Home room Session Information Sheet

The main purpose of the session is for the Home class teacher and parents to meet. It is an opportunity for the Home class teacher to talk about their role, Home class expectations and establish communication paths with parents.

- **The Home class teacher**
  Is the first port of call, if parents need to discuss issues or concerns about their daughter’s learning.
  The Home class teacher may be able to answer questions immediately or they may say that they need to do some follow up, but will get back to you soon. (E.g. I need to email your daughter’s subject teachers to get feedback on her overall progress/behaviour). The Home class teacher may give parents some indication as to how long it could be before they can get back to them e.g. it will be 24 hours or next week etc.

- **Contacting the Home class teacher**
  The diary advises parents to phone the College and to request an appointment via the school receptionist.
  When making an appointment, parents are asked to give a brief outline of the issue to be discussed.
  On arrival for the appointment, parents are required to sign in at Reception and sign out when leaving the school.

  If parents would like to speak to a teacher, please ring and leave your contact numbers and brief details about the matter to be discussed. The staff member will return your call as soon as possible. You may need to allow 24 hours as teacher may be working face to face with students, on a conference or involved in meetings, which can make it difficult to return a call on the same day.

  Different teachers have different expectations and preferences with regard to communication.
  In the session the Home class teacher will inform parents about their preferred protocols for communication.

  Here are a few guidelines for contacting the Home class teacher; if you were not able to attend the meeting.
  **Initial contact:** Most Home class teachers prefer parents to ring and make a time to see them in person. Once contact has been made and a relationship established other forms of communication, such as email, can be used depending on the nature of the concern.
  **Use of the diary:** for a quick question and for notification of an appointment (eg orthodontist) or a short absence, the diary is recommended.
  **Email:** is generally a good means to also ask a quick question, seek clarification or request a phone call or appointment time if you have already met the Home class teacher.
  A guideline for email is to ask yourself – Is my reason for contacting the Home class teacher going to take more than a paragraph? If the answer is yes, then it probably requires a conversation. Therefore, to avoid ‘email ping pong’, phoning the Home class teacher is recommended.
  **Letter to the Principal.** A letter to the principal to request permission for absence from school should be addressed to the Principal.

- **Communication Protocol** No matter what form of communication teachers and parents use to communicate with each other, all exchanges should reflect the ethos of the College and facilitate interactions that
  1. display courtesy and respect
  2. are mindful that there are always two or more points of view,
  3. are in the best interest of the student.

- **Home class teachers’ expectations for students in Home class**
  Prompt arrival in the morning – the 15 minutes in AM Homeroom sets the tone for the rest of the day
  Courtesy - please and thank you
  Return of notices/information by due dates (would be much appreciated)
  Clothes to be named clearly
  Students to comply with the uniform changing procedures

- **The Philosophy of the Heart**, the Loreto Difference. We translate our values of justice, sincerity, freedom, felicity and verity into action by our educational philosophy of student learning being at the heart of the heart and about the heart.
  **Learning at the heart** is where the teachers provide students with the potential, the possibilities and the opportunities to grow they ignite the passion, and inspire students to pursue excellence through their learning and their engagement.
  Teachers stimulate open mindedness and create a sense of awe and wonder in the minds of their students: they ignite a love of learning for all. “What good teachers have is a passion; the spark students pick up on their excitement and that makes them curious.” Parker J. Palmer.

  **Learning of the Heart** is to work with students to help them be the best they can be through the development of the whole person in relationship with self and others: it is a transforming process of love and care. When we expect the best of our help our live their lives with an open heart so they can find their own unique parts and fulfil their potential. How we work with the
whole person is ‘learning of the heart. Pastoral care underpins everything we do as teachers. Making sure our students are the best they can be in their relationships, in their activities, whatever they may be is the teacher’s gift. The teachers support learning of the heart through their genuine pastoral care of the students, through involvement in extracurricular activities, their support and participation in at sports carnivals and performing arts festivals, accompanying students on camps, being there for families and students on Family Day and the special support given to individual students in times of need.

**Learning about the heart** is learning a love of others through the exercising of mutual respect and developing right relationships based on trust, compassion, empathy, integrity and justice. Because education is fundamentally a process of educating - drawing out – students must fund their own ways. Teachers can accompany them by not do the learning or the living on their behalf.

- **Middle Schooling Pedagogy**
  What lies at the centre of Middle School Pedagogy is the importance of the quality of the relationship the Home class teacher and the student. As much as possible the Home class teacher teaches Pastoral Care and one or two subjects to the Home class in their care. As the Home class teacher teaches the student for more than one subject, there is a growing recognition of interdisciplinary teaching at Loreto.

- **The Middle Years Program**
  The International Middle Years Program is a course of study for students from Years 6-10, based on eight subject groups. At Loreto students study a ninth subject Religion. Students receive topic unit plans from their teachers which outline the assessment task and the criteria for assessment. All work in the program is assessed according to criteria. As it takes several weeks to assess students twice against each of the criteria for a subject, a full report is given at the end of the semester. However, **Parent Teacher Interviews** will be held in week 9 of Term 1 on Tues 27th and Wednesday 28th March. If a student is not up to date with work an **Academic Alert** is sent home to parents by the subject teacher. **Parents are advised to contact the Home class teacher or subject teacher directly if you have any concerns about your daughter’s learning.**

- **Homework** - the Middle Years has a new **Homework Framework** for each year level.

  A significant shift in teaching and learning this year is that **students do not do ASSIGNMENTS at home.** All assignment work is done in class time.

  **In Years 6 and 7**
  - Students should not do more than 60 mins of homework per night 4 nights of the week. Mon-Thurs.
  - Homework is set on Monday - Thursday nights.
  - Homework Framework consists of 3 sections Memory, Consolidation and Reading.
  - **Memory** work is set each night (Maths, Language and Spelling).
  - **Consolidation and Reading** tasks may be short exercises, eg 10 mins or a longer task eg 30 mins.
  - However, the work is not due until the same lesson 1week later and will be followed up subject teacher.
  - The framework has a time section for students to fill in so that the amount of time, the teacher determines the work should take and how much time they spend on it is recorded.
  - This enables data such as, the amount, time spent, and nature of Homework to be observed and reviewed, should the student require support.
  - **Written tasks should not exceed 600 words**
  - **No home work is set on Friday nights or the weekend.**

  If a student is doing homework on the weekend, please contact the Home class teacher.

  **In Years 8 and 9**
  - Students should not do more than 90 mins of homework per night on 4 nights of the week. Mon-Thurs. and once on the weekend. The weekend 90 minutes is self- set by the student.
  - Homework Framework consists of 3 sections Memory, Consolidation and Reading.
  - **Memory** work is set each night (Maths, Language and Spelling).
  - **Consolidation and Reading** tasks may be short exercises, eg 10 mins or a longer task eg 30 mins.
  - However, the work is not due until the same lesson 1week later and will be followed up subject teacher.
  - The framework has a time section for students to fill in so that the amount of time, the teacher determines the work should take and how much time they spend on it is recorded.
  - This enables data such as, the amount, time spent, and nature of Homework to be observed and reviewed, should the student require support.
  - **Written tasks should not exceed 600 words**
  - For students in Year 9 one homework slot per 2 week cycle is designated to the **Personal Project.**
- **Screens Sleep and Support** – Following on from Kirrile Smout’s presentation, by placing some negotiated boundaries around ‘screen’ usage in the home and supporting good sleep habits, parents can assist their teens to develop routines that promote healthy conditions for learning. If parents are aware of any misuse of social networking sites, please notify either the Home class teacher or the year level coordinator. So much of what goes on in social networking sites can directly impact on a student’s emotional wellbeing (at home and school).

- **Speakers and Resources for Middle Years’ Parents 2012**
  **Dannielle Miller (Enlighten) - Enlighten Parent Evening 7.00pm**
  Dannielle Miller is the founder of Enlighten Education Australia and New Zealand is one of Australia’s foremost ground-breaking educators in the field of education and student welfare. She is an accomplished author and her innovative approach to raising teen girls, based on forging deeper, more loving relationships is outlined in her popular book ‘The Butterfly Effect’. In 2010, and 2011 she spoke at a Parent Evening and ran workshops for Year 6 and Year 8 students. She was very well received by both parents and students. In 2012 she will be speaking on a different topic to her previous parents. **Topic TBA**
  

In 2011 Michael Carr Gregg worked presented to parents and staff and his books are simple to understand and provide useful information for parents. The guides are available form good book stores and Big W.

Resources
- M.Carr- Gregg, ‘Surviving Adolescents The must-have manual for all parents’, Penguin Group (Aust), 2005
- M.Carr- Gregg, ‘Real Wired Child What parents need to know about kids on line’, Penguin Group (Aust), 2006
- M.Carr- Gregg, ‘When to Really Worry’, Mental Health Problems in teenagers and what to do about them Penguin Group (Aust), 2010

- **Some of Year Level dates for Students and Parents in Years 6-9** (This is not a complete guide)
  In addition to subject based excursions and programmes organised through the Learning Area Coordinators students participate in a range of activities which compliment the Pastoral Care Programme.

**Year 6**

- **5 March, IB Middle Years Program for Parents new to the Middle Years 7.30pm**
- 1 June, Pink Day
- 28 May, Enlighten – Day for students Dannielle Miller. Love the skin you are in. Princess Diaries
- **28 May, Enlighten Evening For Parents. Dannielle Miller 7.00pm Topic TBA**
- 25 July, Retreat Day
- 17-19 October, Camp - Wirraway
- 28 November, Surf Day
- 6 December, R-9 Mass followed by year level activities
- 7 December, 6-9 Merit Ceremony and Year 9 Graduation from the Middle Years.

**Year 7**

- **5 March, IB Middle Years Program for Parents new to the Middle Years 7.30pm**
- 22 March, Retreat Day
- 15-18 May, NAPLAN
- 28 May, Enlighten Evening, for Parents. Dannielle Miller 7.00pm Topic TBA
  - Parent Evening Canberra Trip date TBA
  - 27-31 August, Canberra Trip
- 13 September, 2013 Year 8 Loreto students pre-making Connection Day
- 23 November, 2013 Year 8 Making Connections Day
- 29 November, Surf Day
- **3 December, Year 7 Showcase of Work for Parents**
- 6 December, R-9 Mass followed by year level activities
- 7 December, 6-9 Merit Ceremony and Year 9 Graduation from Middle Years

**Year 8**

- **5 March, IB Middle Years Program for Parents new to the Middle Years 7.30pm**
- 6-9 March, Camp, Port Hughes, Yorke Peninsula
- 15 March, Year 8 Family BBQ, The Patch, 6.00pm - 8.00pm
- 28 May, Enlighten Evening, for Parents. Dannielle Miller 7.00pm Topic TBA
- 29 May, Enlighten Day, for students with Dannielle Miller. Love the skin you are in
- 15 June, Market Day,
- 16 August, Retreat Day
6 December, R-9 Mass followed by year level activities
7 December, 6-9 Merit Ceremony and Year 9 Graduation from the Middle Years

Year 9
5 March, IB Middle Years Program for Parents new to the Middle Years 7.30pm
9 March, Trekking the Fringe, Activity Day
15-18 May, NAPLAN
28 May, Enlighten Evening For Parents. Dannielle Miller 7.00pm Topic TBA
20-22 June, Camp Woodhouse
27-29 August, Interdisciplinary Activity
5 September, Retreat Day
   Aquatics Day, Port Noarlunga date TBA
6 December, R-9 Mass followed by year level activities
7 December, 6-9 Merit Ceremony and Year 9 Graduation from the Middle Years