

THREE WAY CONVERSATIONS

Term 1, 2024

Yr 7 – 9 [Middle School]

Monday 18 March, Thursday 21 March, Wednesday 27 March

Weeks 8 & 9

1 March 2024

Dear Parents,

To support our students learning, wellbeing and growth, we would like to invite parents to have a conversation about the learning and progress your children have made so far this year and how, together, we can support their learning moving forward.

Purpose:

The aim for 3 Way Conversations is for our students to identify how they are applying themselves to their learning and from this, take ownership for their own success and we as parents and teachers can help them to be as successful as possible this year.

Procedure:

Before - During Pastoral Care and MAD time our students will be reflecting on their learner behaviours. They have been using the attached document to reflect on their effort during their learning.

During – Students will explain their reflections and assessments of their effort. Students will discuss with parents and teachers how they have demonstrated these behaviours and explore how we can further strengthen each of these behaviours.

After – Students/parents/teachers will action what was discussed. Students and teachers will reexamine the rubric at the beginning of Term 2, celebrate the progress/successes and look to where they can further develop.

The conversations are student driven and held with their parent/caregiver and their care group teacher (Yr 7 - Mr Ackland or Miss Mooney, Yr 8 - Miss Carling, Yr 9 - Ms Crawford).

For these interviews we are using an online booking system called **Parent Teacher On-Line (PTO).** Using this system, you will be able to book the interview times that suit you best from any internet enabled device. PTO also has its own free app for Apple and Android devices.

Information on how to access the service is overleaf. If you have any problems accessing/using PTO, please contact our front office staff. **PTO will be live from 5pm on Friday 1 March, with bookings closing at 12noon on Friday 15 March.**

PLEASE NOTE: Each teacher spends a considerable amount of time preparing for each individual interview. They select work examples to illustrate a point, write notes and seek assistance. Clearly this takes time and preparation. Teachers also need to plan their week to cater for their personal life to ensure they are prepared for their week. To ring up late after the timetable has been set doesn't enable for either of the above to be done therefore once the timetable has been set you will not be able to request a particular timeslot. Instead, the office staff will inform the class teacher of your request for an interview, and they will then contact you and allocate a day and time.

Please refer to the information overleaf regarding things to remember to ensure that interviews are of maximum benefit to all concerned.

Regards,

Tom Gilligan

Tom Gilligan

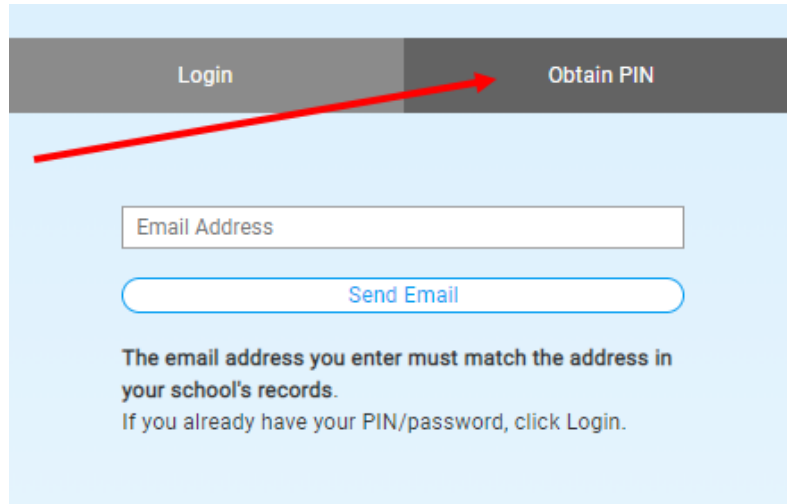
Assistant Principal & Leader of Middle Years 7-9

PARENT TEACHER ONLINE

There are two ways to access the system:

1) Via **Computer/web browser**


- Go to the school's website: www.stjoclar.catholic.edu.au, then click on the **News & Events Page**, then **Parent Teacher Interviews**
- Click on the **Obtain PIN** tab – enter your email address, and then click on **send email**

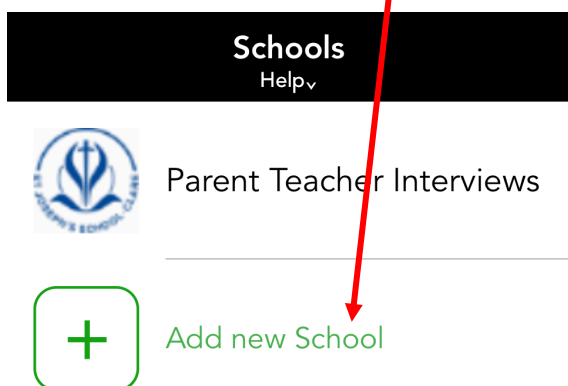


- You will receive an email with log in credentials – go the **Log In** tab, enter your log in credentials and you can then commence booking appointments

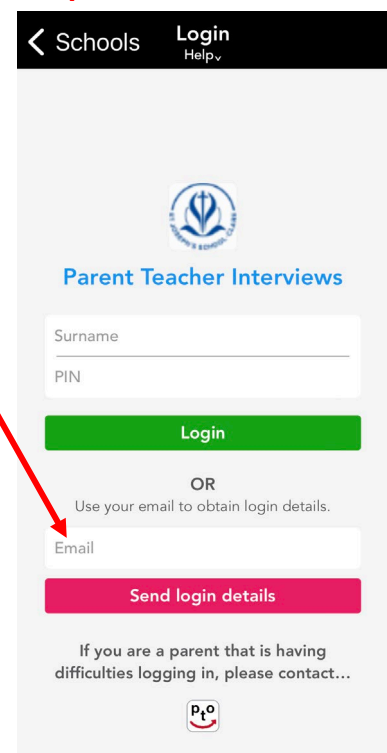
OR:

2) **Download mobile app:**

- Go to the App store and download the PTO Online app 
- Click on **Add new school:** enter and use the 5-digit code **598cp** to link to our school, then use your email to obtain login details.




- You will receive an email with log in credentials – and you can then Log-in and commence booking appointments



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Full instructions are provided to you after log in. Please note the following points:

- When you log on, the system displays only your own child/children. **Bookings are made for *individual* parents/guardians, not for couples. Couples can however log on to the system simultaneously to coordinate bookings. If two parents/guardians wish to attend a single interview time slot, one parent/guardian should make the booking then both can attend.**
- You will only see time slots that are *available* at the time you are using the system. As time slots are booked for teachers, those time slots are no longer displayed as available. PTO prevents double-booking of teachers or parents/guardians.
- When you have made all the bookings you require, you can download or email a *report* of your bookings in time order for printing. You can log in and *change bookings* any time **up to 4pm on the day before interviews.**
- If you see this symbol  displayed alongside the class name, it means this teacher recommends that you book an interview.
- Other parents may be making bookings at the same time that you are using the system. It is possible, though unlikely, that a time slot is displayed to you as available, but is then booked by another parent shortly afterwards. If you then attempt to book this time slot it will not be available and a message will be displayed to indicate this.
- If you encounter any problems using PTO please contact the school office by phone on 8842 4400, or by email to adminstaff@stjoclar.catholic.edu.au

I am sure the system will be of benefit to students, parents and staff. Any feedback you may wish to provide will be most welcome.

A few things to remember:

To best assist your child to be successful and gain maximum effectiveness at the interview, please ensure the following are in place:

- Mobile phones are turned off, as we are promoting that your child is the most important person during this particular interview.
- Younger children are not present to ensure the above point is supported.
- That the goals set during this process are revisited over the following 4 weeks.

Note: If you would like to talk to your child's teacher 1:1 (without your child present) please advise the teacher a few days in advance so they can accommodate this within your allotted interview time-slot.

Effort Tracking Rubric

	Managing Efficiently	Managing Independently	Managing With Assistance	Not Yet Managing
Classroom Conduct and Attitude, Politeness and Respect, Consideration for the Learning of Others				
Behaviour	Proactively always models positive classroom behaviour and attitude, avoids distraction, and shows respect and empathy towards others. Consistently uses manners.	Often demonstrates good behaviour and attitude conducive to learning and avoids distractions in class.	Sometimes demonstrates a positive attitude in class and is rarely distracted.	Attempts to show a positive attitude in class but is sometimes distracted or inconsiderate of the learning of others.
Self-discipline, Self-reflection, Independent Motivation, Persistence, Conscientious Application to Classwork and Homework				
Application	Demonstrates an excellent approach to all activities in class and at home, always presenting work to the best of his/her ability and bringing all required equipment to class. Is independently motivated and disciplined and takes pride in the quality of all work produced frequently exceeding expectations of conscientiousness and persistence. Shows initiative by seeking and acting on feedback.	Completes all work to a high personal standard in a timely manner and fulfills all expectations for coursework. Brings all equipment to class. Demonstrates a self-disciplined approach to all activities and often independently persists when academically challenging.	Usually completes work to a sound personal standard, brings equipment to class, and demonstrates self-discipline in application to coursework.	Developing some self-discipline in completing most coursework with a reasonable level of application.
Classroom Focus, Communication (Verbal and Body Language), Personal Presentation and Punctuality, Participation and Contribution in Groups and Class				
Engagement	Consistently demonstrates the highest standards of attention and focus in class, maturely contributing to group or classroom forums and demonstrating active listening skills at all times.	Actively listens to all teacher explanations and instructions and where appropriate, participates in group and class forums. Is punctual and well-presented.	Usually demonstrates focus in class, listening to teacher instructions and explanations and appropriately participating in group and class forums. Is usually punctual and well presented.	Has trouble focusing and staying on-task in class, participating from time to time in group class forums/discussions.
The resilience, motivation and determination demonstrated by a student leading them to take pride in, and responsibility for their learning.				
Grit	Always demonstrates the necessary perseverance to develop deep interest and creativity in their learning both in and out of school. Consistently takes risks and persists when tasks are challenging.	Regularly demonstrates the necessary perseverance to develop interest and creativity in their learning both in and out of school. Often takes risks and persists when tasks are challenging.	Mostly demonstrates the necessary perseverance in order to develop interest and some creativity in their learning both in and out of school. Sometimes takes risks and persists when tasks are challenging.	Occasionally demonstrates perseverance to develop some interest in their learning both in and out of school. Is reluctant to takes risk or persists when tasks are challenging.

	Managing Efficiently	Managing Independently	Managing With Assistance	Not Yet Managing
Behaviour	<p>Always conducts themselves appropriately in class, which helps maximise productivity and supports a safe and engaging learning environment for self and others.</p> <ul style="list-style-type: none"> • Avoids distraction. • Is sensitive to the views of peers and responds accordingly. • Engages with teachers and peers in a respectful and considerate manner. • Never wilfully disrupts the learning of others. • Displays a positive attitude to learning at all times. 	<p>Regularly strives to conduct themselves in an appropriate and productive manner.</p> <ul style="list-style-type: none"> • Regularly avoids distraction. • Is regularly sensitive to the views of peers and responds accordingly. • Engages on a regular basis with teachers and peers in a respectful and considerate manner. • Rarely disrupts the learning of others. • Displays a positive attitude to learning. 	<p>Mostly strives for personal focus, involvement in class conduct themselves in an appropriate manner.</p> <ul style="list-style-type: none"> • Sometimes participates in class and asks questions. • Mostly listens to instructions and participates in class discussions. • can be disruptive to others' learning • Mostly works independently and collaboratively and is usually on task. 	<p>Occasionally strives to conduct themselves in an appropriate manner.</p> <ul style="list-style-type: none"> • Occasionally avoids distraction. • Is occasionally sensitive to the views of peers and responds accordingly. • Occasionally engages with teachers and peers in a respectful and considerate manner. • Regularly disrupts the learning of others. • Sometimes displays a positive attitude to learning.
Behaviour Assessment and Goal				
Application	<p>Is extremely conscientious and consistently puts much effort and care into both class and homework.</p> <ul style="list-style-type: none"> • Concerted effort is applied in every situation. • Shows a genuine commitment to independent learning, with the creation of a study plan that supports their learning. • Application in class supports their understanding and maximises their learning outcomes. 	<p>Regularly shows that effort and care is put into both class and homework.</p> <ul style="list-style-type: none"> • Effort is applied regularly. • Regularly shows a commitment to independent learning that supports their learning. • Regular application in class supports their learning outcomes. 	<p>Mostly shows that effort and care is put into both class and homework.</p> <ul style="list-style-type: none"> • Effort is usually applied in situations. • On most occasions they show a commitment to independent learning that supports their learning • Application in class usually supports their learning outcomes. 	<p>Occasionally shows that effort and care is put into both class and homework.</p> <ul style="list-style-type: none"> • Effort is not always applied in situations. • Commitment to independent learning is sporadic. • Occasionally applies themselves in class.
Application Assessment and Goal				