



**ST MARY'S COLLEGE  
COMMUNITY PARTNERSHIP  
FOR ABORIGINAL FAMILIES**



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

We agree to work together so that all Aboriginal and Torres Strait Islander students have the optimal start in life. Students' talents and abilities should be fully developed so that they achieve their potential at school.

We want our students to receive the highest quality Catholic education, to feel supported and encouraged at school and at home, to develop pride in, and confidence to express their faith, their identity and culture(s).

Our first goals are that students will successfully complete schooling from Kindergarten to Year 12 and have skills in Literacy and Numeracy to gain employment or go on to further education.

This partnership agreement embraces the following stakeholders and aims to provide the best education possible at St Mary's College. The following sections set out what each group will aspire to achieve.

### *The School will ...*

Provide a high quality Catholic Education to the students of St Mary's College;

Integrate faith, life and culture into the school community;

Provide the opportunity for students to experience God through prayer, liturgy, Sacrament and one another;

Establish clear channels of communication so that families know who to talk to;

Provide positive feedback;

Provide forums for three way interviews early enough to be acted on, ensuring parents are informed about student progress. Inform parents/caregivers/families about their children's attendance and progress at school and show examples of student's work;

## *The School will ...*

Conduct face to face home visits, and follow up on concerns raised;

Provide opportunities for parent involvement;

Welcome parents/caregivers families to the school so that they can see where their children learn and share local knowledge with the school;

Use a range of communication tools, i.e. diaries, phone calls, newsletters sms/text, to ensure all Aboriginal families are informed about events, student progress and attendance;

Communicate with parents about the importance of supporting student learning by encouraging regular completion of homework and/or attendance at the Homework Centre.

Encourage involvement of Aboriginal parents in College Board, P & F and other school related committees;

Expect teachers to liaise with ATAs and value their knowledge and expertise;

Support students in their transition from graduation to tertiary education;

Provide opportunities for enrichment, homework and tutoring;

Provide tutors and ATAs to support student learning;

Organize meetings so that they are suitable and culturally appropriate for all participants;

Nurture an environment where students are taught to be independent thinkers and learners and where they develop enquiring minds;

Provide a safe and orderly learning environment in the school;

Cater for a range of student learning styles/abilities and include opportunities for academic extension and enrichment;

## *The School will ...*

Enable students to build resilience to cope with a changing society;

Acknowledge first language and teach children how to code switch;

Promote opportunities for protective behaviour workshops for teachers, students and families;

Provide relevant support for parents including homework and behaviour strategies;

Implement initial and ongoing mentoring for new teachers;

Invite role models to visit the school as guest speakers;

Introduce Aboriginal Studies to include languages, language groups, history, culture, customs;

Develop teaching programs which will provide understandings of Aboriginal and Torres Strait Islander histories, cultures, languages, traditions and ways of learning;

Promote family events that encourage involvement by Aboriginal parents - twilight sports carnival, movie nights, storytelling nights;

Provide ATA liaison opportunities for Primary and Secondary Campuses;

Encourage the employment of Aboriginal teachers;

Provide opportunities for teachers to be up skilled in communicating with Aboriginal families;

Provide a strong focus on literacy/numeracy;

Work towards providing Personalised Learning Plans for Aboriginal children;

## *Parents will ...*

Expect school staff to provide quality Catholic Education and teaching for their children;

Support the College in providing opportunities for the students to be prepared for Sacraments;

Expect that pastoral care will be a priority;

Encourage two-way communication with school staff;

Praise their children's achievements and successes;

Encourage their children's interest in learning and let them know about the importance of education and support them by reading to them or asking about their school work;

Attend parent nights to meet school staff to discuss their children's progress;

Attend and be involved in school based workshops for literacy/ numeracy;

Encourage opportunities at home for reading and homework;

Be actively involved in the school, school events, sports carnivals, NAIDOC, and on committees;

Encourage children to go to bed at a reasonable time;

Make sure the children are up early and ready to go to school on time.

Parents will help school staff to understand local Indigenous history and culture in a sustainable and consistent manner;

Encourage the establishment of and participation in an Aboriginal Parent Committee;

Support the school in class room activities and cultural days.

## *Students will ...*

Be open to clear communication between students and teachers;

Ask teachers questions when they don't understand something (either in class or out of class);

Ask teachers, parents/caregivers or the school counsellor for help if they need more support;

Make suggestions about ways to improve their school;

Be responsible for communication between school and home ensuring that parents are informed about school activities and events, by taking home newsletters, flyers and notes;

Attend school and do their best at their school work;

Do their homework;

Know that parents/caregivers and teachers all want to help them do their best and 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.

## *Clontarf will (Secondary Campus focus)*

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;

Respect and value students and acknowledge their cultural background(s);

Promote family type events that encourage involvement by Aboriginal parents;

Ensure that what students learn and how they learn is relevant to their lives and aspirations;

Use effective means of communication to ensure that all Aboriginal parents are informed of student progress and events;

Inform parents/caregivers/families of their children's attendance and progress at school and show them examples of their children's work.

## *Graham (Polly) Farmer Foundation, Walarba Bugarri – Follow the Dream/Partnerships for Success (Secondary Campus focus) will:*

Provide a safe and supportive environment to study after school, with access to educational resources and computers;

Ensure regular contact between parents and teachers to support academic progress;

Mentor students to review school progress, general wellbeing, improve educational outcomes and map career pathways;

Provide tutors to assist with homework, assignments and study skills;

Include excursions to develop study skills, confidence and leadership skills;

Promote a variety of events to celebrate student success and encourage the involvement by Aboriginal parents and the Aboriginal community.

### **St Mary's College Community Partnership Logo**

**Artist: Carlene Smith**

The pearl shell represents the Broome Community and St Mary's College. Inside the shell, the books symbolise education and the cross, the Catholic school. On the outside of the shell the half circles represent people sitting, meeting together.

The three large circles symbolise students, teachers, parents/guardians, and the wavy lines are the connections in the College community between the students, teachers, parents/guardians.

St Mary's College  
3 Port Drive | Secondary Campus  
1 Dakas Street | Primary Campus  
PO Box 100  
Broome WA 6725  
Phone: 08 9194 9500  
Fax: 08 9192 1797  
E-mail: [admin@stmarysbroome.wa.edu.au](mailto:admin@stmarysbroome.wa.edu.au)

