



**Murray Bridge
North School
and
Community Partnership
Agreement**





What are family-school partnerships?

Family-school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at a school. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school.

Why are family-school partnerships important?

Families are the first educators of their children and they continue to influence their children's learning and development during the school years and long afterwards. Schools have an important responsibility in helping to nurture and teach future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognise the primary role of the family in education. This is why it is important for families and schools to work together in partnership.



The aim of the Family-School Partnerships Framework is to encourage sustainable and effective partnerships between all members of the school community, including teachers, families, and students.

These partnerships should:

- view each partner as making equally valuable contributions, while respecting different contributions
- respect student needs and preferences
- address barriers to involvement in schools by families, in particular Indigenous families, and actively help previously uninvolved families to become involved
- create better programs, opportunities and learning for students
- give families appropriate opportunities to contribute to school decision- making and governance
- contribute to professional satisfaction for principals and teachers

(DEWR 2014)



Strong Relationships between Families and School

We have positive and regular communications about Aboriginal and Torres Strait Islander children's learning

Staff will:

- Monitor Aboriginal and Torres Strait Islander student attendance
- Partake in home visits with an ACEO
- Check Aboriginal and Torres Strait Islander student's diary regularly
- Regularly contact Aboriginal and Torres Strait Islander families
- Attend relevant meetings and be organised
- Celebrate achievements of Aboriginal and Torres Strait Islander students
- Encourage open communication with students and families via face to face conversations, letters, phone calls, meetings
- Maintain professional standards of confidentiality
- Learn about local culture (past and present) from families and Aboriginal Education Team

Families will:

- Let the school know if children aren't at school
- Check children's diaries everyday
- Communicate with their child's teacher regularly
- Participate in meetings about their child's learning eg, Learning Conversations, One Plans, NEP, re-entry, teacher interviews
- Help children to make good choices at school
- Have input into student One Plans
- Celebrate student achievement



Strong Relationships between Families and School

Students will:

- Be organised daily
- Take part in family cultural activities
- Join in with more activities in culture
- Ask family about Aboriginal culture
- Ask friends about Aboriginal culture
- Ask brothers and sisters about Aboriginal culture
- Ask an Aboriginal person about Aboriginal culture
- Go to Ngarrindjeri Kaikulun Rrugiyun (NKR) practice
- Research Aboriginal culture
- Call your parent / carer about Aboriginal culture
- Send a letter to families asking about Aboriginal culture
- Let people talk to you in a safe way



School and Learning

School wants:

- Aboriginal and Torres Strait Islander children to be at school every day on time
- Aboriginal and Torres Strait Islander children reading aloud to an adult for 10 minutes daily
- Aboriginal and Torres Strait Islander children improve their Maths and English skills
- Aboriginal and Torres Strait Islander children to be powerful learners (confident, positive and healthy)
- All children to learn about Aboriginal and Torres Strait Islander culture
- Practice times tables daily

Staff will:

- Mark the role and monitor Aboriginal and Torres Strait Islander student attendance every day while following attendance procedures
- Follow up non-attendance and any other issues
- Have open discussions with student the importance of attendance and student experiences helping/preventing them from attending
- Monitor daily times tables and reading by students (visually)
- Maintain good lines/links of communication with families, students and agencies
- Communicate/report to parents regarding student progress
- Plan to engage Aboriginal and Torres Strait Islander learners
- Meet with parents to discuss student One Plan's when required
- Review student One Plan's regularly
- Focus on specific Maths and English skills for individual students
- Implement and monitor Individualised learning plans
- Provide inclusive cultural opportunities embedded across the curriculum



School and Learning

Staff will (continued)

- Liaison with the Aboriginal and Torres Strait Islander Education Team including Aboriginal perspectives across curriculum, Aboriginal Curriculum, student concerns Celebrate student successes with parents/caregivers
- Contact families via communication books
- Ring parents/caregivers regarding positive/negative feedback on student learning and attendance
- Take opportunities in the curriculum to include cultural information and understanding
- Attend home visits to support home/school relationships/expectations and any other support required
- Continue to focus on developing positive self-esteem in classroom settings
- Organise buddies to listen to reading and do sight words every day
- Be positive and provide parent with strategies to 'improve' student learning
- Connect with students each day
- Teachers make Aboriginal cultural a priority
- Provide homework that is purposeful, relevant and seen as a life skill
- Provide resources and incentives
- Regular/permanent LOTE time weekly
- Provide social and nutritional programs



School and Learning

Students will:

- Attend regularly
- Not miss the bus
- Participate in programs
- Have an awareness of importance of education
- Meet standard of behavioural expectations as in the school policy
- Seek assistance from an AET or an ACEO, if support is required
- Ask parents for help
- Complete work to the best of their ability
- Display good manners
- Respect other students and teachers - be nice and respectful
- Ask for help when needed with school work
- Remind parents of time to leave on time
- Go to bed early and wake up early
- Set alarm or get parents to wake you
- Leave home on time



School and Learning

Students will (continued)

- Not be interruptive – Not pay attention to distracting people in class
- Behave appropriately
- If you are having trouble ask teacher for help
- Try hard and do your work
- Practice sight words
- Pay attention to the teacher and listen to the teacher
- Stay in class
- Do maths games
- Practice writing
- Not hurt anyone
- Make sure everyone is safe
- Following school rules
- Not make fun of other people
- Have a go at doing something by yourself and don't give up
- Respect things



School and Learning

Students will (continued)

- Do jobs/feed the animals on time
- Not fuss
- Have a quick shower
- Pack school bag
- Help younger siblings get ready
- Clean uniform for the day
- Listen to parents
- Organised your transport or walk to school on time
- Do your lunch quickly
- Stay on task / do school work
- Do homework
- Read more
- Try your best
- Get dressed quickly and brush teeth
- Give parents/carers notes and newsletters and back to school if needed
- Talk respectfully to teachers and other staff
- Don't stop others from their learning
- Be honest



School and Learning

Students will (continued)

- Not muck around and respect school property
- Have a go at Science
- Not be nervous
- Encourage others
- Like being at school
- Have 5 vegetables and 2 fruit a day
- Eat healthy and stay healthy
- Put hand up more often in class
- Stay at school
- Keep your fitness up
- Be part of a group
- Not copy other people
- Concentrate in class
- Be friendly and make sure others have friends
- Eat breakfast
- Be good role models for others
- Learn about their identity and have self-pride
- Remind parents/carers to provide reason for not being at school or being late



School and Learning

Families will:

- Make sure children are at school every day on time
- Respect confidentiality
- Talk with their children about learning at school
- Share relevant information about their child with staff
- Promote positive relationships and communication with the school
- Support children to read at home everyday
- Listen to children reading and practice of sight words
- Discuss with students about reading = comprehension
- Support children to complete homework
- Have healthy eating and sleeping routines at home
- Support children to learn about culture
- Practice timetables, numbers, time, money in real world situations
- Encourage students to do their best at school
- Celebrate student success
- Share information about students interests and skills to promote positive learning
- Demonstrate a positive attitude toward the school
- Assist staff in learning about local culture (past and present)
- Support cultural understanding within the school and broader community
- Support their children to come to school every day and be on time
- Encourage students to trust, value and respect staff



School and Learning

Aboriginal Education Team will:

- Empower and unify staff, students and families
- Partake in home visits
- Monitor attendance
- Provide attendance acknowledgements/certificates and incentives
- Provide Year 7 graduation tops
- Hold a Year 7 family celebration dinner annually
- Provide Cultural Awareness training for staff and Governing Council
- Support and referrals for students and families
- Offer appropriate advocacy
- Organise celebrations at end of each term for families
- Invite Aboriginal and Torres Strait Islander families onto site
- Support Family inclusion for on-site events
- Offer cultural excursions for Ngarrindjeri Kaikulun Rrugiyun (NKR) singing group
- Collate data to use for Aboriginal and Torres Strait Islander student improvements and positive change
- Provide up to date information for a 'holistic view' on Aboriginal and Torres Strait Islander child
- Implement the DECD Aboriginal Strategy



School and Learning

Aboriginal Education Team (continued)

- Organise excursions to culturally significant areas while developing partnership networking for staff and students
- Provide relevance to local areas collaborating with staff and team
- Consult with Elders regarding protocol and relevance on Aboriginal and Torres Strait Islander issues
- Provide forum to discuss school/student issues to be tabled at Governing Council or taken to Leadership
- Be included and monitor/review in decision making processes regarding Aboriginal and Torres Strait Islander students and the DECD Aboriginal Strategy
- Review student One Plans
- Encourage families to attend and participate in Governing Council meetings
- Maintain and develop the Native Garden Educational walk
- Deliver Ngarrindjeri language and cultural lessons
- Liaison and partake in home visits with families/care-providers
- Conduct face to face yarns
- Hold regular team meetings
- Provide relevant support to families
- Complete Learning Conversations each term



Signed and witnessed by

Principal:

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Stan Hagais

Student Representatives:

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Shereice Rumble

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**Government
of South Australia**
Department for Education
and Child Development

