



## **Agreement for School-Community Partnerships Engagement Plan**

This is an agreement between the staff of St Mary's Catholic College, Aboriginal & Torres Strait Islander students Years 7-12 and their parents/caregivers/families.

We agree to work together so that Aboriginal and Torres Strait Islander students and families such as Goori, Koorie, Murri, Noongar, have the best start in life. Students' talents and abilities should be fully developed so that they achieve their best at school.

We want students to receive a quality education, to feel supported at school and at home and to be proud of their identity and culture(s).

Our first goals are that students will successfully complete Year 12 and have the foundations in reading and writing in Standard Australian English and numeracy to gain employment or go on to further education.

The following sections show what we will do to achieve these goals.

### **School staff members will:**

- Develop understandings of Aboriginal and Torres Strait Islander history, cultures, languages, traditions and ways of learning;
- Respect and value students and acknowledge their cultural background (s);
- Have high expectations of students and their abilities to learn and succeed;
- Ensure that what students learn and how they learn is relevant to their lives and aspirations
- Strive to meet students' learning needs and use up to date resources, learning aids and equipment;
- Develop individualised learning plans for students where appropriate;
- Protect, value and care for students while they are at school, creating a school that is free from discrimination and harassment;
- Inform parents/caregivers/families of their children's attendance and progress at school and show them examples of their children's work;
- Investigate any concerns that students and parents/caregivers/families raise with them;



**Students will:**

- Expect school staff to provide quality teaching that meets their needs and aspirations;
- Attend school and do their best at their school work;
- Do their homework;
- Ask their teachers questions when they don't understand something (either in class or after class);
- Ask teachers, parent/caregivers for help if they feel they need more support;
- Know that parents/caregivers and teachers all want to help them to be their best and that going to school is one way to achieve this;
- Respect and work with other students, the school and its staff, parents/caregivers and community members;
- Make suggestions about ways to improve their school.





- Welcome parents/caregivers/families to the school so they can see where their children learn and share local knowledge with the school;
- Involve parents/caregivers/families in choosing the school principal and teaching staff;
- Work with parents/caregivers/families on school policy and planning and be flexible with school organisation and resources;
- Encourage and support Aboriginal and Torres Strait Islander people who want to work at the school or wish to become teachers or education workers.

**Parents/caregivers/families will:**

- Expect school staff to provide quality teaching for their children;
- Make sure their children attend school and do their homework;
- Have high expectations of their children's abilities to learn and succeed;
- Support their children's learning (for example, by reading to them or asking about their school work);
- Encourage their children's interest in learning and let them know about the importance of education;
- Meet with school staff to discuss their children's progress at school;
- Praise their children's achievements and success;
- Assist with the selection of the school principal and teaching staff;
- Take part in school policy and planning;
- Help school staff to understand local Indigenous history and cultures; and
- Volunteer to help around the school where possible.