Prayer and welcome

• Purpose of the meeting
• Creating a new pathway
• Family and Community Engagement
• Different from a P&F and Board
• Looking for a different model that meets the needs of families today.
Introduction of Visitors

The Federation of Parents & Friends Associations of Catholic Schools in Queensland

Staff - the secretariat
The Executive Director - Carmel Nash
The Executive Officer - John Beaton

Brisbane Catholic Education
Carmel Flynn — Family and Community Engagement
FORMAT FOR EVENING

• **CONTEXT:** “It takes a village to raise a child.” Exploring the context - why we need a family and community engagement network?
• HOPES AND DREAMS: Parents hopes and dreams
• Research
• **CONNECTIONS:** Family – School – Church partnerships
• Families linked to three key school frameworks
• **WORKSHOP** How to become involved?
• Feedback on workshop suggested activities
• **What** needs to happen so as to reconvene?
• Blessing
“It takes a village to raise a child”

The balance lies with the fact that the world is a village now.
It isn’t very large.
It’s a struggle for survival.
Families are working very hard.
“It takes a whole village to raise a child”
http://youtu.be/2C-bvenTdYE
FAMILY AND COMMUNITY ENGAGEMENT NETWORK

Why?
Family-school partnership is a collaborative relationship involving school staff, parents, students, and other family members of students at the school. We believe that we have a shared responsibility for the education of children at Good Shepherd.

Family engagement is important and necessary to the life of our school. Research demonstrates that a high level of parental involvement is strongly related to improved student learning, attendance and behaviour.
The school and the family work together to ensure the children receive the best possible education in a strong Catholic school context.

Parent Committees are formed to enhance this collaboration, to foster community and to provide opportunities for parents to meet and enjoy the company of other families within the school.
IMPORTANCE OF PARTNERSHIP

New beginnings.....

belong  faith  respect  love
life  called  Shepherd  name
Good  hope  connected
Developing a relational community

Sustaining a home / school partnership

The children are our most valuable resource in the development of social future and advancement of community wellbeing.

Community – be part of the community of Good Shepherd and learn about your child’s education.

Be part of the common good for all.
• A safe and friendly environment that will help grow our child into the type of person she would like to become
• safe learning space, happy working space, excellent education
• a new beginning, structure, discipline, belonging to a community, respect, better learning
• happiness, positivity, the opportunity to learn new things, safety, feeling of belonging
• to be in a safe, inclusive environment, to make friends, reach full potential, look forward to learning something new everyday, become confident and more more independent in learning experience, grow in his faith

• A good learning environment that values different races, cultures, religious and personalities. Every child has his/her rights and respects personal differences.
• a happy environment ... to grow & develop into a happy, fun loving teenager. Good memories from her early learning years. Good friends & teachers. Fond memories to follow her through her life.
‘Parent participation is the ingredient that makes the difference. Parents' active involvement with their child's education at home and in school brings great rewards and can have a significant impact on their child's lives’.
‘A parent’s involvement can truly improve a child's education. Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement’.
‘Parental involvement might also be referred to as "family involvement," because the help and support can come from older siblings, grandparents, or any number of other influential adults. But whether we call it parental involvement, or family involvement, the results are the same. It helps’.
‘Partnering with teachers, volunteering, being part of committees and making sure that students are ready to learn when they arrive at school all enable high quality learning to take place. These actions firmly solidify a sense of community’.
‘We know that schools account for only 20% of the influence on a student’s learning, so why would we ignore those whose influence is far more profound.’
MAKING THE CONNECTIONS WITH FAMILY- SCHOOL - PARISH
Families, Catholic schools and parishes work together as partners in the spiritual formation and education of children and young people.
“The family, as the fundamental and essential educating community, is the privileged means for transmitting the religious and cultural values which help the person to acquire his or her own identity. Founded on love and open to the gift of life, the family contains in itself the very future of society.”

John Paul II, Message for the XXVII World Day of Peace, 1 January 1994, no. 2.
“The Catholic school participates in the evangelising mission of the Church and is the privileged environment in which Christian education is carried out ... The ecclesial [Church-related] nature of the Catholic school, therefore, is written in the very heart of its identity as a teaching institution.”

“The parish is not principally a structure, a territory, or a building, but rather, ‘the family of God, a fellowship afire with a unifying spirit’, ‘a familial and welcoming home’, the ‘community of the faithful’. Plainly and simply, the parish is founded on a theological reality, because it is a Eucharistic community.
This means that the parish is a community properly suited for celebrating the Eucharist, the living source for its up building and the sacramental bond of its being in full communion with the whole Church.

Parents have a particularly important role to play in the educating community, since it is to them that primary and natural responsibility for their children's education belongs.

(Congregation for Catholic Education 1997)
Linked to the following frameworks:

• Leadership Framework
• Strategic Renewal framework
• Cyclical Review
• Learning and Teaching framework
The four priorities are:
1. Mission and Religious Education
2. Learning and Teaching
3. Professional Practice and Collaborative Relationships
4. Strategic Resourcing
Priority 1 Mission and Religious Education

Strategic Intents
1.1 Policies, programmes and practices which explicitly articulate the nature and purpose of Catholic schooling, within the broader evangelising mission of the Church.
1.2 A religious education curriculum that promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition.
1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community.
1.4 A cohesive and integrated approach for the spiritual formation of staff.
1.5 A cohesive and integrated approach for the professional learning of staff in religious education and theology.
1.6 A shared understanding of and practical responses to Catholic Social Teaching.
Priority 2  Learning and Teaching
Strategic Intents
2.1 Enhanced pedagogical practice that is data-informed and evidence-based.
2.2 Implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of realising equity and excellence.
2.3 Improved literacy and numeracy standards.
2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary.
2.5 Comprehensive whole-school approaches provide pastoral care, protection of students, student behaviour support and foster social and emotional wellbeing.
2.6 Targeted strategies that ensure the identification, monitoring and improved education outcomes for specific diverse student populations.
2.7 Career education and creative curriculum planning that improves student access to pathways and maximises school and post school options.
2.8 School leadership teams and classroom teachers have well developed capacities to utilise information, communication and learning technologies to improve learning and teaching.
Priority 3 Professional Practice And Collaborative Relationships

Strategic Intents
3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school.
3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school.
3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care.
3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education.
3.5 Development of effective professional learning communities both within schools and across the wider BCEO community.
3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies.
3.7 A safe, healthy and productive school environment for students, staff and community.
3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO.
Priority 4 Strategic Resourcing

Strategic Intents

4.1 The strategic renewal plan informed by the principle of stewardship directs the allocation of school resources.
4.2 Collaborative processes are in place to develop the budget and to allocate resources.
4.3 The formation and professional learning of staff is clearly evident in budget priorities.
4.4 Resourcing decisions and priorities support financial accessibility for families.
4.5 Information and learning management systems enhance student and staff engagement with learning, teaching and school operations.
4.6 Sustainable environmental practices are embedded into the organisational structure and processes of schools.
4.7 Contemporary learning approaches inform the planning, design and use of facilities.
The purpose of cyclical review is to:

- Create and sustain a culture of improvement in student learning in all schools;
- Assist schools determine their effectiveness across 20 components of the four strategic priorities through using ‘indicators of effectiveness’;
• Address Non-State School Accreditation compliance requirements in an integrated manner through the internal review and validation of components 3.5 and 4.5 and an external review report;
• Provide data to inform Archdiocesan Board, State and Commonwealth reporting requirements;

• Provide data to inform annual school action plans and annual reports;

• Inform planning for professional learning in schools, and the provision of school support services at both school and Archdiocesan level.
We Believe Valuing
We Learn Learning
We Teach Teaching

Our Goal
As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

www.goodshepherd.qld.edu.au
HOW TO BECOME INVOLVED

WORKSHOP in groups per question

**Identifying contributions**

What are the opportunities for you to contribute to Mission and Religious Education?

What are the opportunities for you to contribute to Learning and Teaching?
What are the opportunities for you to contribute to Professional Practice and Collaborative Relationships?

What are the opportunities for you to contribute to Strategic Resourcing?
FEEDBACK ON SUGGESTED ACTIVITIES

FROM EACH PRIORITY
WORKSHOP 2

WHAT?

b) Identifying what group you would like to belong?

c) Identifying the structure of the group and what needs to be achieved.

d) Task: recruitment of other parents

e) WHEN? Follow up: Date and time??
Blessing for our Community

God of all goodness look with love and support on the community of Good Shepherd Catholic Primary School.
Bless our lives and help us reflect Jesus’ love for us.
May the family, school and parish be a place where all members can reach their full potential.
May our hope and dreams in the future be nurtured.
May trust in each other be encouraged.

May we all be a sign of God’s love on this earth.

We make this prayer to the Father, through the Son and in the Holy Spirit. AMEN.