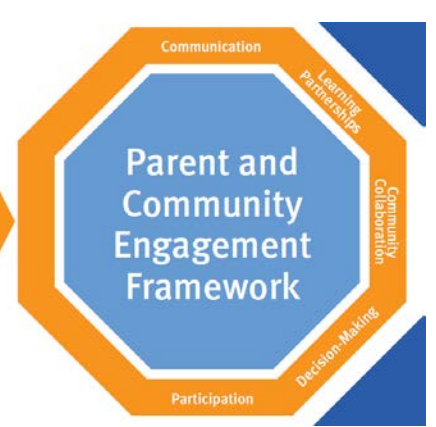




Mundingburra State School

Student
Development
Learning and
Wellbeing



| Communication | Learning Partnerships | Community Collaboration | Decision-making | Participation |
|--|---|---|---|--|
| <p>Considerations:</p> <ul style="list-style-type: none"> Is student progress communicated to parents in a positive and meaningful way? How? Is it clear what teachers and parents need to discuss? How? Is there a shared language of learning between teachers and parents to explore the learning development, challenges and successes of the students? How can schools work with parents and the community to establish a shared set of expectations about schooling? How do working parents or parents with language barriers communicate with the school? How does the school communicate with industry and business partners? | <p>Considerations:</p> <ul style="list-style-type: none"> How can schools support parents to be positively involved with their child's learning, at home and at school? How can teachers and parents work together to help children learn? How does the school find out what would help parents? How can the school leverage community, industry and business knowledge and skills? Are there opportunities to develop partnerships with parents or the community that could deliver more innovative models of partnership development, education and training? How do teachers seek to understand and learn about students, including their home and community contributions, their culture and what contributions it makes? | <p>Considerations:</p> <ul style="list-style-type: none"> What are the key characteristics and strengths of the community? What can the community do to support the school in areas such as drug education, anti-bullying, civic responsibility and the development of social skills? What does the community, including local employers, expect from the school? How can they help student learning? Are there genuine partnerships established between the school and Aboriginal and Torres Strait Islander communities and individuals? | <p>Considerations:</p> <ul style="list-style-type: none"> Is consultation genuine, encouraging open and honest dialogues? Does the school offer training and support to build parent leadership capacity, empowering parents to participate effectively in consultation? Does the school arrange for the community to be consulted on formal/informal decision-making, reviews and new school policies (for example, assessment, reporting and curriculum changes)? How? Has the school considered how it will consult with Aboriginal and Torres Strait Islander consultative groups? | <p>Considerations:</p> <ul style="list-style-type: none"> How do parents and community members participate in school activities? How does the school community recognise and support volunteers? How can volunteers contribute to teaching and learning? Are parents notified about major events well in advance so they can plan ahead? How? Does the school celebrate significant cultural days? |
| <p>Strategies for the school:</p> <p>Ensure communication is a shared process. Teachers seek input from parents about the needs and aspirations of their children and their expectations for their children.</p> <p>Use language that is clear and accessible to parents and the community. Avoid or explain educational jargon.</p> <p>Maintain a school calendar outlining key points in the school year where engagement of parents and the community is vital and the specific activities to be used to engage them. (on website, skool bag app and newsletter)</p> <p>Forms of communication used -</p> <ul style="list-style-type: none"> Skool bag app School website School newsletters Oral reporting twice per year Class Newsletters Report cards Open days Celebration days Attendance slips Emails P&C meetings EATSIP meetings Extra Curricula groups (Sports, Science, Music) | <p>Strategies for the school:</p> <p>Design and develop learning partnership strategies that are appropriate for parents of children at different ages and stages of development.</p> <p>Parents are invited to all meetings involving personalised, individualised learning or behaviour plans</p> <p>Provide workshops for parents about topics that reflect our school's improvement agenda</p> <p>Parents are informed of our school policies through prospectus, newsletter, website.</p> <p>Parents are informed of outer agencies support Partnership with P&C and EATSIP parent groups and their organised activities eg Fete, NAIDOC, Facility Master Plans etc.</p> <p>Partnerships with parents and community through our parent groups – Sporting Buddies, Science Mates and Music Mates</p> | <p>Strategies for the school:</p> <p>Generate and maintain contact with local services that enable appropriate referrals and support the sharing of services and capability.</p> <p>Open school facilities for community use, community meetings and community interest and sporting groups.</p> <p>Work with local community and business groups to develop shared policies and approaches that support effective learning and positive community outcomes.</p> <p>Work with P&C for OSHC – Memorandum of Understanding</p> <p>Work with divisions of the Townsville City Council to promote educational initiatives and community events</p> <p>Work with JCU and other tertiary organisation for services beneficial to our students</p> <p>Work with Kirwan Health CDS and Binna Clinic for health services and referrals for our students.</p> <p>Work with the ISSU staff and other community groups for the benefit of offering services, celebrations and educational needs for our Aboriginal and Torres Strait Islander students and their families</p> <p>Work with other local schools (primary and secondary) to provide transitional and other learning opportunities for our students.</p> <p>Support community events such as ANZAC day and other community commemorative events with school student representation.</p> | <p>Strategies for the school:</p> <p>Ensure information about consultation opportunities is widely circulated in a variety of forms.</p> <p>Encourage active participation in P&C.</p> <p>Encourage student participation in decision-making processes through the Student Council.</p> <p>Offer opportunities for parents and the community to participate in decision making in ways that are appropriate for supporting children of different ages and stages of development.</p> <p>Conduct surveys to find out opinions from a wide range of parents and community members.</p> <p>Provide opportunities for parents and community members to become engaged and invested in the vision and direction of the school through the QSR process, School Opinion Surveys, P&C meetings and in representation on school committees such as PBS and WHP&S.</p> | <p>Strategies for the school:</p> <p>Load events and meetings calendars on the school website at the start of each term, semester or year.</p> <p>Engage community members in designing and promoting learning experiences, school events and extracurricular activities (Science Mates and Sporting Buddies)</p> <p>Support P&C activities and requests for assistance from parents for major events but follow ups through school and class newsletters etc.</p> <p>Invite parents and community members to become involved as guest teachers and speakers.</p> <p>Use of media such as Skool Bag app, emails and school newsletter to promote participation of parents for organised events</p> <p>Acknowledge and thank regularly parent participation in areas of the school such as classroom, tuckshop, library etc through personal written or verbal votes of thanks. Conduct annual thank you morning tea for volunteers.</p> |