



Bundjalung creation story image by Gilbert Laurie

St Carthage's Primary School-Community Action Plan

St. Carthage's Primary School would like to acknowledge the Widjabal-Bundjalung people who are the traditional custodians of this land. We would also like to pay respect to Elders both past and present of the Bundjalung nation and extend that respect to all other Aboriginal people. We thank them for their courage, strength, integrity and values.

This is an agreement between the staff of St Carthage's Primary School and Aboriginal and Torres Strait Islander students and their parents/caregivers/guardians and interested community members.

We agree to work together so that Aboriginal and Torres Strait Islander students 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.

Our first goals are that students will successfully complete Year 6 at our school and have the foundations in reading and writing in Standard Australian English and numeracy so that they are able to make the transition to secondary school successfully.

School Staff members will:

- develop a greater understanding of Aboriginal and Torres Strait Islander histories, cultures, languages, traditions and ways of learning;
- respect, value and acknowledge students' cultural backgrounds;
- have appropriate expectations of students and their abilities to learn and succeed;
- ensure that each child's individual learning styles and needs are met by utilising appropriate resources, learning aids and equipment;
- promote a learning environment where each child is encouraged to always do their best;
- develop an appropriate Personalised Learning Plan after consultation with parent/caregiver and student;
- protect, value and care for students whilst at school in an environment that is inclusive and nurturing;
- encourage parents/caregivers to attend school interviews and activities so that they can see their child's work and progress;
- investigate or explain any concerns or queries that parents/ caregivers may raise;
- encourage parents/caregivers to share their local culture with staff and students;
- using appropriate CSO guidelines-encourage and support Aboriginal and Torres Strait Islander people who want to do volunteer work at school or wish to become teachers or education workers.

Parents/caregivers/families/community members will:

- expect school to provide quality education for their children in a respectful manner;
- have appropriate expectations of their children's abilities to learn and succeed to their potential through different pathways;

- support their children’s interest in learning (for example, by reading to them or discussing their school work with them);
- encourage their children’s interest in learning and let them know about the importance of education;
- meet with school staff at designated times to discuss their children’s progress at school;
- praise their children's achievements and successes.
- be available to help school staff understand the local Aboriginal culture and history.

Students will:

- regularly attend school and work to their full potential;
- complete home reading;
- take pride in their personal achievements;
- take pride in their Aboriginal or Torres Strait Islander history and culture;
- always ask questions when they do not understand;
- ask teachers/parents/caregivers/Well Being Officer for help if they feel they need support;
- know that teachers/parents/caregivers all want to help them to do their best and that school is one way to achieve this;
- respect and work with peers, teachers, parents/caregivers and community members so that they can achieve to the best of their ability;
- commit to the goals of their Personalised Learning Programs.
- stand up or speak out if they feel they are being teased or bullied, or if they see anyone being teased and bullied.

This Agreement was updated April 2019

Together, the undersigned school staff members and parent representatives believe that they can work together to make a difference in education and the lives of Aboriginal and Torres Strait Islander children.

School Principal _____

Aboriginal Teacher's Aide _____

Additional Needs Teacher _____

Learning Support Teacher _____

Parent Representative _____

Parent Representative _____