



**2018 CaSPA
RATIONALE &
TESTIMONIALS**

SECTION

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CASPA PROGRAM	RATIONALE	TESTIMONIAL	AUTHENTIC LEARNING: STUDENTS	AUTHENTIC LEARNING: TEACHERS	AUSTRALIAN TEACHING STANDARDS
TEACHER PROFESSIONAL LEARNING AND IN-SCHOOL SUPPORT					
In-School Mentoring	To support teachers in the development and delivery of contemporary performing arts pedagogy	<p>CaSPA have done it again! The children had a ball and the students were great role models. I was particularly impressed with the management on each lesson. Students were engaged the whole time and left the day in awe of both the girls who taught them and the experience OLSH has given them. Can't wait until next year. (Dance Coaching Clinics)</p> <p>The film making mentoring program has been very successful. We are now up to our next stage incorporating many aspects of the Newman Program. (Filmmaking)</p> <p>We loved working with the CaSPA team and the students gained much from their expertise and professionalism. They had the opportunity to record their performance in a professional way with expert help. (Building a Choir)</p> <p>I always feel like I've had the most amazing experience whenever I have the privilege to work with the CaSPA team. (Curriculum support)</p> <p>thank you for all your help and inspiration to me. I really needed it. I have already changed my approach and the children are suprised to see me really interacting in far more dramatic and fun ways with them! (Curriculum support)</p>	Engage critically with the material being learned both individually and in collaboration share what they have learned with others	<p>Encourage student ownership and responsibility for their own learning</p> <p>Create an environment that encourages reflection, sharing and considered risk taking</p>	<p>2.1.2 Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p> <p>2.6.2 Information and Communication Technology (ICT. Implement teaching strategies for using ICT to expand curriculum learning opportunities for students</p> <p>3.1.2 Establish challenging learning goals. Set learning goals that provide achievable challenges for students of varying abilities and characteristics</p>
Early Years & Primary Curriculum	To connect KLA's through dance, drama and music to enhance learning	I was privileged to sit down with experienced professionals, one to one, after watching demonstration lessons and have the opportunity to discuss ideas and the practical delivery for Drama in the early years and Music and choir for K-6. Invaluable time and input and for the opportunity to ask questions and be given many resource suggestions	Apply knowledge and skills creatively in a range of situations	Foster creativity and imagination through open ended tasks that stimulate curiosity	<p>2.1.2 Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</p> <p>3.2.2 Plan, structure and sequence learning programs</p> <p>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p> <p>3.3.2 Use teaching strategies. Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking</p>

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Secondary Curriculum	To support the development of young artists through In-school mentoring, enrichment days, specialist workshops and performance platforms	<p>A wonderful mentoring experience from CaSPA staff that gave me the confidence to explore my own ideas in Dance and Drama that I previously didn't feel capable of doing</p> <p>Many thanks for the amazing workshop. I wasn't sure what to expect having never done anything with CaSPA before...but wow. It was amazing</p>	Engage critically with the material being learnt, both as individuals and in collaboration	<p>Provide challenges that require higher order thinking and the application of learning in a variety of settings</p> <p>Encourage student ownership and responsibility for their own learning</p>	<p>2.1.2 Apply knowledge of content and teaching strategies of the teaching area to develop engaging teaching activities</p> <p>2.2.2 Organise content into coherent, well-sequenced learning and teaching programs</p> <p>3.2.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning</p> <p>3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking</p>
Gifted Education	To provide programs for the high-achieving young artist	<p>Amazing program. I enjoyed every minute of it. I recommend this program to any upcoming musicians to learn more</p> <p>This program has given me a total passion and faith that I can write and produce songs in my future</p>	Believe that they are capable learners and have high expectations of themselves	Provide challenges that require higher order thinking and the application of learning in a variety of settings	1.5.2 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities
Special Education	To empower the social, expressive & creative self and build self-esteem and resilience through kinaesthetic learning	<p>It was a joy to see our students so engaged, contributing and collaborating</p> <p>The CaSPA Creative Ability program continues to create and foster relationships between students of all year levels. This year in particular we have seen a significant improvement in students willingness to engage in conversations with others. Sarah is an amazing dance teacher and should be commended for her amazing work with our students</p>	<p>Make connections between the material being learnt and their own lives and experiences</p> <p>Apply knowledge and skills creatively in a range of situations</p>	Create relevant and significant learning experiences tailored to individual student differences	1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislation requirements

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Teacher Networking	To foster the collaborative development of best practice via professional dialogue	<p>The strong practical nature of this session was invaluable. Being part of the process, rather than just observing or reading about it was the most advantageous element. As teachers and facilitators, it is so important for us to have a first hand immersive experience of processes that we expect our students to commit to. It means we can better appreciate such exercises from the point of view of the students</p> <p>Thank you very much for this genuinely enriching experience</p> <p>It was a great afternoon. Lots of resource ideas and practical ideas to use in the classroom</p> <p>The meeting was very useful and practical. The sharing time was excellent for new ideas and to reinforce what is being done</p>	Apply knowledge and skills creatively in a range of situations	<p>Create an environment that encourages reflection, sharing and considered risk taking</p> <p>Foster creativity and imagination through open ended tasks that stimulate curiosity</p>	<p>6.3.2 Contribute to professional discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p> <p>7.4.2 Participate in professional and community networks and forums to broaden knowledge and improve practice</p>
The Let's Series	To engage with school communities in celebrating the performing arts and build professional skills to strive for excellence	<p>Wow! A brilliant day! Students (and Teachers) were engaged and entertained throughout the day. Feedback from students was extremely positive - some even commenting that it was one of the best days they've ever had at school. Lots of tips and techniques for me to take back to the classroom/vocal group rehearsals too!</p> <p>Would love to see a diocese wide performance for parents/ members of public!" (Let's Sing)</p> <p>Let's Act day 2 was a great day and an amazing experience for the students and the teachers. Having an industry professional critique the work of the students really got them excited and in turn really escalated their performances.</p> <p>Once again another spectacular year ! The students had such a wonderful day and were very proud to showcase their routine to other students. dance workshop will be taught to our Junior Glee Club and performed in collaboration with other choreography we are designing. From all the Glee Club, thank you to the amazing CaSPA team! (Let's Dance)</p>	<p>Engage in work that is rigorous and challenging</p> <p>Share what they have learnt with others</p>	<p>Participate actively in ongoing professional learning that builds individual and collective capacity</p> <p>Demonstrate a belief that all students can learn, by providing challenge in an environment of high expectation and explicit teaching</p>	<p>6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities</p> <p>6.3.2 Contribute to professional discussions and apply constructive feedback from colleagues to improve professional knowledge and practice</p> <p>6.4.2 Undertake professional learning programs designed to address identified student learning needs</p>

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Evangelisation	To nurture faith formation through the performing arts	On behalf of the musicians, choir and myself, I would like to thank you for your tireless preparation towards the successful event at the Cathedral today. The performance opportunity that was provided and your interactions with our students, will, I'm sure, make lasting memories for them for many years to come. I was so proud of our boys and you. The brothers were raving about the singing. (Pat Bros Fairfield 65th anniversary Mass)	<p>Make connections between the material being learned, their own lives and experiences</p> <p>Exercise choice as they pursue their own passions and interests</p>	<p>Create relevant and significant learning experiences tailored to individual student differences</p> <p>Model respect and trust in relationships and foster student wellbeing</p>	6.2.2 Participate in learning to update knowledge and practice targeted to professional needs and school and/or system priorities
Teacher & Student Resources	To build a dynamic and enriching online performing arts community shared across the Google platform	Thank you for your invaluable time and input and for the opportunity to ask questions and be given many resource suggestions. (In-school support) Everyone is loving it and it is so catchy! Brilliant work! (Japanese online project)	Engage critically with the material being learned both individually and in collaboration	Participate actively in ongoing professional learning that builds individual and collective capacity	3.4.2 Select and/or create and use a range of resources, including ICT, to engage students in their learning
Special School Network (EOCC)	To support the systemic approach to the enrichment and development of the whole student through performing arts	The CASPA team have been essential partners for the Eileen O'Connor Catholic College since its opening in 2016. They contribute equal parts learning - and fun! - for our students and staff every week. Executive Principal	<p>Make connections between the material being learnt and their own life experiences</p> <p>Apply knowledge and skills creatively in a range of situations</p>	Create relevant and significant learning experiences tailored to individual student differences	1.6.2 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislation requirements

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STUDENT SPECIALISED PROGRAMS					
Student Ensembles	To provide comprehensive skill development in the performing arts and to experience professionally produced events	<p>This was the best CaSPA yet! I loved being involved in a performance where we got to watch the singers, actors and dancers perform individually as groups but also got to come together as one! I had so much fun!! Really hoping I can do it again next year!</p> <p>I loved working in Caspa it was such a great experience working with professionals, and enhancing my skills.</p> <p>So many talented young people and what a relevant story line</p>	<p>Engage in work that is rigorous and challenging</p> <p>Engage critically with the material being learnt, both as individuals and in collaboration</p> <p>Make connections between the material being learned and their own life experiences</p>	<p>Create relevant and significant learning experiences tailored to individual student differences</p> <p>Model respect and trust in relationships and foster student wellbeing</p>	3.1.2 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics
Murrawadeen Goodjarga	To contribute to the cultural awareness and knowledge of all students and teachers	<p>I felt I learnt a lot from the Goodjarga Day educators towards both my professional and personal understanding of the Indigenous culture. It was a great day meeting other students and teachers to discuss shared interests in strengthening the teaching of culture in our subject areas</p> <p>Fantastic cultural experience</p>	<p>Make connections between the material being learnt and their own lives and experiences</p>	<p>Create relevant and significant learning experiences, tailored to individual student differences</p> <p>Model respect and trust in relationships and foster student wellbeing</p>	<p>1.3.2 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds</p> <p>1.4.2 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students</p> <p>2.4.2 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</p>

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Bootcamp for Boys	To cater for the unique characteristics of boys and their learning styles through the performing arts	<p>Fantastic program:) The boys were really expressive and free, they showed confidence and were really motivated to participate. It made a difference not having girls participate as I believe this allowed the boys to be more themselves rather than worry what the girls would be thinking. It would be to the boys advantage to have this program more often, it would really develop their confidence in all areas of creative arts. (Primary)</p> <p>I absolutely appreciated the top level of expertise available to us in this program. Each director brought a different aspect to acting and coaching each week. The boys so much by collaborating with the Champagnat boys who took them under their wings and took time to speak to them. I was very much enriched by observing and participating in this program. I believe our boys drama skills and collaborative skills are highly enriched by this program. I can see their level of confidence when discussing ideas and when acting has improved. Thank you so much. (Creating Collaborative Cultures - Primary Secondary transitions)</p>	Engage in work that is rigorous and challenging	Foster creativity and imagination through open ended tasks that stimulate curiosity	3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking
Regional Touring 'Works'	To engage a broad audience across the Archdiocese in interactive performing arts and cultural experiences	<p>This has been an amazing and inspiring experience, this has definitely helped me step out of my comfort zone and encouraged me to do something that I love and that is performing. Thank you so much for the experience</p> <p>The relevance of the Touring Works to our Year 8 students was very important in light of the work they are doing in pastoral class around resilience and acceptance of appreciating everyone's talents in many varied areas</p> <p>What an outstanding experience for my students to see. The performance was highly professional and inspiring for many of my students to want to get involved. Well done to all concerned</p> <p>I love CaSPA it has really helped with my positive wellbeing and the tutors and directors there are awesome in what they do and how they put the show together</p> <p>Thanks for giving our students the opportunity to watch live theatre. The feedback from the girls was really positive and they felt it was a valuable and illuminating experience</p>	<p>Engage in work that is rigorous and challenging</p> <p>Engage critically with the material being learned both individually and in collaboration</p> <p>Make connections between the material being learned and their own life experiences</p>	<p>Create relevant and significant learning experiences tailored to individual student differences</p> <p>Model respect and trust in relationships and foster student wellbeing</p>	3.1.2 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics

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Battle of the Artz	To foster active engagement of school communities in student-centred learning, creativity and collaboration	<p>The students enjoyed having the opportunity to develop new skills. The content taught was great. (primary)</p> <p>Always good to be part of CASPA BOA, the students really get so much from the co-curricular initiatives it provides. (secondary)</p> <p>The students have thoroughly enjoyed being apart of the CASPA film making project this year. They have gained skills in the film making process including story boarding, filming and editing. (primary mentor)</p> <p>The competition is all about taking the audience on a journey through storytelling. This submission effectively does so through a simple and relevant story that appeals to a common issue in society: we fear what we believe is true. However, the film allows the audience to comprehend that these thoughts aren't true as there are people there for you and therefore, to not be afraid. The core message of this submission and how it brought this idea to life is what deserves this film to be a winner. (online voter)</p>	Make connections between the material being learned and their own life experiences	Provide challenges that require higher order thinking and the application of learning in a variety of settings	3.4.2 Select and use resources Select and/or create and use a range of resources, including ICT, to engage students in their learning
SPECIAL EVENTS					
Special Events	To offer a professional value-add experience in industry standard performance platforms	<p>The performance on Friday was simply amazing. I can't thank you enough for the way CaSPA picked up so wonderfully the themes and essence of what we were trying to demonstrate through the two days. I was only sorry we didn't see it twice! (RAD conference)</p> <p>We would like to express our sincere thanks for all the time and effort you put into preparing for our Primary Evangelisation Day. Thank you for organising the CaSPA children and coordinating the equipment and team. Please pass our thanks on to the CASPA team staff members and the amazing children who performed. The children are truly inspiring! (Primary Evangelisation Day)</p>	<p>Apply knowledge and skills creatively in a range of situations</p> <p>Believe that they are capable learners and have high expectations of themselves</p>	Create relevant and significant learning experiences, tailored to individual student differences	6.2.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities