



Frequently Asked Questions

1. What are the benefits of an education at Bold Park?

The school philosophy is at the core of how an education at BPCS differs from other schools as it supports the educational environment that provides for the following situations:

Mutual Respect

The BPCS Mutual Respect Policy supports the development of self-regulation through the respect of self and respect for others and the environment. This is the fundamental policy of the school and is at the heart of building the positive, supportive and vibrant community that is BPCS.

Sense of Community

A sense of belonging to a community is nurtured through many means. Children work collaboratively within a class, between classes and within the school community and broader community. Families make a commitment to participate in their children's learning through class web journals, class celebrations, class get-togethers, and many whole school events.

Community Classrooms

The grouping of children of different ages in the primary and middle school classes allows for the individual differences and rates in the learning pathway as well as for peer learning. With a range of ages in a classroom children can have the opportunity to experience being the youngest and the oldest in a class group. They have the opportunity to act as role models and mentors and develop friendships based on interest and not just age. This helps to promote collaborative learning and reduce competition. The children can explore learning at a variety of levels. Consolidation might be required in some areas while in other areas the children might need to be extended across the curriculum. It is more reflective of real life experience.

Long Term Shared Learning Journeys

Each year the children will be involved in a learning journey that is integrated across the curriculum. The journey has a real and present purpose and great meaning to the children. These journeys require the class group to work collaboratively towards an end goal, the achievement of which is often celebrated with the families and broader community. Through these experiences the children have the opportunity to experience depth, meaning and joy in their learning. To value and respect themselves as capable, contributing members of a community who together became a part of 'something' bigger.

2. How does the school work with the WA Curriculum Framework?

Children at BPCS learn through authentic projects, which have real purpose and usefulness to them and their communities. These experiences along with the daily program are scrutinised by teaching staff to ensure the children are working within all eight Learning Areas of the WA Curriculum Framework. Once children enter compulsory aged schooling (Yr 1) families receive reports, called Snapshots twice a year, which detail their child's progress within the WA Curriculum Framework levels.

3. How does this style of education manage the skill elements of literacy and numeracy?

Children at BPCS learn in-depth skills and understandings in literacy and numeracy through a range of integrated, purposeful and real experiences. Within these investigations, specific and explicit teaching of literacy and numeracy skills occurs based on developmental need. For example, in early primary children may be learning sight words in the context of the project, while in upper primary grammar and spelling would be a focus.

4. How will my child's learning in primary school be monitored and if my child experiences difficulties, how will I know? How do the teaching staff monitor for this?

Your child's teaching team work closely together to monitor his/her educational development through:

- observations;
- assessments;
- collections of evidence (work samples, photos, video, etc);
- progress against WA Curriculum Framework indicators called Snapshots; and
- national benchmark testing (NAPLAN & Easy Mark).

This is reported to you through:

- Snapshots & Work Sample portfolio twice yearly; and
- Parent Teaching Team interviews in Term 3.

Your child's emotional, behavioural and physical growth and welfare are also monitored closely through the supportive relationships we build with them through BPCS Mutual Respect Policy and targeted programs such as Rock & Water; Blueearth; Protective Behaviours; Aussie Optimism etc.

Should a child require additional support in any area, a specific program is developed utilising the school's Literacy Support Coordinator and/or Inclusive Education Coordinator. If necessary, external provider support can also be sourced. For example psychologists, speech pathologists, occupational therapists etc. The Director of Teaching and Learning oversees this process.

5. I have heard that some schools will be testing students for entry into Year 1. Will BPCS be doing this?

This testing is not compulsory and we will not be participating. The in-house Literacy Support Coordinator already individually assesses all children upon entry into compulsory aged schooling (Yr 1) in order to establish the child's current level of literacy development. It is also an opportunity to assess if any additional individual support is required.

6. I have heard that the children are not given homework each week, is this the case?

The BP community acknowledges the importance of children's play and family life. We support children spending time in play, exploration and communication with family and friends. We encourage people to question the purpose of some homework and to challenge the consequences of this 'busy' work for your own children.

However, from time to time your child will benefit from practicing certain literacy or numeracy skills and it may be suggested that they read regularly, be read to often, play games with family members or complete a word puzzle, to help them consolidate these understandings. Additionally, Primary and Middle School classes are members of Mathletics and Spellodrome, which are online maths and spelling activity, based programs. These allow individuals to practice the maths and spelling concepts being introduced in class. Once children reach Middle School it does become an expectation that homework is a part of the students' learning culture, which includes planning their study time between school and home.