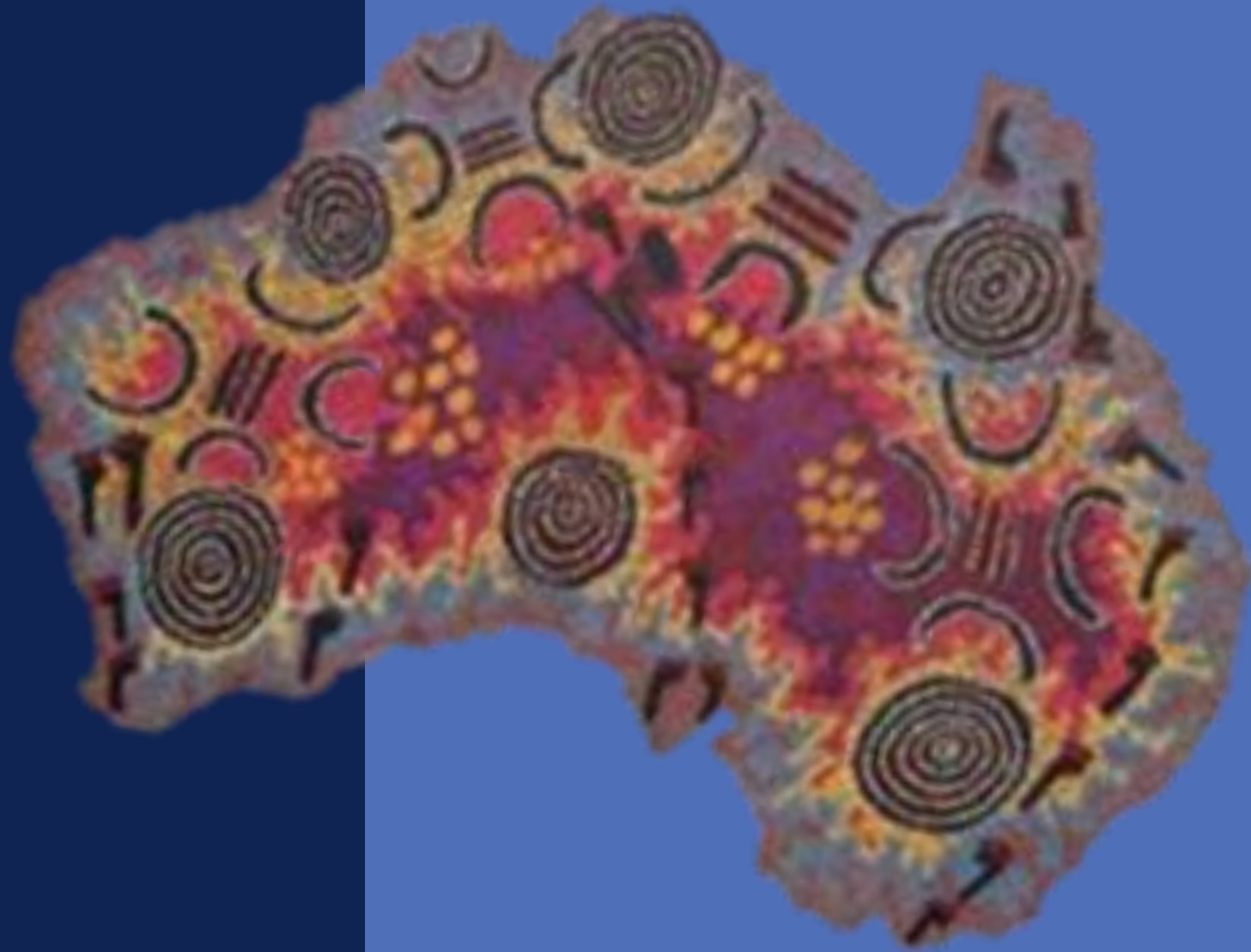


# 2023 information session for Parents and Caregivers



St Joseph's School  
Kingswood

# Acknowledgement of Country



**We acknowledge the Kaurna people of the Adelaide Plains as the custodians of the land on which our school stands, and our feet are firmly planted.**

**We pay our respect to the Kaurna elders past, present, and emerging.**

**We understand that this land is sacred, and we respect and value the Kaurna People's connection to this land.**

**We also extend our respect to other Aboriginal Language Groups and First Nation people.**

# Prayer



Heavenly Father,

**we gather here tonight as parents and staff of this community, to seek your guidance and blessings as we embark on a new school year.**

**Grant us the wisdom and patience to effectively communicate and collaborate in shaping the minds and hearts of our children. May we be diligent in our efforts to provide a safe and nurturing environment where they can flourish academically, socially, and spiritually.**

**We ask that you bless each and every student in this school with the gift of Persistence, Resilience, Collaboration, Curiosity and Bravery and help them to grow in their faith and love for you. May they be respectful and compassionate towards others and positively influence their homes, school, and community.**

**We ask for your protection and guidance as we embark on this new school year. May we work together in unity and peace, to build a better future for our children and our world.**

**We make this prayer through Jesus Christ our Lord, who lives and reigns with you and the Holy Spirit, one God, forever and ever.**

**Amen.**



# Our Journey

Two Years ago began the process of developing our new strategic plan.

We engaged an external company to work with our families, students and staff to gather their thoughts.

Reimagined our Vision, School Values and Learner Dispositions so they reflect the type of community St Joseph's Kingswood aspires to be.





# Our Values

**Saint Mary MacKillop**



EXCELLENCE

**Father Julian Tenison Woods**



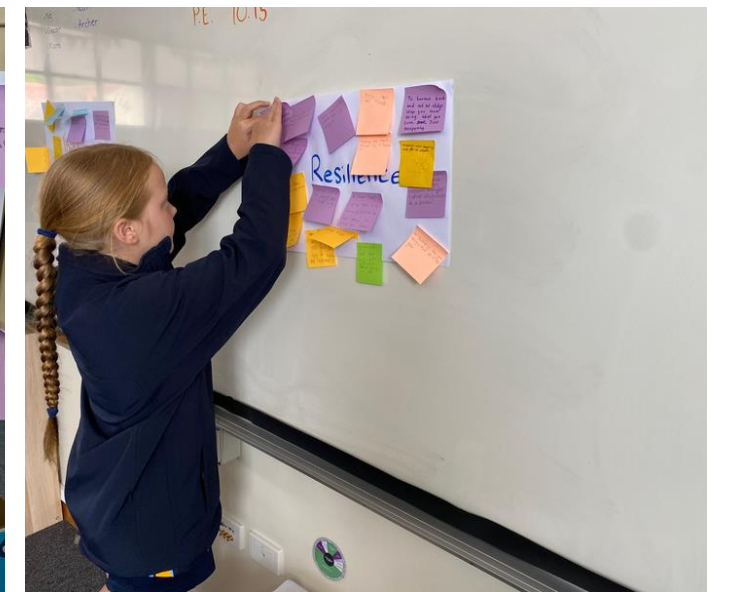
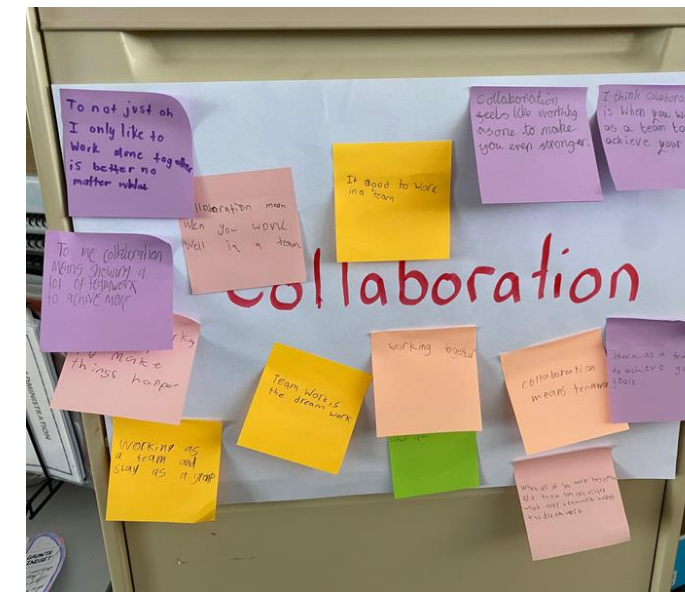
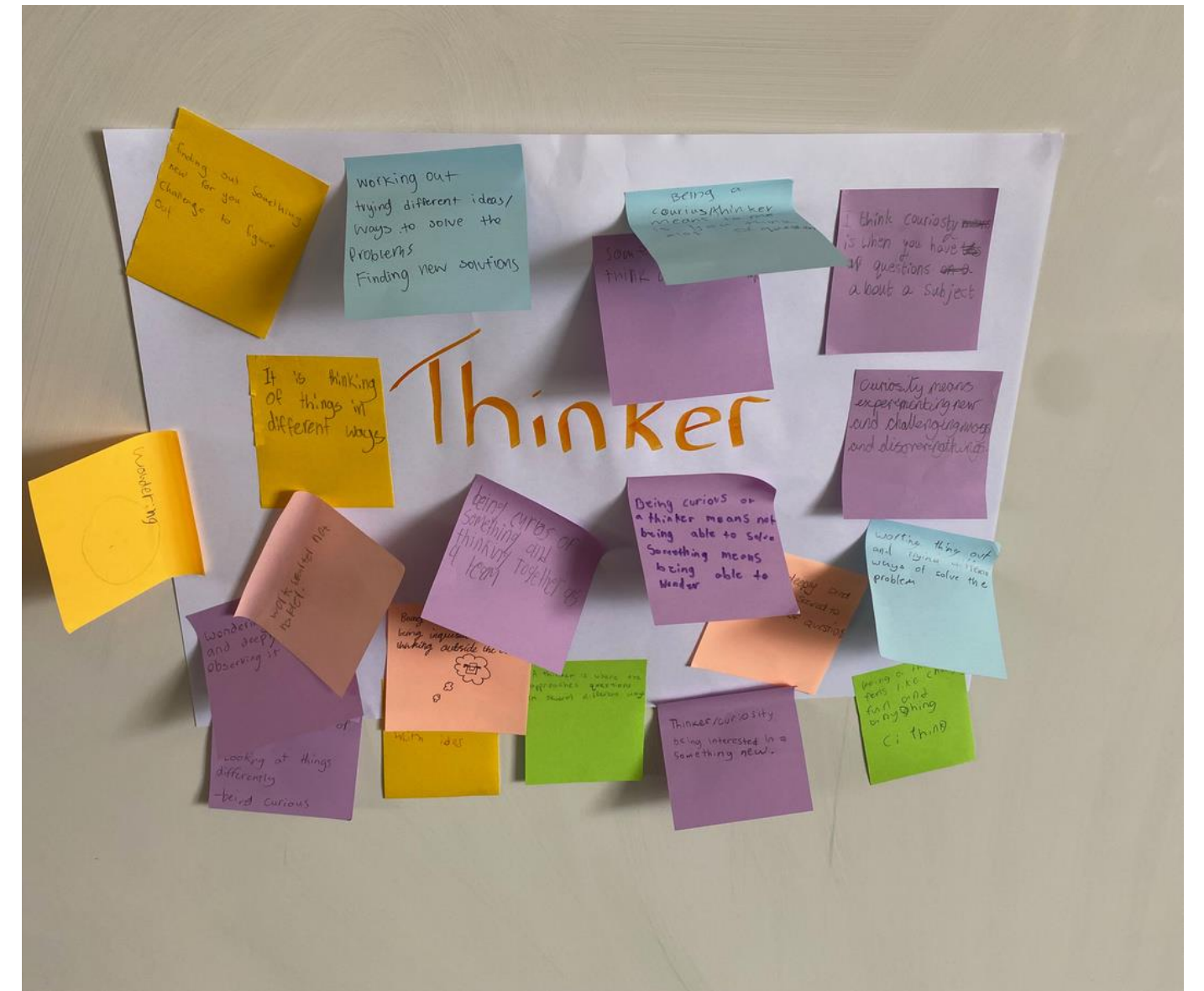
CONNECTION

**Sister Irene McCormick**



GRATITUDE

# Learner Dispositions





# Visible Learning

St Joseph's, Kingswood is the first South Australian school and 1 of 12 schools globally to be awarded Visible Learning Certification.

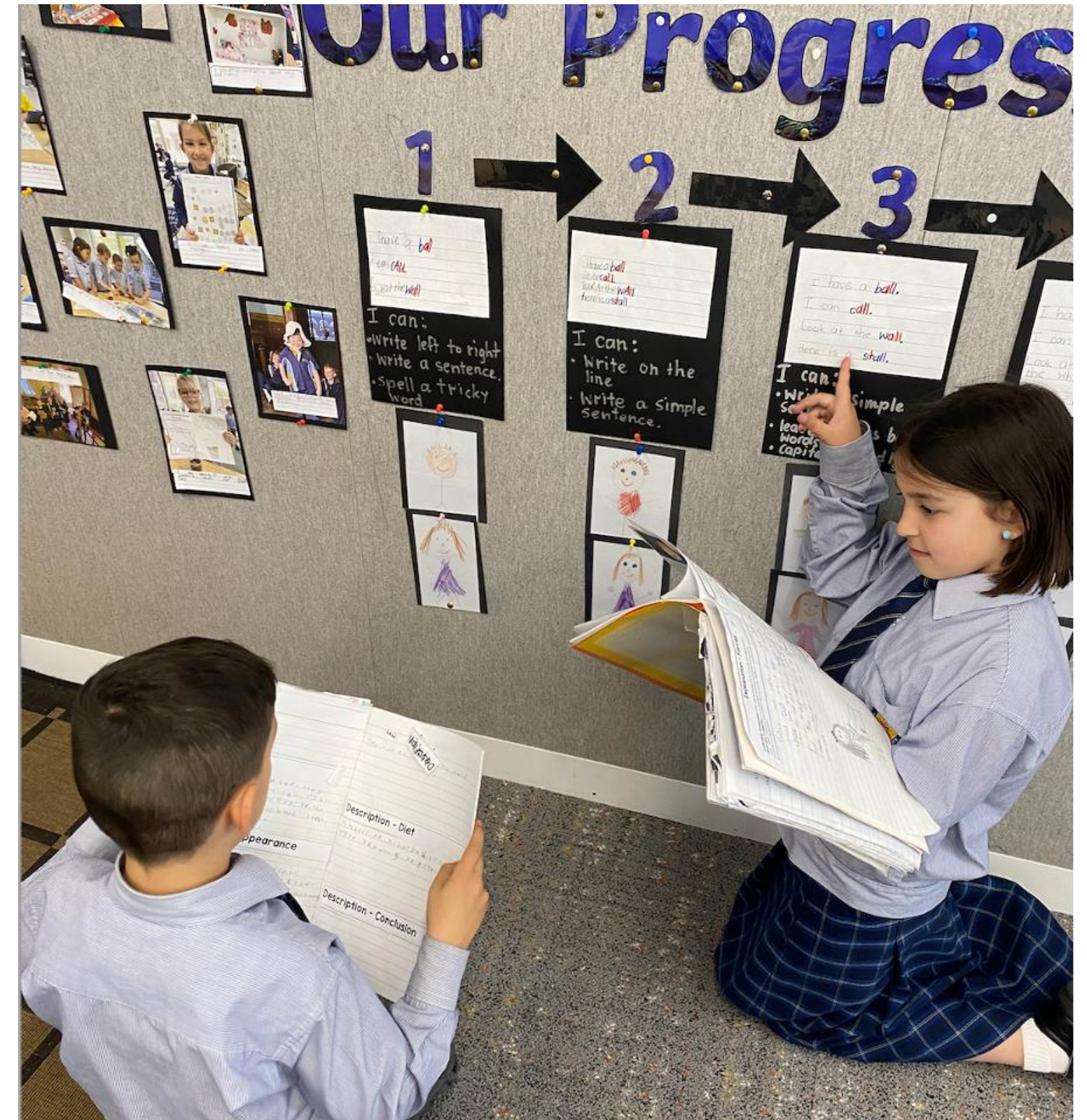
This means that the teachers at St Joseph's, Kingswood focus on and implement strategies that have the biggest impact on student progress. Our priority is on what works best for learning.





# Visible Learning in the Classroom

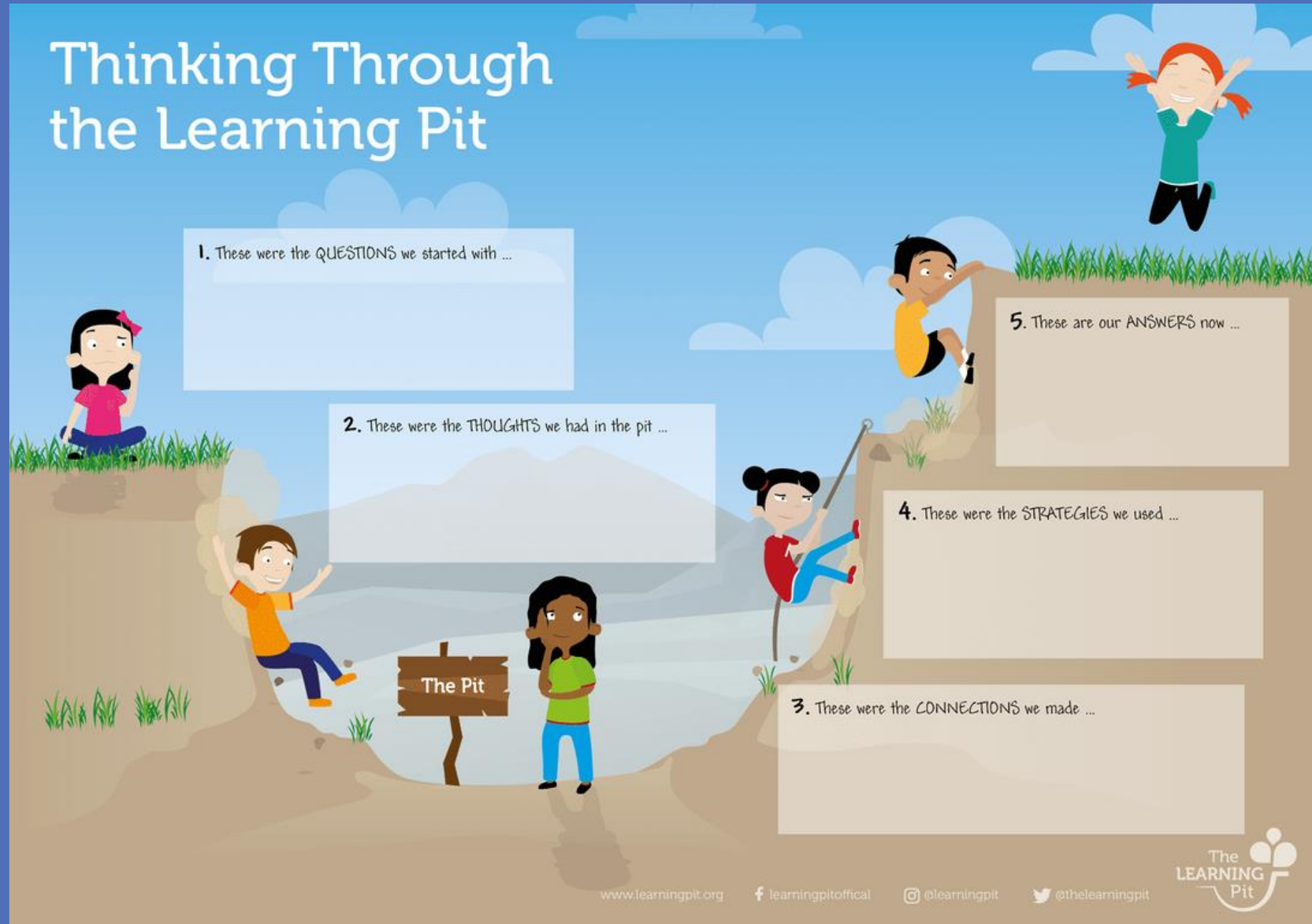
- Learning Intentions
- Success Criteria
- Progress Walls
- Learning tasks that allow for surface and deep Learning as well as the transfer of knowledge
- Learning Pit & Growth Mindset
- Student agency
- Regular use of data





# Learning Pit

## Thinking Through the Learning Pit



## Going into the Pit

- Seeking Challenges
- Stepping out of your comfort zone
- Experimenting
- Questioning
- Looking for Alternatives

## Climbing out of the Pit

- Finding Solutions
- Creating meaning
- Gaining Clarity
- Harmonising
- Grasping



# Developing Personal Responsibility

- Morning Welcome
- Circle Time
- Class Agreements
- Affirmative statements
- Restorative conversations





# Sacramental Program

- Runs from March to November
- Across three schools: St Joseph's, St Therese (Coronel Light Gardens), St Thomas (Goodwood)
- Reconciliation à Confirmation à Communion
- Parish Run and School Supported
- Format: Workshops, Digital Content, Workbooks.
- We recommend starting the program between ages 8 to 10 (Year 3 to Year 5) however this is a decision to be made within the child's family.
- 
- 2023 program is about to commence. Please contact [sacraments@eparish.org.au](mailto:sacraments@eparish.org.au) to enroll. The program brochure and 2023 enrollment form are available from the school's front office.
- Contact our APRIM, Christine Farrugia at [cfarrugia@stjk.catholic.edu.au](mailto:cfarrugia@stjk.catholic.edu.au) for more information.





# Child Protection Curriculum



- The Right To be Safe
- Relations
- Recognising and Reporting abuse
- Protective Strategies





Literacy in the  
Early Years



# Our Approach

**PLD – Synthetic Phonics Programs**

**Mini Lit – A small group  
Intervention program for Year 1  
and Year 2 students.**

**Macq Lit – A small group  
Intervention program for Year 3  
to Year 6 students.**





# Sequence of Learning

- Alphabet code/sounds
- Blending for reading
- Segmenting for spelling and writing
- Reading Texts
- Writing
- Grammar and Punctuation





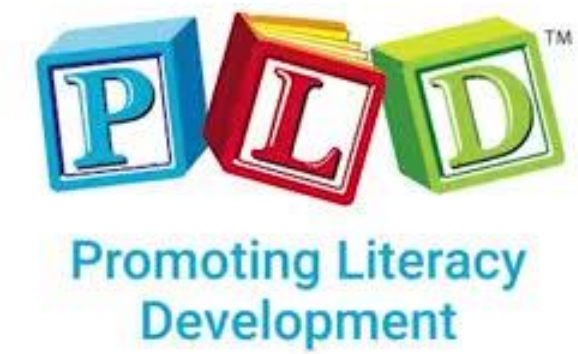
# Letters and Sounds

- We do not teach the sounds in alphabetical order
- We focus on lower case letters first
- Learning the correct pronunciation of each sound is important as well as how we form the sound with our mouth as you will see in the video coming up next

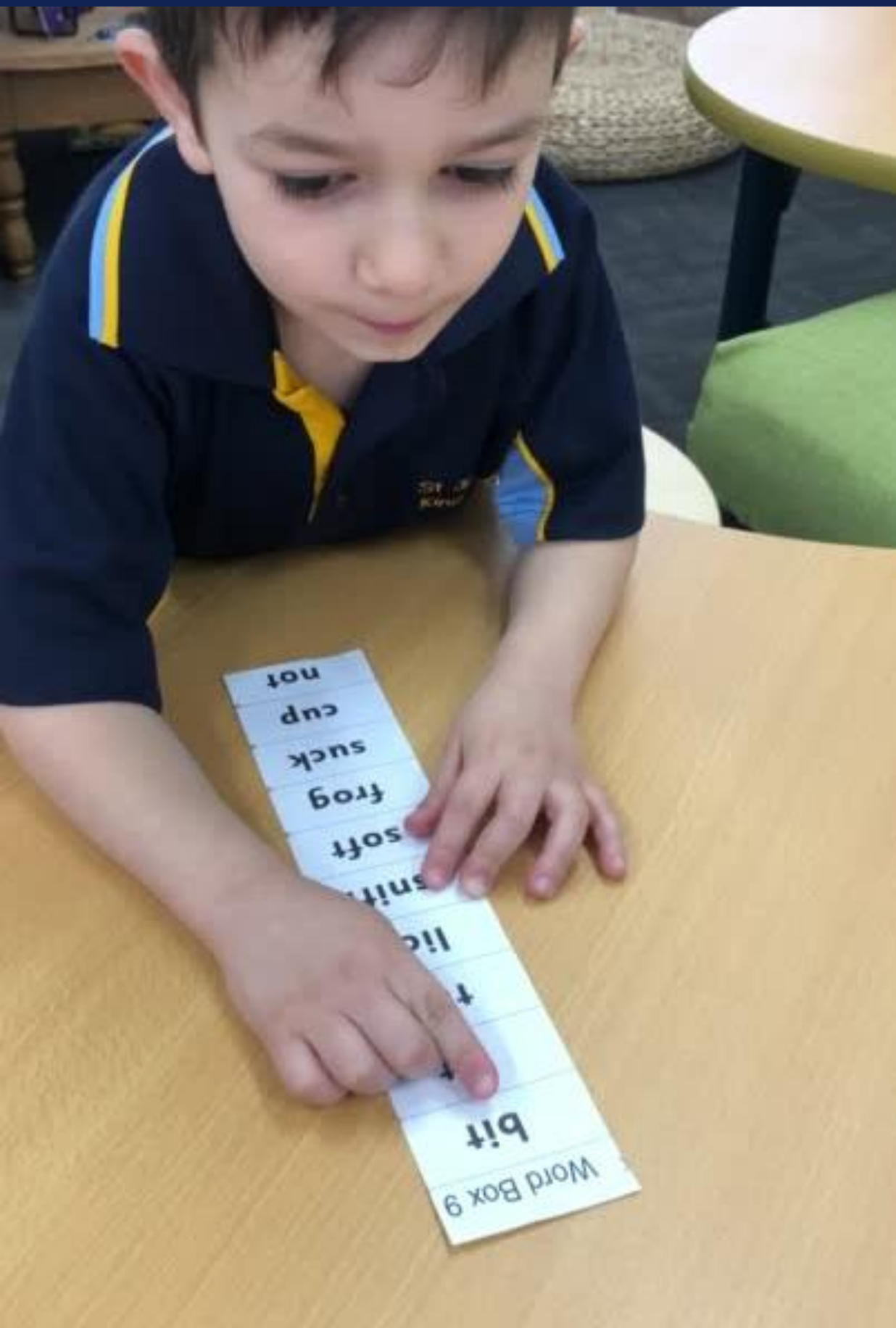




# Correct Pronunciation







# Blending

**Blending is a skill which facilitates early decoding (reading). Blending is also a strong predictor of student readiness to read.**

**Blending is the skill of joining individual speech sounds (phonemes) together to make a word.**

**Blending is a crucial skill in learning to read since being able to mentally join speech sounds together to make words helps students to decode unfamiliar words using letter-sound patterns when reading.**



# Blending

## Order of Early Literacy Acquisition

VC

E.g. it, at, on

CVC

E.g. mat, lip, hot

CCVC

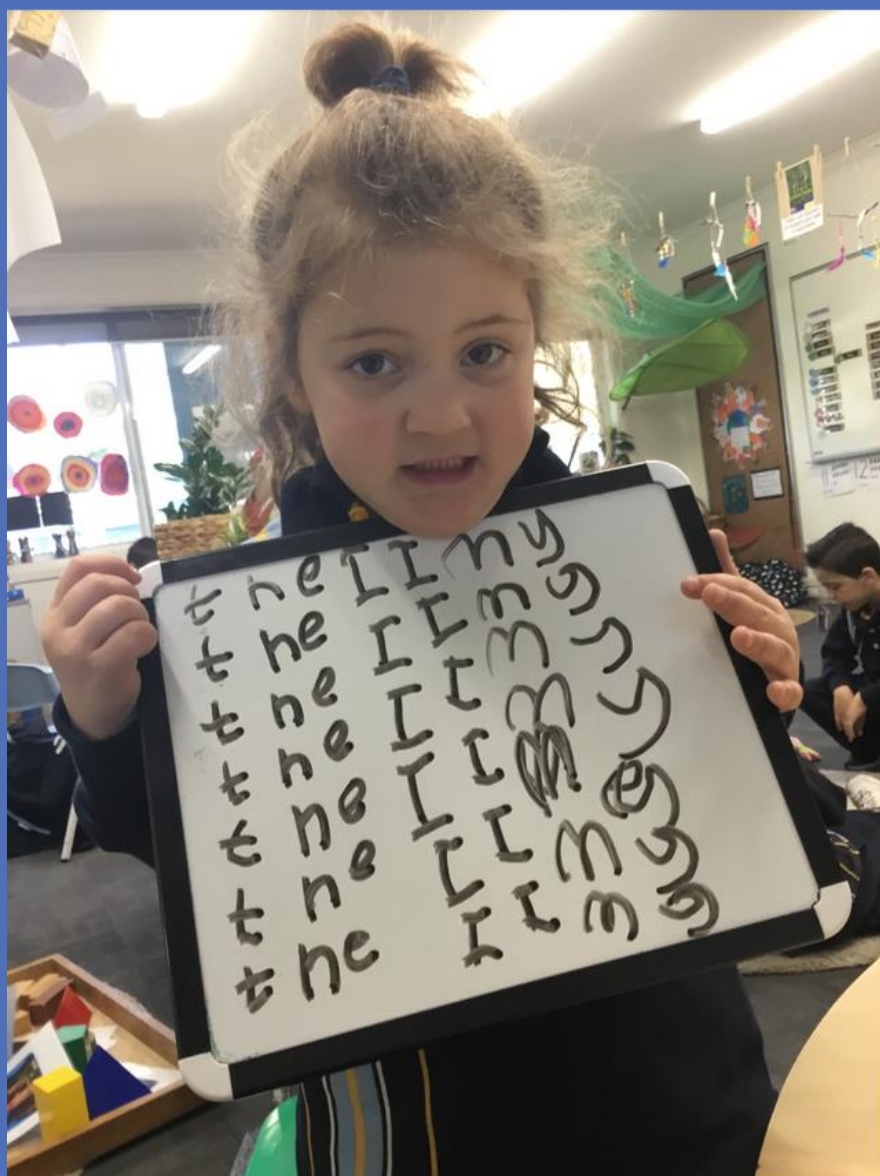
E.g. frog, swim, flip

CVCC

E.g. nest, hand, milk, tent



# High Frequency Words



High Frequency words 1 VC Words	High Frequency words 2 CVC Words	
an	sat	
at	sit	
in	can	
it	hat	
am	red	
on	met	
us	man	
up	dad	
if	did	
Irregular High Frequency	Irregular High Frequency	
a	his	
I	as	
is	has	

*An essential component of fluency and automaticity in reading is an extensive vocabulary of words recognised instantly by sight.*

*These words are often referred to as High Frequency or Irregular words.*



# Reading Texts



## Phonemic Awareness

## Phonemic Awareness

*The ability to identify and manipulate the distinct individual sounds in spoken words*



## Phonics

## Phonics

*The ability to decode words using knowledge of letter-sound relationships*



## Fluency

## Fluency

## Reading with speed and accuracy



## Vocabulary

## Vocabulary

*Knowing the meaning of a wide variety of words and the structure of written language*



### Comprehension

## Comprehension

*Understanding the meaning and intent of the text.*



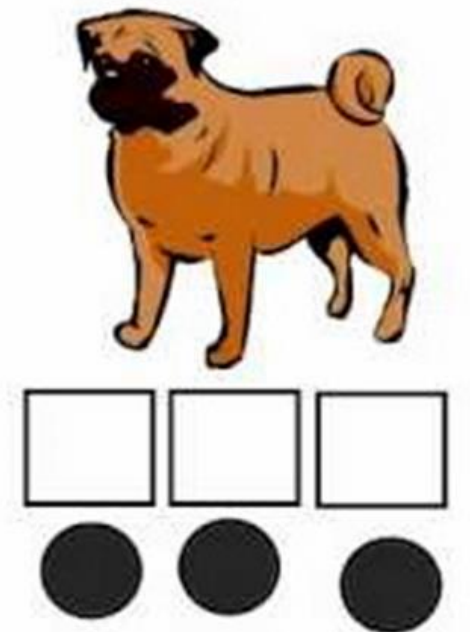
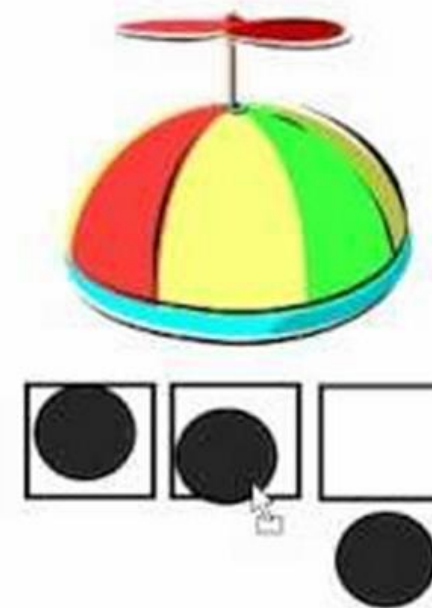
# Word Segmentation

It is the skill of breaking up words into their separate speech sounds (phonemes)

mat m-a-t

chip ch-i-p

Segmenting Words-  
saying each sound you hear in a word



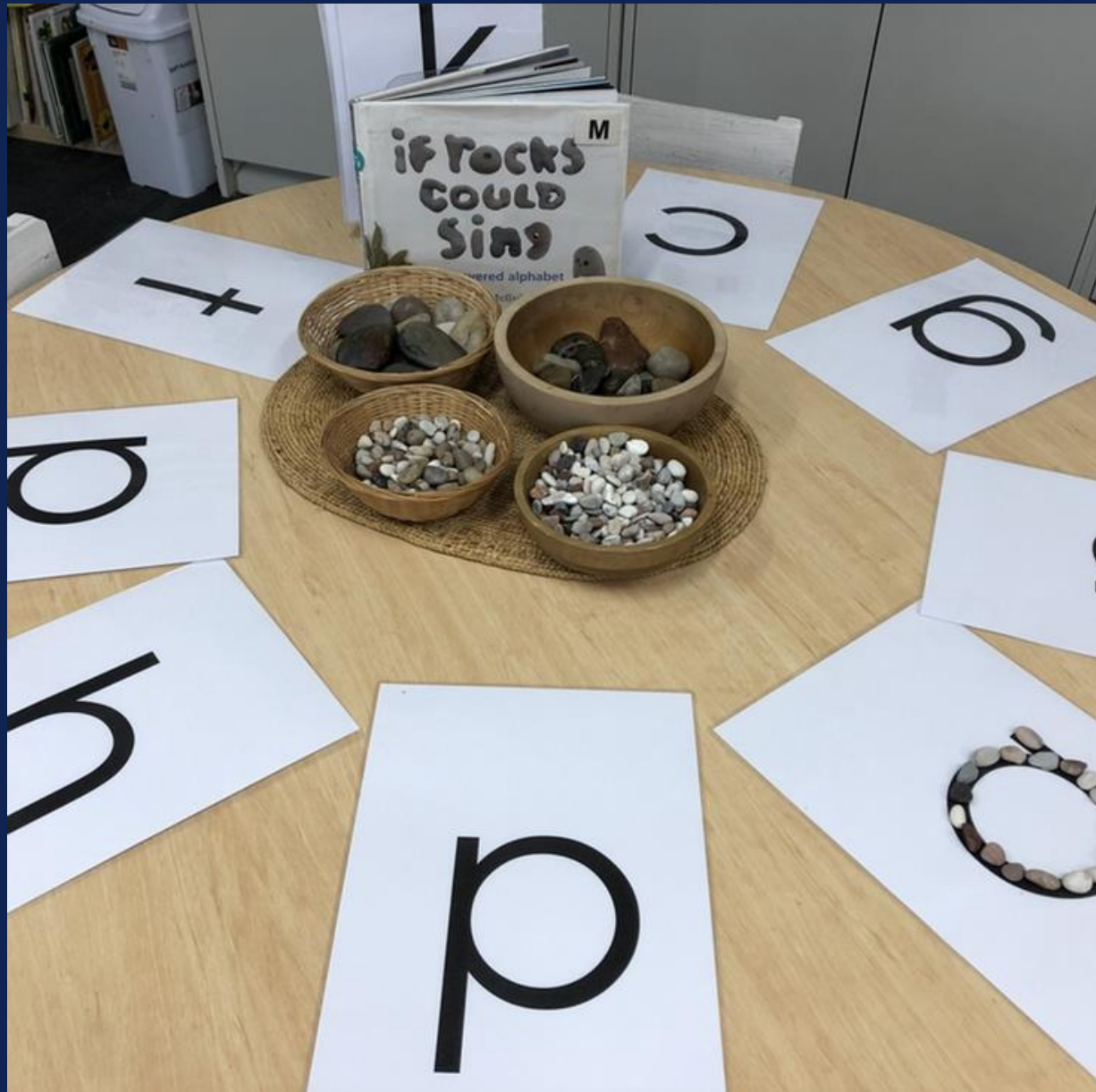


# Decodable Texts

- simple books
- contain the specific grapheme-phoneme correspondences students have learned
- provide opportunities to develop segmenting and blending skills to read words in order to develop automaticity
- support readers to recognise words quickly and effortlessly, and experience independent reading success.



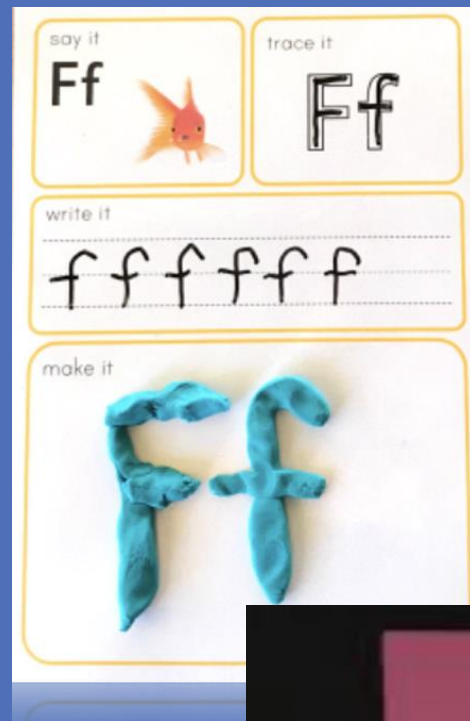
# Literacy Block



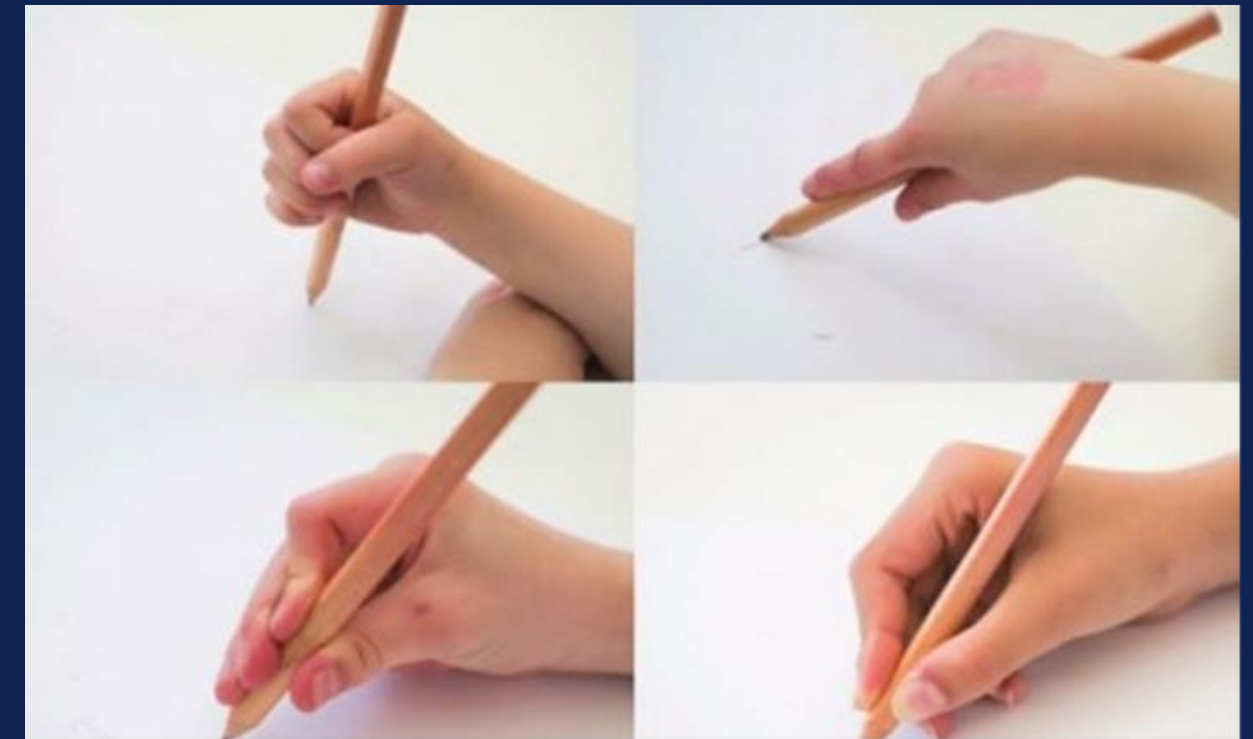
- Modelled/Shared Reading
- Phonics activities – learning and consolidating new sounds
- Reading task – thinking about the text (Big Book)
- Literacy Games (Letter/high frequency words)
- Blending Practice
- Writing – Book making, Dictation, handwriting



# Early Stages of Writing



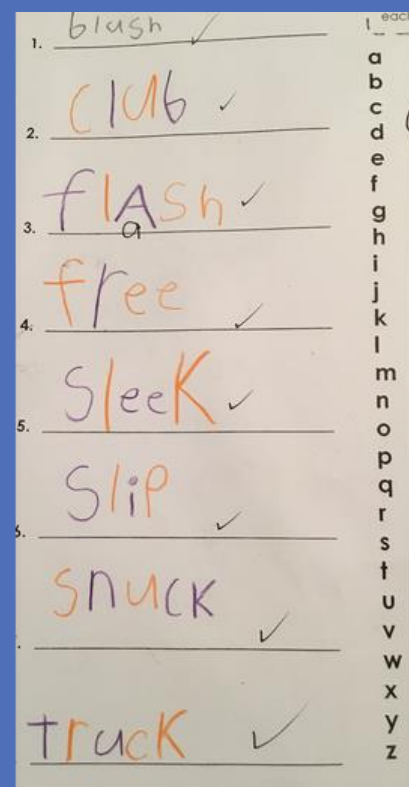
# Formal Handwriting and Pencil Grip



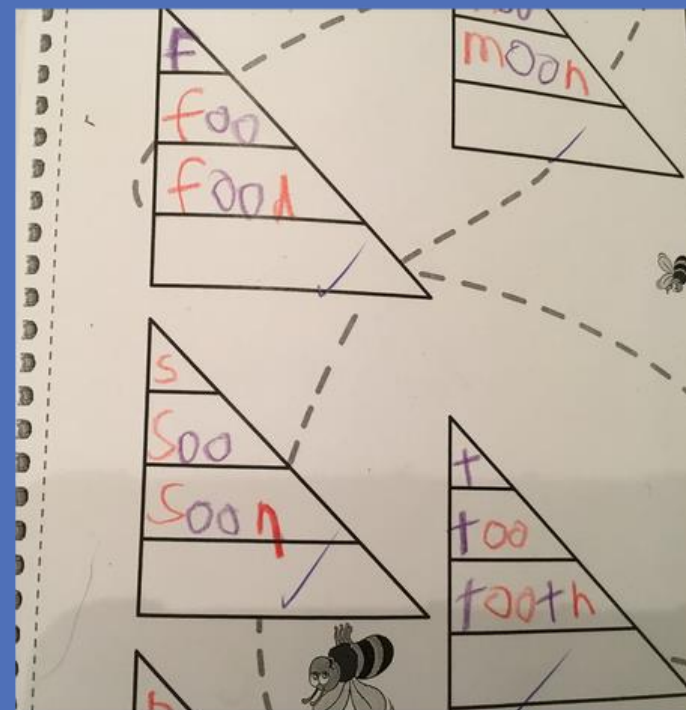


# Spelling

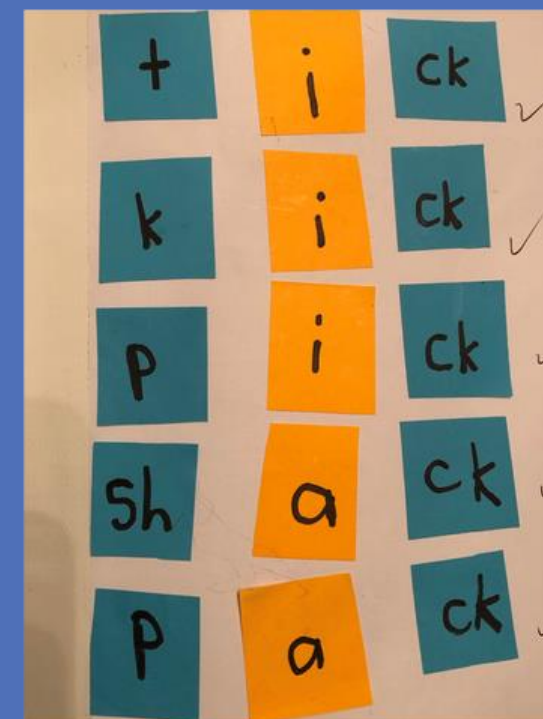
## Alphabetical Order



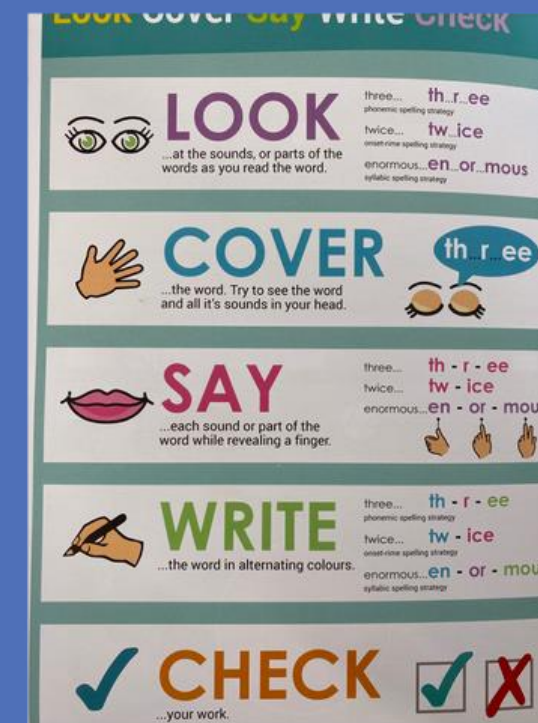
## Pyramid Words



## Alternating Colours



## LCSWC







# Reading

Guided Reading is small group instruction where students are explicitly taught the basics of reading.

Modelled Reading

Shared Reading – nursery rhymes

Independent Reading

Story Time – for the love of reading



# Promoting Reading

- We visit the school library week
- Mitcham Library
- Daily Independent reading - children encouraged to bring books from home
- Flashlight Friday
- Teachers read to students
- Buddies
- Big Books
- eBooks
- Class novels

# At Home Reading



- Make a special time when your child receives your full attention
- Move through the books at a pace that suits your child
- Re-visit books
- Ask comprehension questions/act the story out
- Talk about opinions of the book – likes and dislikes
- Connect the ideas of the book to personal experiences
- Act the story out