing and spelling choices.
- In the later year levels, we will investigate morphemic (base/root words and word endings) and etymological (word origins/history) to increase students’ understanding about words and how to spell them.
- Classroom spelling activities will include a lot of talking, listening, reading, writing and critical thinking.
Using Sound Waves at Home

• Look, say, cover, write and check method – develop visual spelling knowledge
• Identifying phonemes and graphemes within each word – develop their phonetic spelling knowledge
• Variety of spelling activities – that will develop all four types of spelling knowledge

• Availability of Sound Waves Kids online for students and families to use at home:
  • www.soundwaveskids.com.au

Please note that the list words available on this website will be the set words for your child’s book level, however there is an option to create a custom list for some activities.
Sound Waves Kids Passwords

- www.soundwaveskids.com.au
- Level 1 – jump965
- Level 2 – clap973
- Level 3 – turn092
- Level 4 – were117
- Level 5 – sit514
- Level 6 – story150
- Level 7 – fizz254