



st Columba's
College

FAITHFUL
CONTEMPORARY
INNOVATIVE
SINCE 1897

Conversations with the Leadership Team

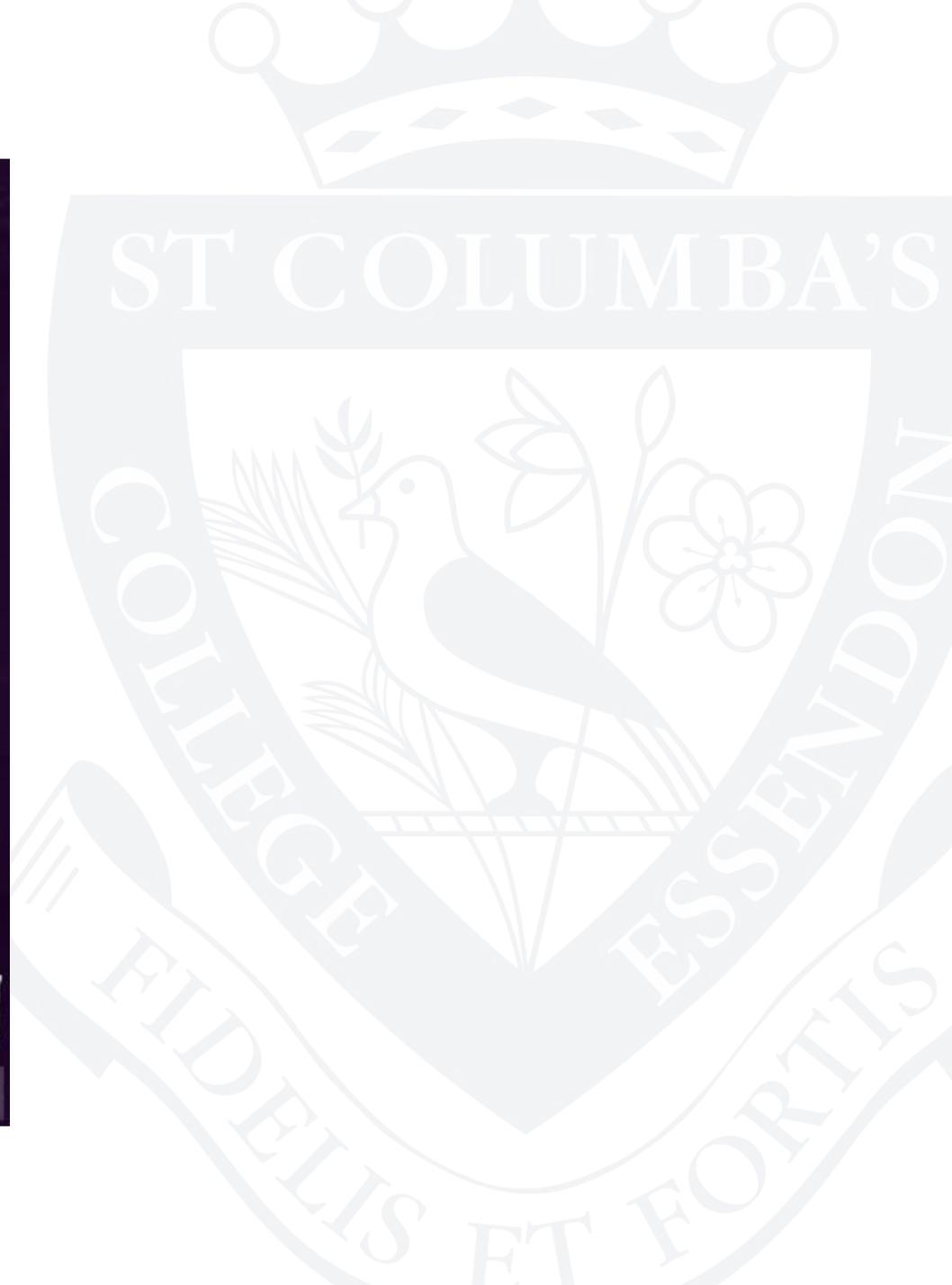
THURSDAY 10 JUNE

"Affirming words from moms and dads
are like light switches.

Speak a word of affirmation
at the right moment in a child's life
and it's like lighting up
a whole roomful of possibilities."

- Gary Smalley

Momtastic



Loving God,
You are the giver of all we possess,
the source of all of our blessings.
We thank you for the gift of our children.

Help us to set boundaries for them,
and yet encourage them to explore.
Give us the strength and courage to treat
each day as a fresh start.



May our children come to know you, the one true God,
and Jesus Christ, whom you have sent.

May your Holy Spirit help them to grow
in faith, hope, and love.

May their ears hear your voice.

May their eyes see your presence in all things.

May their lips proclaim your word.

May their hearts be your dwelling place.

May their hands do works of charity.

May their feet walk in the way of Jesus Christ,
your Son and our Lord.

Amen.



Evidence-based practice

Strong family-school partnerships improve student motivation and learning.

Educational Researcher, Geoff Masters states that evidence-based teaching involves the use of evidence to:

(1) establish where students are in their learning; (2) decide on appropriate teaching strategies and interventions; and (3) monitor student progress and evaluate teaching effectiveness.

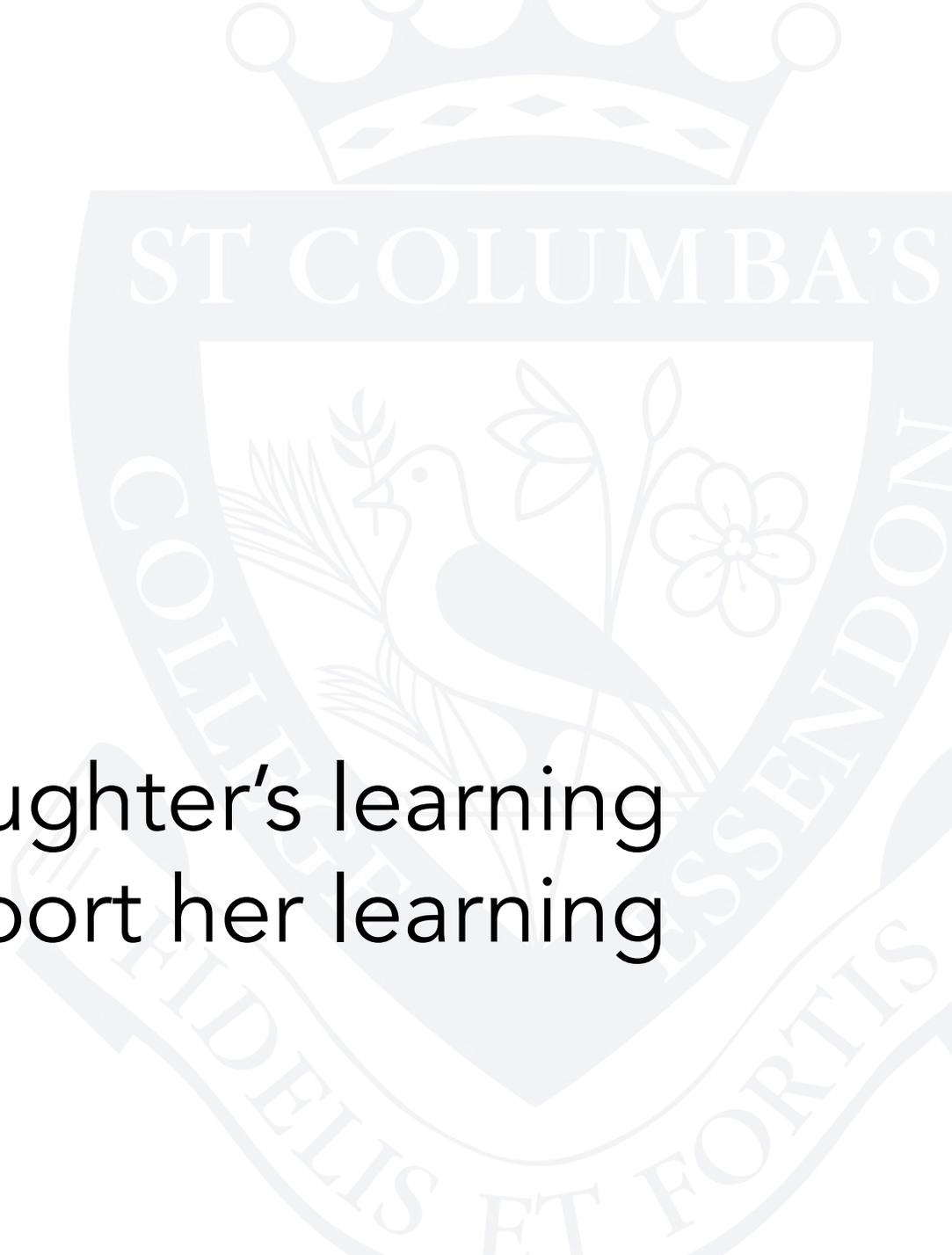
A key stage of our Learn Instructional model is *Reflective Practice*. At this stage of our model, teachers evaluate student growth and use evidence to inform teacher practice. Our teaching staff reflect on their teaching practice to understand **where their learners are** in their learning, **what works best** in teaching and learning and **work to evaluate their impact** on student learning outcomes.

Teachers also ask students engage in reflective practice to take responsibility for their growth and provide feedback to their teacher to support goal achievement and recognise the next steps in their learning.

What can you do to support your daughter in her learning journey?

Performance & Development Leader
Lucy Russell

How you can use your daughter's learning
data to support her learning



Without data, you
don't know what you
need to do, you don't
know if you are
succeeding

Without data, you are
just another person
with an opinion

Prof Barry McGaw
2016



What Learning Data is Available

Year 7 – 8

Internal Learning Data

- Learning Dispositions (Termly)
- Unit Rubric
- Scored Assessment Task Results
- Classwork

External Learning Data

- Academic Assessment Services (completed prior to starting Year 7)
- Year 7 NAPLAN Data (due Aug 2021)

Year 9

Internal Learning Data

- Learning Dispositions (Termly)
- Unit Rubric
- Scored Assessment Task Results
- Exam Results
- Classwork

External Learning Data

- Academic Assessment Services (completed prior to starting Year 7)
- Year 7 NAPLAN Data
- Year 9 NAPLAN Data (due Aug 2021)

What Learning Data is Available

Year 10

Internal Learning Data

- Learning Dispositions (Termly)
- Unit Rubric
- Scored Assessment Task Results
- Exam Results
- Classwork

External Learning Data

- Year 7 NAPLAN Data
- Academic Assessment Services Data (will receive prior to subject selection)

Year 11 & 12

Internal Learning Data

- Learning Dispositions (Termly)
- SAC Results
- Class Tasks

External Learning Data

- Academic Assessment Services (Year 11 only)
- Year 7 & 9 NAPLAN Data

Finding Learning Information



Personal Details

Student Timetable

Attendance

Assessment Reports

Letters

Lesson Plans

Learning Tasks

Email Staff

Medical Profile

Sick Passes

School Activities

NAPLAN

Personal Details

Student ID	TEST
Title	ms
Initials	A
Surname	Whitehall
Given	Annie
Preferred	Annie
Date of Birth	1/01/2012
Email Address	teststudent@columba.vic.edu.au
Login Name	teststudent

Current Enrolment Details

Year Level	Year 12
Homeroom	X. Not Allocated
House	Cahill

- Personal Details
- Student Timetable
- Attendance
- Assessment Reports
- Letters
- Lesson Plans
- Learning Tasks**
- Email Staff
- Medical Profile
- Sick Passes
- School Activities
- NAPLAN



25
Active Tasks

3
Overdue Tasks

- Year 7 English (Class: 4) (4 tasks) Inactive ▼
- Year 7 French (Class: A) (1 tasks) Inactive ▼
- Year 7 Mathematics (Class: 4) (2 tasks) Inactive ▼
- Year 7 Music (Class: 4) (1 tasks) Inactive ▼
- Year 7 Religious Education (Class: 4) (1 tasks) Inactive ▼
- Year 8 Art (Class: 4) (3 tasks) 1 Active 1 Overdue ▼
- Year 8 Drama (Class: 4) (4 tasks) 1 Active ▼
- Year 8 English (Class: 4) (7 tasks) 3 Active ▲

2021

Scene Analysis Unit: Analytical Writing Assessment Task	26th March 2021	18 / 23
Scene Analysis : Unit Rubric Unit: Analytical Writing Assessment Task	2nd April 2021	Complete
Analysis of an Oral Point of View : Unit Rubric Unit: Analysis and Use of Persuasive Language Assessment Task	23rd April 2021	Complete
Analysis of an Oral Point of View Unit: Analysis and Use of Persuasive Language Assessment Task	23rd April 2021	8 / 10
Semester One Literacy Unit: Semester Literacy Assessment Task	Active 11th June 2021	Not Yet Submitted
Text Response : 'The Hunger Games' Unit: Analytical Writing Assessment Task	Active 12th June 2021	Not Yet Submitted
Text Response : Unit Rubric Unit: Analytical Writing Assessment Task	Active 12th June 2021	Not Yet Submitted

Year 8 FIONTAR - Change Makers (Class: 5) (1 tasks) Inactive ▼

Understanding a Rubric

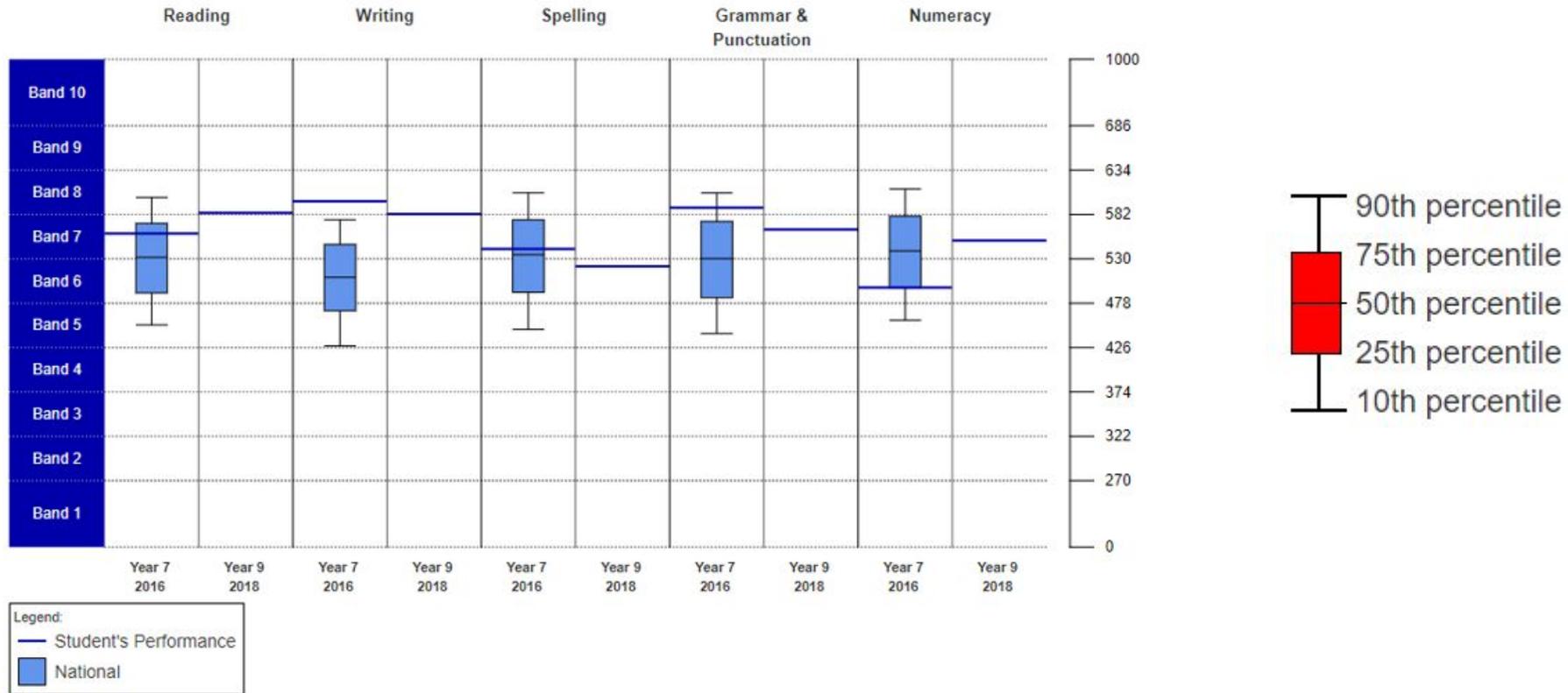
Marking Rubric

x

	Not Shown	Beginning	Developing	Consolidating	Mastering	Extended
Strategies and resources to enhance the health, safety and wellbeing of their communities	Not Shown	Describe fitness components	Match fitness components to specific fitness tests	Compare levels of physical activity, fitness and health and well being of different community groups	Identify reasons why physical activity, fitness and overall well being vary between different community groups	Suggest ways to maximise physical activity to improve community health and wellbeing
Use feedback to improve body control and coordination when performing specialised movement skills	Not Shown	Explain the importance of feedback	Compare different types of feedback	Make use of feedback provided by the teacher	Analyses own performance	Provides feedback to others
Develop health-related and skill-related fitness components	Not Shown	Participate in fitness testing	Compare results to norms	Identify areas of strength and improvement	Describe possible reasons for fitness results	Justify how to improve fitness

Close

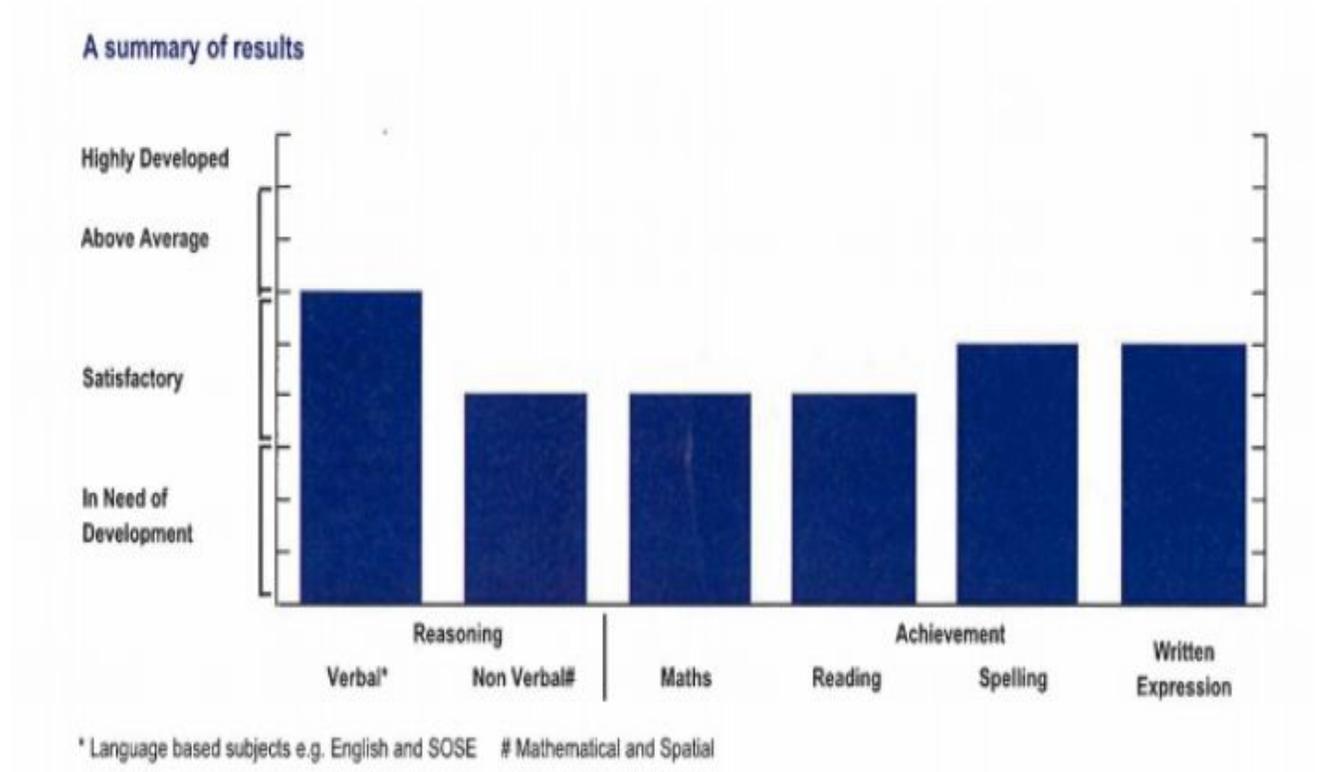
Reading the NAPLAN Report?



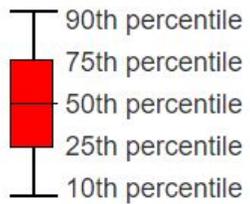
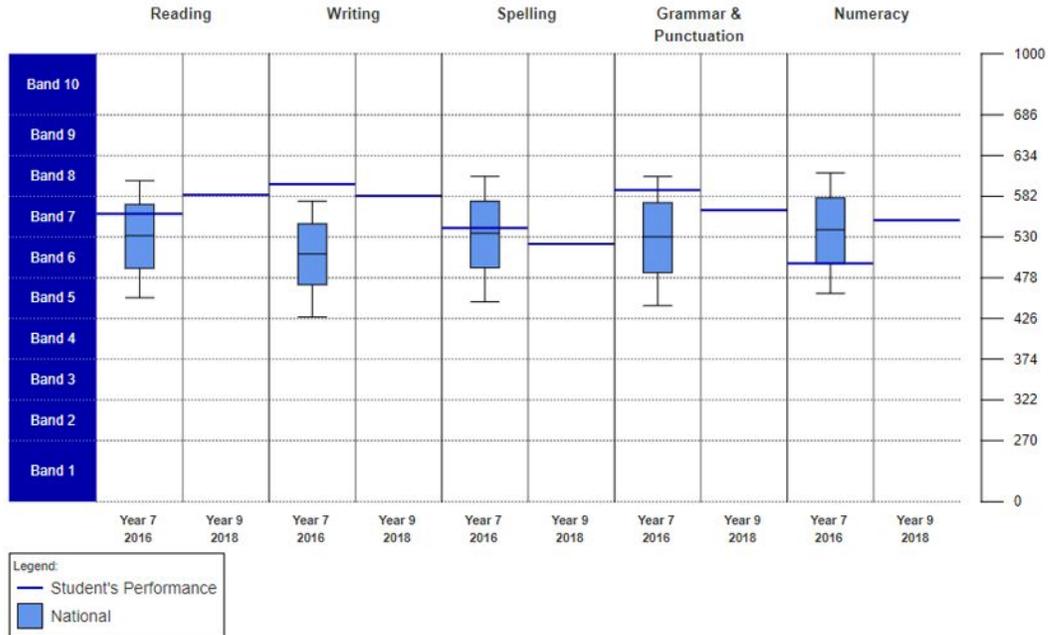
Reading the Academic Assessment Report

Tests our students in the following:

- General Reasoning
- Verbal Reasoning
- Non-verbal Reasoning
- Mathematics
- Reading
- Spelling
- Writing



How should my daughter be performing?



Marking Rubric

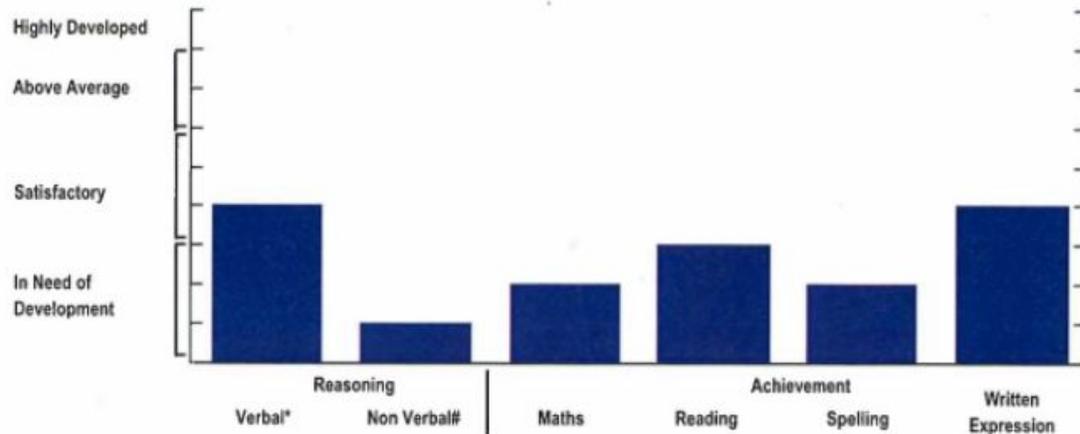
	Not Shown	Beginning	Developing	Consolidating	Mastering	Extending
Analysing a Point of View The extent to which the text raises issues and presents opinions through the deliberate use of language and text structure. VCELA398, VCELY412	Not Shown	Identifies the author	Analyses how the author's position may be influential in their argument	Identifies arguments	Explains the sequencing &/or structuring of arguments	Analyses the interaction between argument and persuasive language
Analysing Persuasive Language The ability to analyse the use of persuasive language in a text, as well as its interaction with language and other textual elements VCELA401	Not Shown	Identifies persuasive language	Explains the intended effect of persuasive language	Explains the sequencing of persuasive language	Analyses the interaction between argument and their persuasive language	Analyses how specific persuasive language is designed to influence a target audience in particular
Evidence The extent of the ability to judge the evidence used by other writers to express their opinion VCELY413	Not Shown	Identifies evidence	Identifies types/categories of evidence	Analyses the intended effect of evidence	Analyses how evidence supports argument	Analyses how specific use of evidence is designed to influence a target audience in particular
Literacy The extent of the ability to edit and refine your text for control of content, organisation, paragraphing, sentence structure and vocabulary VCELA415	Not Shown	Edits for correct content	Edits for paragraphing and spelling	Edits for correct sentence structure	Edits for organisation of content	Refines the expression to achieve control, especially of vocabulary

Marking Rubric

	Not Shown	Beginning	Developing	Consolidating	Mastering	Extending
Understanding- Building a robust knowledge of adaptable and transferable mathematical concepts and structures. (VCMMG346)	Not Shown	Identifies a right-angled triangle	Identifies the hypotenuse of a right-angled triangle and/or the sides of triangle when given an angle with the triangle	Describes the relationship between the side lengths of a right angled triangle and the use of different formulas	Interprets given information regarding elevation and depression to apply correct formula(s)	Interprets directional information in the form of bearings
Fluency- Developing skills in choosing appropriate procedure and recalling factual knowledge and concepts readily. (VCMMG346) (VCMMG370)	Not Shown	Recalls each of the formulas related to the topic	Chooses appropriate formula and calculate solution	Manipulates formula in order to find unknowns	Calculates solutions to problems including directional bearings	Solves problems in a 3D context
Problem Solving- Ability to make choices, interpret, formulate, model and investigate problem situations and communicate solutions. (VCMMG346) (VCMMG370)	Not Shown	Identifies relevant information to solve problem	Uses a diagram that clearly depicts the problem	Uses mathematics to represent a given problem	Applies strategies in order to solve the problem	Verifies that the solution is reasonable for the given problem
Reasoning- Developing a sophisticated capacity for logical thinking and actions (VCCCTM051)	Not Shown	Describes thinking	Explains thinking	Justifies strategies and conclusions using mathematical language	Compares and contrasts methods used to solve problems	Applies prior knowledge to new situations

How should my daughter be performing?

A summary of results



* Language based subjects e.g. English and SOSE # Mathematical and Spatial

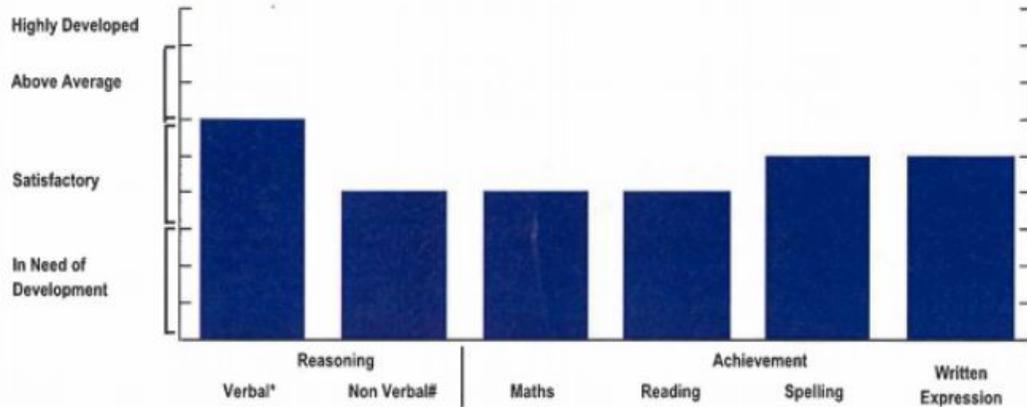
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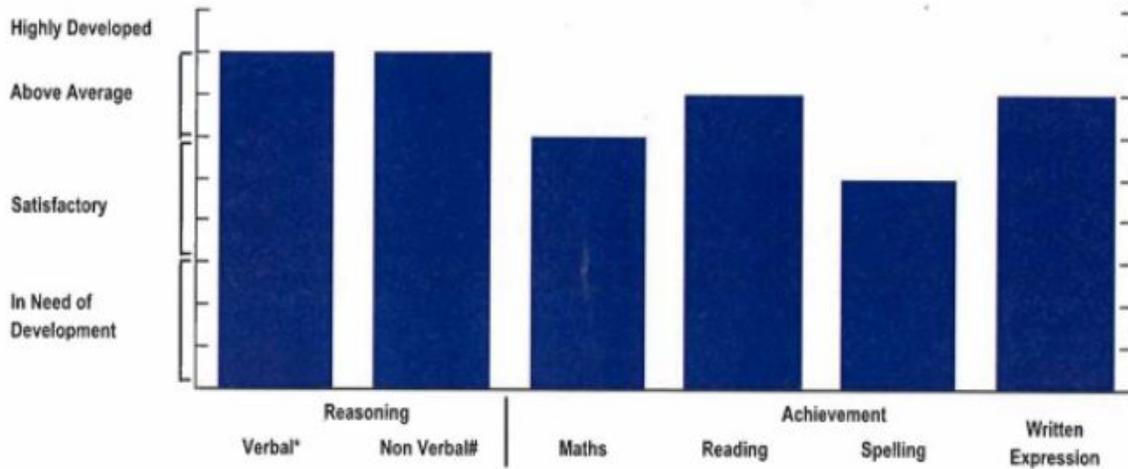
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A summary of results



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Close

Learning Dispositions

Reported Termly on a 4 point scale

This can help add to the story about your daughter's learning

Learning Dispositions



How can I use this to help my daughter flourish?

Look at where how your daughter is sitting according to NAPLAN or Academic Assessment Services

Review Learning Tasks

Compare Learning Dispositions

Have a conversation with your daughter about where she is doing well and celebrate success

Help your daughter work with her teacher on understanding what she needs to do to get to the next level

Year 10 and 11 Students - consider where she is likely to achieve success in senior years

Remember to consider the bigger picture

Consent



Our Catholic Context

Education in Human Sexuality in Catholic schools seeks to help children and young people to grow and develop into healthy, mature adults, capable of realising their full potential created in the image and likeness of God.

Grounded in the Christian understanding of the dignity of the person and the sacredness of life, education in Human Sexuality in Catholic schools must be consistent with the Church's moral and social teaching and reflect the school's overall mission.

Respecting that it is the privilege of Catholic schools to communicate the Christian vision of human life and relationships, education in Human Sexuality should not single out any particular group or behaviour. It should be developed in the larger context of assisting all members of the school community to form an appreciation of their sexuality and discover what it means to express love, be loved and live well in relationship with God and others.

In the light of our faith, the teaching of Human Sexuality in Catholic schools should promote the development of children and young people's mind, body and spirit in an integrated way that enables the formation of consciousness and strengthens their encounter with God.

Our Catholic Context

Key principles underpinning Catholic approaches to human sexuality:

- The most effective education in human sexuality begins at home. Parents have the prime responsibility for educating their children about human sexuality. It is the role of teachers in Catholic schools to assist parents with this vitally important task.
- Children and young people should learn that their sexuality is a great gift from God. Its appropriate use is part of God's plan for the human race.
- Children and young people's natural curiosity and questions about the human body should be responded to willingly and calmly, with their level of maturity in mind.
- Children and young people should be given correct names for the various parts of their bodies. When speaking about sexuality, it is important to link biological information with Christian values that promote respect for human life and dignity, love and family, responsibility and faithfulness.



Key messages

- By 16-17, around two thirds of teenagers had had a romantic relationship and around one third had had sexual intercourse.
- Of 16-17 year-olds who were sexually active, around one in five said that they had done nothing to prevent sexually transmitted infections and around one in 12 said that they had done nothing to prevent pregnancy the last time they had sex.
- Condoms were the most common method to prevent pregnancy and sexually transmitted infections (around 75%).
- Boys were much more likely than girls to have intentionally viewed pornography.
- Almost half of girls and one third of boys aged 16-17 years said that they had experienced some form of unwanted sexual behaviour towards them in the past 12 months.
- One in eight boys and around one in 12 girls reported that they had engaged in unwanted sexual behaviour towards someone else.



Most children don't speak to their parents about sex — you can change that statistic. [One survey of 18- to 25-year-olds](#) found that the majority had never spoken with their parents about:

- “being sure your partner wants to have sex and is comfortable doing so before having sex” (61 percent)
- assuring your “own comfort before engaging in sex” (49 percent)
- the “importance of not pressuring someone to have sex with you” (56 percent)
- the “importance of not continuing to ask someone to have sex after they have said no” (62 percent)
- the “importance of not having sex with someone who is too intoxicated or impaired to make a decision about sex” (57 percent)

Experts recommend parents:

- Talk early, talk often.
- Inform themselves before they start having the conversation.
- Remain non-judgemental, even if they are surprised by what they find out.
- Make it a regular topic.
- Make the most of 'teachable moments', such as when you're watching a movie or reading a book.
- Encourage questions — and if it's not the right time to answer your child, agree to continue the conversation later.
- Know what's going on for your children in many aspects of their lives.
- Cover the differences of verbal and nonverbal consent.



Consent sounds like	Non-consent sounds like
Yes	No
I'm sure	I'm not sure
I know	I don't know
Don't stop	Stop
I want to	I want to, but...
I'm not worried	I feel worried about
I want you/it/that	That hurts
Can you please do (whatever)	Maybe
I still want to	I love you/this, but...
That feels good	I want to do this, but not right now
I want to do this right now	I don't know how I feel about this
I feel good about this	I don't want to do this anymore
I want to keep doing this	This feels wrong

OLUMBA'S





**EXPLICIT
INSTRUCTION**

Possible non-verbal signs of consent	Possible non-verbal signs of non-consent
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Direct eye contact

Avoiding eye contact

Initiating sexual activity

Not initiating any sexual activity

Pulling someone closer

Pushing someone away

Actively touching someone

Avoiding touch

Nodding yes

Shaking head no

Laughter or smiling

Crying and/or looking sad or fearful

"Open" body language: relaxed, loose and open expressions, turning toward someone

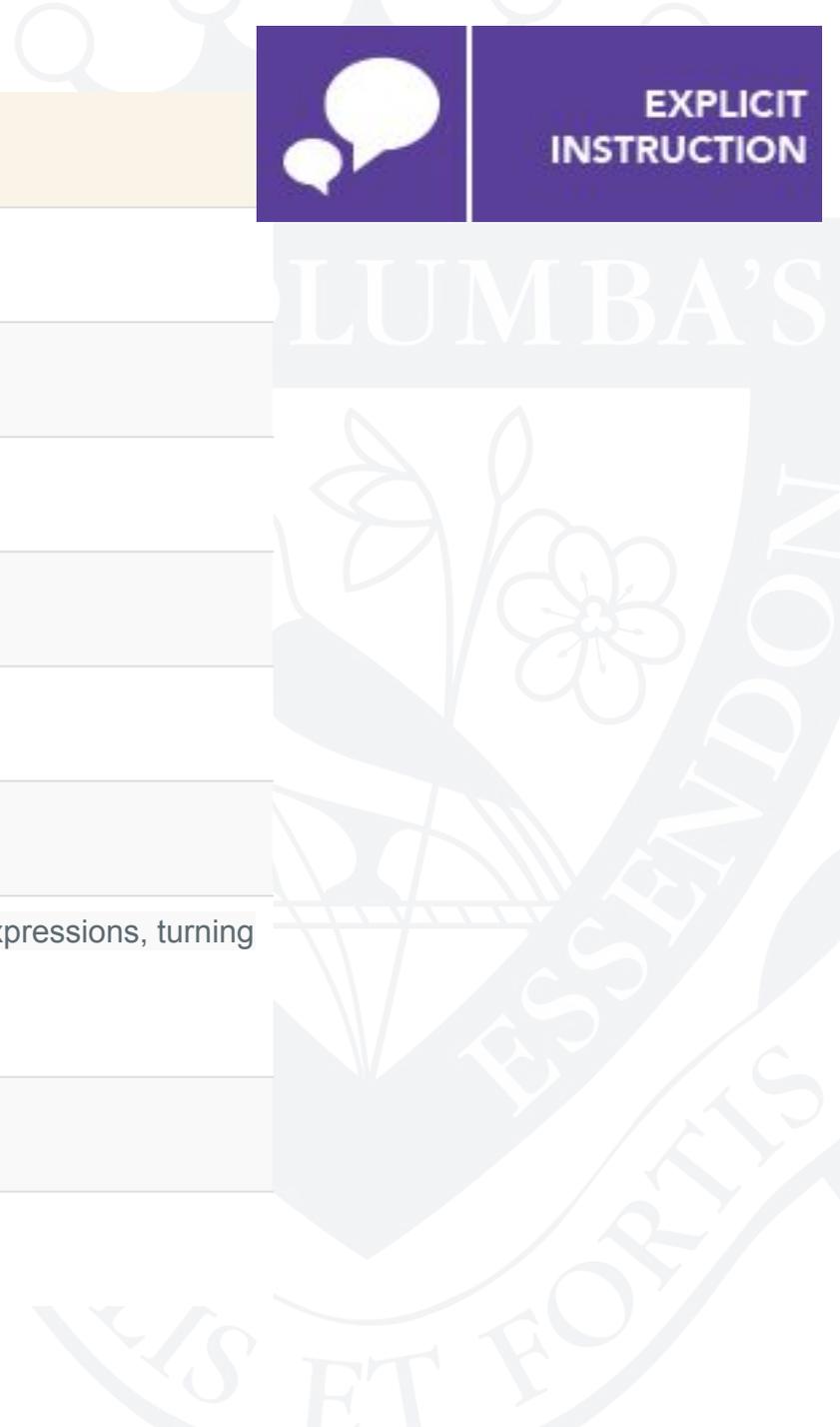
"Closed" body language: tense, stiff, or closed expressions, turning away from someone

Sounds of enjoyment

Silence

An active body

"Just lying there"





EXPLICIT
INSTRUCTION



[Tea consent](#)



Topics by Year Level for Respectful Relationships

Year 7 Pastoral Care

Emotional Literacy
Stress Management
Resilience Personal Strengths
Gender and Identity

Year 8 Pastoral Care

Gender and Identity
Stress Management

Year 9 Pastoral Care

Stress Management
Gender, Power and the Media

Year 9 Health and PE

What is sexuality?
Positive Relationships
Forming Relationships
Sexual Choice in Relationships
Power in relationships
Harassment
Sexual Health

Year 10 Pastoral Care

Stress Management
Social Emotional Intelligence
Rights and Responsibilities in intimate Relationships
Gender, Power and the Media

Year 11 Pastoral Care

Stress Management
Gender and Identity

Year 12 Pastoral Care

Stress Management
Character Strengths
Positive Gender Relationships

Staff Professional Learning

Respectful Relationships

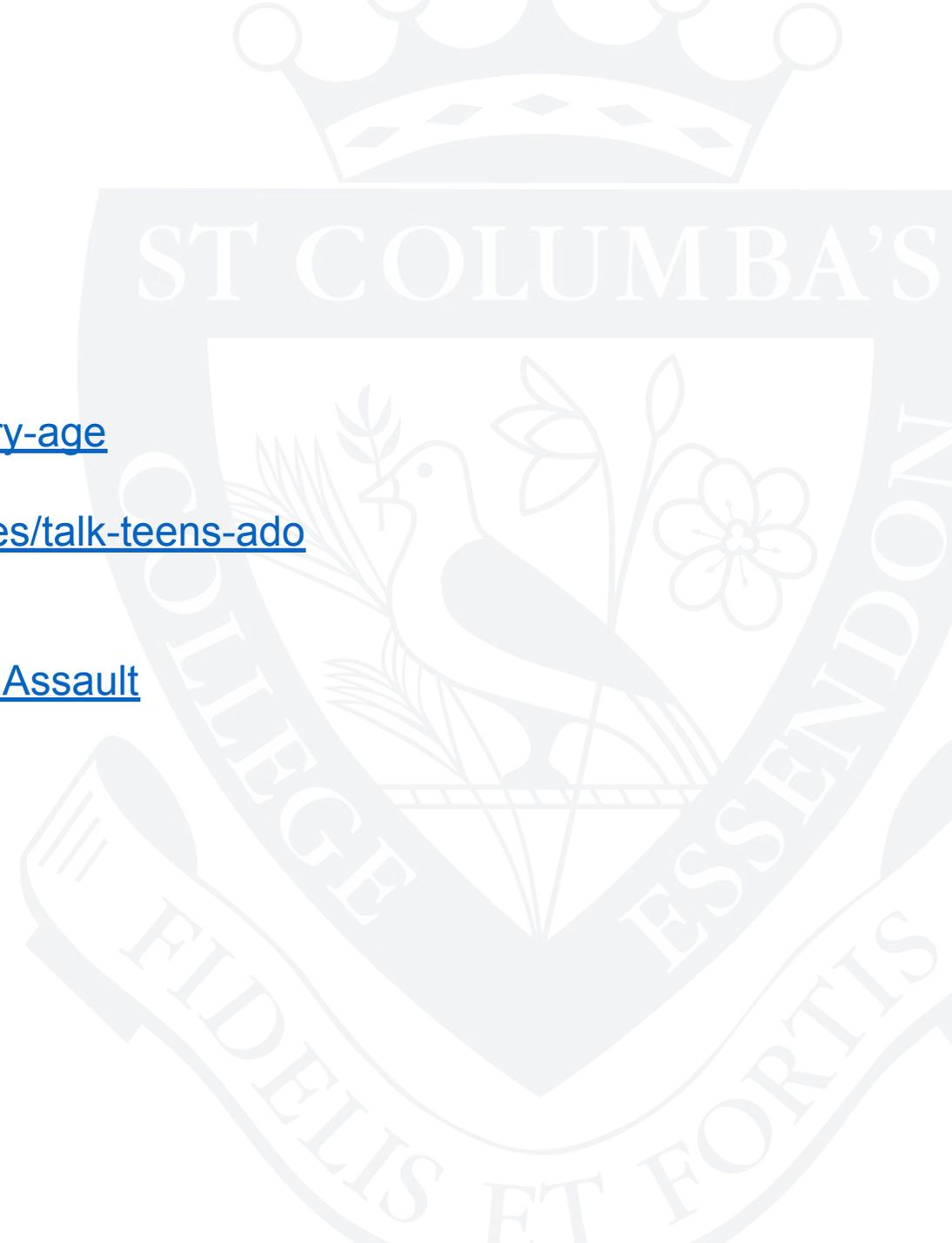
What is Gender and Sexuality?

Sexual Choice



CURIOUS
APPLICATION

- <https://www.healthline.com/health/parenting/consent-at-every-age>
- <https://www.onlinemswprograms.com/resources/social-issues/talk-teens-adolescents-consent-sexual-harassment-assault/>
- [Teaching about Healthy Relationships, Consent and Sexual Assault](#)
- [Age of Consent Laws in Australia](#)



Q&A time...

