2027

BOYARE

PRIMARY SCHOOL

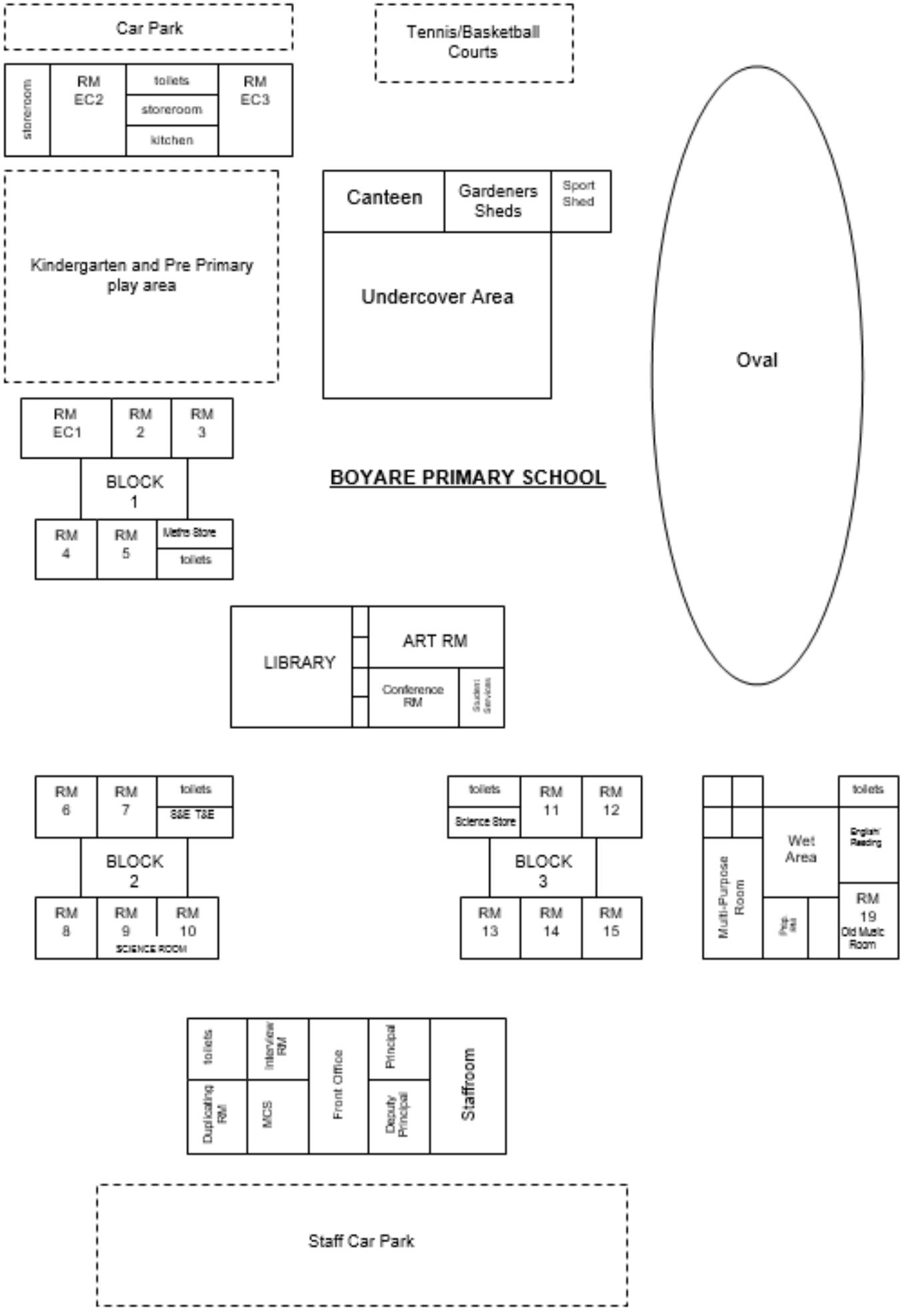


SCHOOL INFORMATION, RULES, POLICIES AND GUIDELINES

Phone: (08) 9338 2500

Email: Boyare.PS@education.wa.edu.au

Website: www.boyareps.wa.edu.au


Car Park
Tennis/Basketball Courts
storeroom
RM EC2
toilets
storeroom
kitchen
RM EC3
Kindergarten and Pre Primary play area
Canteen
Gardeners Sheds
Sport Shed
Undercover Area
Oval
RM EC1
RM 2
RM 3
BLOCK 1
RM 4
RM 5
Maths Store
toilets
BOYARE PRIMARY SCHOOL
LIBRARY
ART RM
Conference RM
Student Services
RM 6
RM 7
toilets
S&E T&E
BLOCK 2
RM 8
RM 9
RM 10
SCIENCE ROOM
toilets
Science Store
RM 11
RM 12
BLOCK 3
RM 13
RM 14
RM 15
toilets
Wet Area
English Reading
Multi-Purpose Room
Prep Area
RM 19
Old Music Room
toilets
Duplicating RM
Interview RM
MCS
Front Office
Principal
Deputy Principal
Staffroom
Staff Car Park

Principal's Welcome

Dear Parents, Caregivers and Community Members,

Welcome to Boyare Primary School, a vibrant and inclusive learning community where every child is valued, supported and encouraged to achieve their personal best.

At Boyare Primary School, our students are at the heart of everything we do. We believe every child deserves to feel safe, connected and successful, and we are committed to creating a learning environment where students develop a strong sense of belonging, confidence in their abilities and a lifelong love of learning.

High expectations, quality teaching and strong relationships underpin our approach to education. We are committed to delivering evidence-informed teaching practices that respond to the diverse strengths and needs of our students. Through explicit teaching and a strong focus on literacy and numeracy, we build the essential foundations for academic success while providing opportunities for students to think critically, solve problems, be creative and develop independence as learners.

We recognise that education extends well beyond academic achievement. The social, emotional and physical wellbeing of our students is fundamental to their success. Through inclusive practices, positive relationships and a consistent, supportive approach to student wellbeing, we work to ensure every child feels understood, respected and ready to learn.

Our dedicated staff are central to the success of our school. We foster a culture of collaboration, professional reflection and continuous improvement, where evidence guides our decisions and we take collective responsibility for the progress and achievement of every student. We celebrate the diversity of our school community and recognise the unique experiences, cultures and strengths that each child and family brings to Boyare.

Strong partnerships between home and school are essential to helping children thrive. We value the knowledge, perspectives and contributions of our families and wider community and are committed to fostering genuine connections built on trust, respect and open communication. By working together, we create the best possible opportunities and outcomes for our students.

As Principal, I am committed to leading with integrity, purpose and a clear focus on what matters most, our students. Through high expectations, a shared commitment to excellence and a belief in the potential of every child, we continue to build a school where students are inspired to learn, supported to grow and empowered to succeed.

I am proud to lead Boyare Primary School and warmly welcome you to be part of our wonderful school community.



Kellie Cuff
Principal

School Hours

Children are encouraged not to arrive at school before 8.30 am as adequate staff supervision cannot be provided.

All children must sit outside their classes until the siren goes at 8.30am.

Breakfast Club operates from 8.15 - 8.30.

Kindergarten

Students attend on a 5-day fortnight arrangement. 3 days one week, 2 days the next. A roster will be provided.

Pre-Primary – Year 6

Students must attend Monday – Friday daily.

Siren Times for Kindergarten – Year 6 students

8.30 am	Children arrive at school
8.40 – 9.40 am	Period 1
9.40 – 10.40 am	Period 2
10.40 – 11.00	Recess
11.00 - 12.00 pm	Period 3
12.00 – 1.00 pm	Period 4
1.00 pm – 1.10 pm	Lunch - eating in class
1.10 pm – 1.40 pm	Lunch – play time
1.40 pm – 2.40 pm	Period 5
2.40pm	Home time



Our Rights and Responsibilities –Students, Staff & Parents

Rights	Responsibilities
Students have the right to…	**Students have the responsibility to…**
✓ To be shown respect, courtesy and honesty. ✓ To be engaged in purposeful lessons in a supportive environment. ✓ To learn and play in a safe, secure and clean environment.	✓ Be respectful, courteous and honest. ✓ Do not disturb others' learning. ✓ Help keep the environment tidy, clean and secure. ✓ Be punctual, polite and friendly. ✓ Learn and play safely with others. ✓ Not use mobile phones during school hours. ✓ Follow school plans, policies and procedures.

Rights	Responsibilities
Staff have the right to…	Staff have the responsibility to…
✓ To be shown respect, courtesy and honesty. ✓ To work in a safe, clean and secure environment. ✓ To receive cooperation and support from colleagues, parents and students.	✓ Model respectful, courteous and honest behaviour as outlined in the DoE Code of Conduct. ✓ Provide engaging and developmentally appropriate learning opportunities. ✓ Help keep the environment tidy, clean and secure. ✓ Establish positive relationships with students, colleagues and parent/carers. ✓ Engage with student's to resolve concerns/issues. ✓ Communicate with parents/carers in regards to behaviour, academic and social emotional concerns/achievement. ✓ Involve parents/carers in the learning/ education of their child.

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Please see website for additional information on our Behaviour Management Policy & Visitors Policy.

Values – Six Kinds of Best

Values are what drive our behaviour and the decisions we make. The values that we hold influence our conduct and the way we interact with others and the world around us. People who engage in anti-social behaviour lack the guiding values that most of us hold dear.

The Six Kinds of Best program is a model that outlines six core values for becoming a person of good character and for leading a happy and successful life. It frames the core values in a way that students, teachers and parents can remember and apply in everyday situations. It also provides "anchor points" upon which students can reflect when faced with making difficult decisions and helps them make good choices. You could say that it is a 'recipe for life.'



The Six Kinds of Best are:

- Be kind to yourself (respect yourself)
- Be kind to others (respect others)
- Be kind to the environment (value the environment)
- Be the learning kind (seek knowledge and be a lifelong learner)
- Be the achieving kind (achieve your potential)
- Be the community kind (be responsible and contribute positively to society)

The Six Kinds of Best concept uses a play on the word 'kind' to make it memorable and repeatable. It also reinforces the word 'kind', which is an attribute that is badly needed in today's society. What you see here are just the headings for each of the core values. Each Kind of Best has a number of key pointers and examples to illustrate the values.

The Six Kinds of Best concept gives us a framework and a language for teaching and reinforcing values at school and in the home. The idea is to get students to become familiar with the six core values and to internalise them.

Teachers and parents can reinforce behaviours by using the language of the Six Kinds of Best. For example:

A student puts themselves down – "Olivia, you're not being kind to yourself are you?"
A student is bullying someone – "John, you're not being kind to others are you?"
A student drops some rubbish – "Ava, you're not being kind to environment are you?"
The class does well in a test "Well done class, you really are the learning kind!"
A student does a great assignment– "Excellent Matthew, you are the achieving kind!"
A group of students help clean up – "Thanks guys, you really are the community kind."

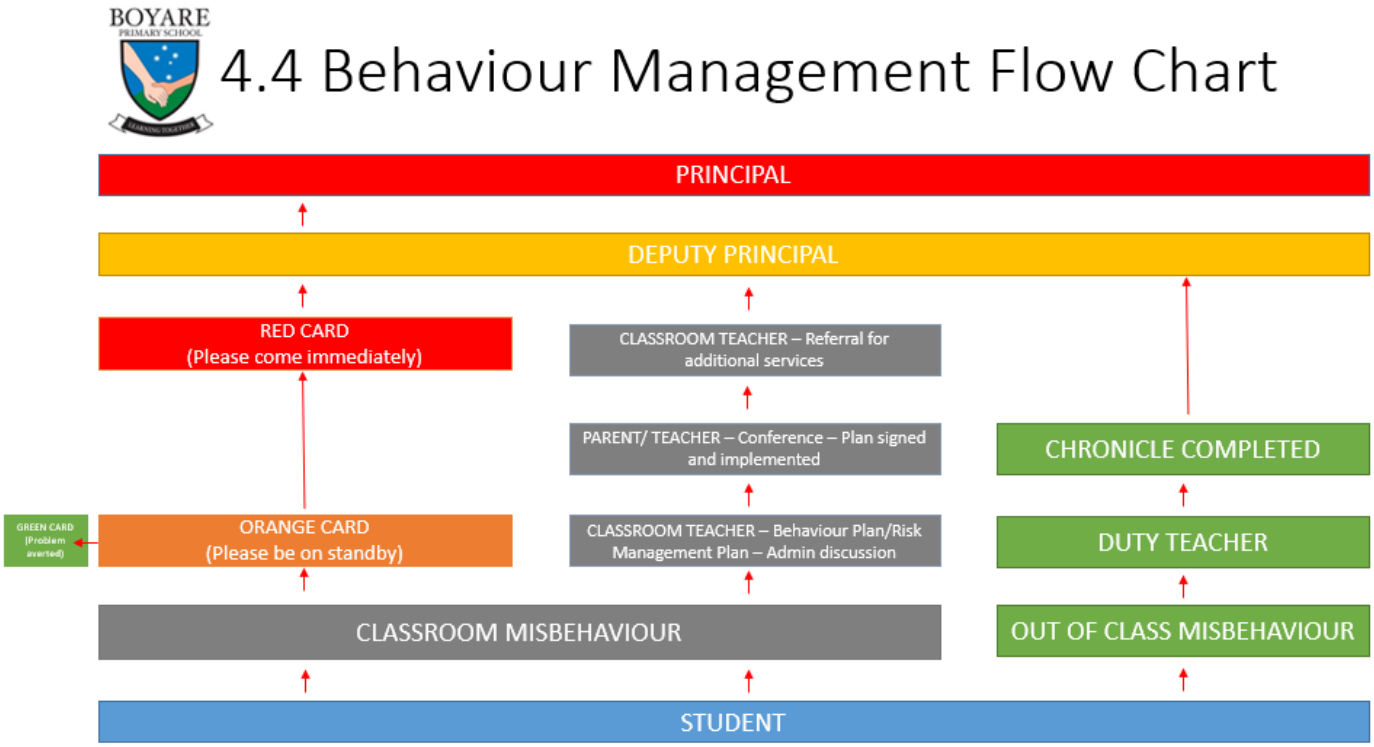
The great thing about the Six Kinds of Best concept is that it provides a mechanism to continually reinforce good values and teach them in context.

Behaviour Management

Students have the greatest opportunity to learn when they are engaged in their learning in a safe and supportive environment.

The management of student behaviour is a shared responsibility between staff, student and parent/carer.

More information is available on the school website under 'policy'.



Bullying

Boyare Primary School has a commitment to providing a safe and supportive learning environment. This includes having a no tolerance approach to bullying within our behaviour management procedures. In conjunction with these procedures, we also endeavour to foster resilience by teaching appropriate strategies for handling bullying situations and developing a stronger sense of self-esteem and confidence.

What is Bullying?

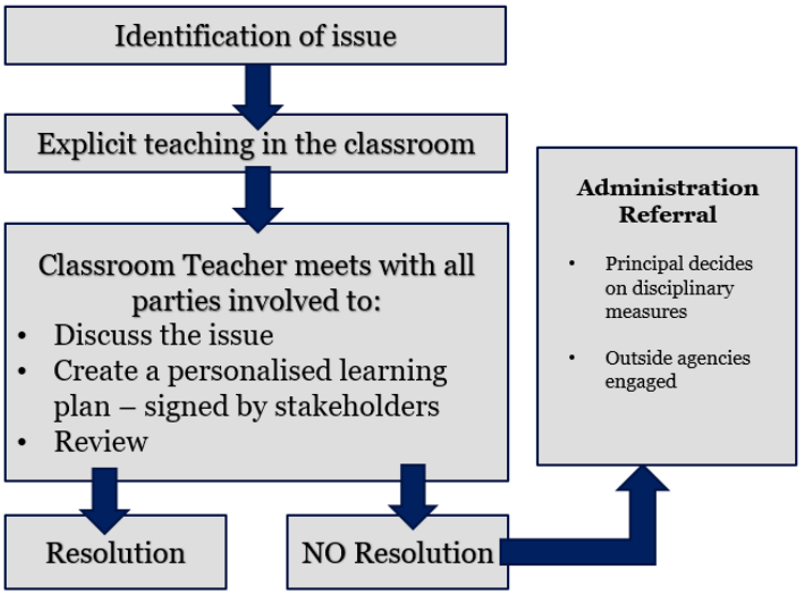
Despite varied definitions, it is generally agreed that three core elements exist in any bullying behaviour. These include:

- A deliberate intent to harm
- A power imbalance between the perpetrator and the victim

• Often repeated behaviour

Factors Contributing to Bullying
• Friendship breakdown
• High achievement (academic or other)
• Differences in physical appearance
• Ethnicity
• Sexual orientation
• Being new to an area or group

School bullying is a type of bullying that occurs in connection with education, either inside or outside of school. Bullying can be physical, verbal, or emotional and is usually repeated over a period of time.



Volunteering at Boyare

We welcome parents to be part of their child's learning by volunteering.

1. Approach staff member
2. Staff member to discuss with Administration
3. Parent helper meets with Administration

Parents & Citizens Association

All parents, interested staff, and community minded people are invited to attend meetings.

Meetings will be advertised on the school website and in the Undercover.

Objectives of the P & C Association
The objects of the Association are to promote the interests of the school or group of schools through:
i. cooperation between parents, teachers, students and members of the general community;
ii. assisting in the provision of resources, facilities and amenities for the school or group of schools; and
iii. the fostering of community interest in educational matters.

School Council

The Boyare Primary School Council complies with the requirements of the "School Education Act 1999". The Council meets once or twice a term for approximately 1 hour. The Council comprises of:
- Principal
- Parents
- Staff Members
- Community Members

Members are elected for a three-year term.

Objectives of the Council
a. The Council's membership is representative of the school community and complies with the
School Education Act 1999 and School Education Regulations 2000 which specify the membership categories and composition.
b. The Council understands its functions as prescribed in the School Education Act 1999, School
Education Regulations 2000 and Department policy.
c. The Council fulfils its functions as prescribed in the School Education Act 1999, School Education
Regulations 2000 and Department policy.
d. The Council participates in:
i. the endorsement of the Agreement;
ii. development and endorsement of the school's annual report;
iii. the development, endorsement and review of the school budget and Business Plan;
iv. processes to review school performance;
v. processes to determine satisfaction levels of parents, staff and students, with results

reported in the school's annual report;
vi. the Independent review of the school in the final year of the Agreement (with the report made public).
e. The Council communicates with the broader school community regarding the Council's function
and activities.
f. The Council receives:
i. relevant monthly financial reports;
ii. the results of any school audits and reviews;
iii. advice on school performance and student improvement targets, as detailed in the school's Business Plan; and
iv. a copy of the Independent review report.

School Support

We are always here to try and help you with issues concerning your child. Please speak with your classroom teacher and they will be able to provide you with the necessary support or point you in the direction of the person/people that can.

Please advise the front office of illness, medical needs, care giver absences, pick up changes etc.

Communication with Parents/Carers

Our main form of communication is on COMPASS. We are also still using CONNECT while we fully transition to COMPASS.

Classroom teachers will 'post' regularly on your child's page and the school will also post regularly.

We distribute a newsletter twice a term – this will be uploaded on CONNECT.

Learning from Home

If necessary, we will learn from home via CONNECT – so please contact our office for login details. See the policy on the website for more information.

Third Party & Internet and Media Usage

Upon enrolment every student will receive CONSENT FORMs which needs to be signed by the parent and returned to the school asap. This consent form includes

permission to:

- Access the internet in accordance with school Policy and Code of Conduct.
- Have the child's image and/or work published in newspapers, internet, newsletters, promotional photos and film/video.
- Access to high quality learning programs.

Attendance

Once enrolled, your child's attendance is mandatory and they need to attend regularly – 95 % of the time, unless unwell.

All absences need to be explained either in writing, verbally or by replying the message received via COMPASS.

A text message will be sent to parents/carers via COMPASS just before 10.00am on a day when a child is absent if an explanation has not been given to the school. Parents/carers are requested to reply giving a reason for the absence, the roll will then be updated accordingly, and no further communication is required.

If you also are aware that your child is going to be away, you can also add an attendance note via COMPASS.

If attendance is not regular, then a meeting with the Admin Team will be organised to support your child attending.

Assemblies

Our main form of communication is on COMPASS in regard to assemblies.

Assemblies are held in the undercover area and you will be informed via your child's classroom teacher, in newsletters and on our digital sign.

Reporting to Parents

Semester 1 Reports will be sent home at the end of Term 2 during our scheduled parents/carers interview. Date will be notified via COMPASS and newsletters.
Semester 2 Reports will be sent home at the end of Term 4 during our scheduled parents/carers interview. Date will be notified via COMPASS and newsletters.

Teacher meetings can also be organised with your child's teacher whenever necessary. Please make an appointment directly with the classroom teacher.

School Contributions

This is a voluntary contribution which enables the school to purchase educational resources which are not covered by the Department of Education funding. Money gained from this collection is used to benefit every child in the school. **The contribution has been set by the School Council at $50 per child per year.**

Incursions/Excursions/ In-Term Swimming/ Camp (Year 6)

At different times of the year, students may incur a cost for participating in an activity that is part of our curriculum. Payment plans can be coordinated through the front office.

It is a Department of Education expectation that all students in Western Australia participate in Swimming Lessons where possible. The Department of Education provides the lessons free of charge, however, the students must cover the cost of bus and pool entry. These lessons are part of our Physical Education program catering for students in Years PP-6 and the skills your child will gain may save a life. Students at Boyare Primary are expected to attend these lessons.

Leaving School Grounds

Students must be accompanied by an authorised person to leave school grounds. Authorised people must sign the child out through the front office.

Personal Use Items (Booklists)

Detailed information, specific to your child's year level, is sent home in October/November each year. If you wish to order through our supplier, please follow the online ordering process. If you are purchasing yourself, please buy the brands given on the year level list provided by the school.

Mobile Phone Policy

We do not encourage children to bring their mobile phones to school, but if they must, then the mobile phone is to be handed in at front office at the beginning of the day and collected at the end of the day.

THE SCHOOL DOES NOT ACCEPT RESPONSIBILITY FOR LOST OR STOLEN ITEMS

Crunch & Sip

At Boyare, students have Crunch & Sip time. This provides your child an opportunity to re-fuel in class to improve physical and mental performance and concentration, as well as promoting long term health. Please, make sure you pack up some extra fruit and/or vegetables with your child's recess and lunch.

Money at School

All payments collected at school should be brought to school in the sealed envelope provided with any information letter; it states the child's name and the purpose of the payment, e.g. swimming, incursions and excursions.

Valuable Items

Items such as jewellery, mobile phones, iPad, toys, games, card collections etc should not be brought to school. Any items brought to school for a special purpose should be correctly labelled and the child should be encouraged to be responsible for its safe keeping by giving it to the class teacher to avoid disappointment.

Lost Property

The lost property is kept in the Red Bin located outside the office. Please check the Red Bin for items as soon as they go missing. At the end of each term unclaimed items are cleared.

Library

All children must have a library book bag before they can borrow books from the library. A book can be "on loan" for one week.
Games and reference books are available for use in the library only. All returned books are checked for marks, rips and other vandalism. If a book is damaged the person who borrowed it will no longer be able to take the books they borrow home.
It is important that children care for these books so others may borrow them. The books are very expensive and belong to the whole school community and as such - great care must be taken.

Dress Code/Uniform

The Boyare Primary School Council has established a dress code for all Year K-6 students attending the school.

PLEASE ENSURE ALL BELONGINGS ARE CLEARLY LABELLED WITH CHILD'S NAME

The School Council believes a school dress code:

- fosters and enhances the public image of the school;
- assists in building school and team spirit;



- ensures students are safely dressed for specific school activities;
- encourages equity among students;
- prepares students for work, as many workplaces have dress and safety codes.

ADVICE TO STUDENTS ON THE DRESS CODE

- Students should ensure that they take appropriate **protection from the sun when outdoors**.
- The wearing of **school uniform with Logo**, available from the uniform shop (Eclipse Universal, Unit 2/10 Stanford Way, Malaga), is preferred.
- The wearing of the **school colours is expected** – RED and BLACK.
- All head scarves, leggings, scarves, socks and undershirts must be RED or BLACK.
- Large headbands and bows must be RED or BLACK.
- Shoulder length or longer **hair must be tied back**, regardless of gender.
- Facial piercing – with the exception of the ear lobe, students are not permitted to wear any studs, bars or sleepers or any other jewellery or facial piercing. No dangly earrings or large hoops should be worn. If student fingers can fit in the hoop or part of the earring below the lobe can be grabbed, then they are too big for school and dangerous in the playground.
- In the event that a student arrives for enrolment with an existing facial piercing they will be asked to cover the jewellery with a suitable covering for safety reasons. Please keep jewellery at a minimum.
- Students cannot be wearing nail varnish/polish. Please have this removed for school days.
- Avoid purchasing hooded sweatshirts to wear to school as these are not acceptable.

DRESS CODE REQUIREMENTS

Red school shirts or T-shirts (collar preferred). No slogans or multi-coloured designs.

- Denim clothing is not permitted.
- School jumpers (with school logo), or plain black sweater.
- Black trousers, tracksuit or tights.
- Black skirts.
- Black shorts.
- Appropriate footwear, ie. **no** thongs, massage sandals or Ugg boots, high heeled sandals or high heeled shoes should be worn to allow safe travel around the school and during Physical Education.

The following Logoed items are available at Eclipse Universal, Unit 2/10 Stanford Way, Malaga. Phone: 9249 4344

- Polo shirt, red with school logo
- Long sleeved T-shirt, red with school logo
- Faction shirt, faction colour with white school logo
- Zip jacket, red with school logo
- Skirts and shorts, black with school logo



Faction shirts maybe worn on sport carnival days and Sport days only.

AVAILABILITY OF DRESS CODE ITEMS

- Items in the designated school colours may be purchased from any clothing or department store.
- Items with school logo may be purchased from Eclipse Universal.
- Students whose families may experience financial difficulties regarding the purchase of a uniform should contact a member of administration to discuss the situation.

MODIFICATIONS TO THE DRESS CODE

Parents who, for religious or health reasons, may wish to modify the school dress code are required to make an appointment with the principal. Staff will be informed of any student granted a modification to the dress code.

Students not following the dress code will receive:

- counselling from the principal on the benefits of a dress code;
- assistance/support in obtaining suitable clothing, if necessary; and
- a pass for an agreed length of time for dress modification.

Students not following the dress code may be denied the opportunity to represent their school at school activities, which include excursions, sporting and social events.

Hat Policy

The school has a "Hat Policy" that has been endorsed by the School Council and requires that students wear a broad brimmed hat with the school logo whilst out in the open all year. No hat, no play! A hat will be provided at the time of enrolment and must be kept at school. Replacement hats are available from the office for purchase by the parent.



Factions

Students are allocated a faction on enrolment. Siblings are placed in the same faction. Factions are involved in sporting pursuits and in the school program.

Red  Green  Blue  Yellow 

Carparks & Travelling to and from school

Carparks and Children: DANGER!!!!

Carparks cause much concern. When delivering and/or picking up children from school, please ensure that children do not cross the road by themselves.

Please follow the signs when entering the Carpark to pick up your children. Parents are requested to use the designated parent parking areas. This includes the parent carpark where you are able to park and leave your car to pick up your children. Parking **is not permitted in the staff car parks** or **in the loading areas**.

Biking to School – Security and Safety

Parents are requested to provide their children with a locking security chain so that bicycles/scooters can be secured to the bicycle racks - an extra anti-theft precaution.

Children are required by law (i.e.) The Road Traffic Act, to wear helmets when riding bicycles. Children who refuse to wear helmets will not be able to ride their bicycle to and from school. Students are asked to walk their bikes on and off the school grounds.

Dental Therapy – Pre-Primary – Year 6 Only

Located at Warriapendi Primary School, corner of Redcliffe and Balga Avenues.
Telephone 9349 3975. Hours 8.15am to 4.30pm.

Consent forms will be issued sometime after enrolment at school. Parents will be advised of appointment times and will need to transport their children to the centre.

School Nurse

A community nurse will be visiting the school during the year. She will be screening all Kindergarten and Pre-primary children who have not been previously assessed. Teachers or parents' requests will be met for all other years. Parents will be contacted by the nurse should any referrals be necessary. Assistance with growth and development for
Years 5-6 will be given, and other health education programmes as required.

School Psychologist

A school psychologist attends the school and works as a member of the Student Services Team to assess and assist with any difficulties students may have. Parents need to contact their child's teacher to discuss any concerns.

Wellbeing Officer

A chaplain attends the school regularly and works as a member of the Student Services Team. The chaplain supports students and members of the community in a confidential and non-religious manner.

It is voluntary for students to participate in the program. Parents can 'opt out' their child from the program at any time. Please, contact the school if you do not want your child to have chaplain involvement.

Medication Policy

If your child needs to receive any medication during school hours, please discuss with the Office Staff and complete an Administrative Form. There are set forms and procedures to be followed as part of the school's responsibility in "duty of care" towards your child. It is vital that parents keep the school informed of changes in their child's medical status and medication.

Unwell Children

The school does not have adequate facilities for children who are taken ill during the day. It is most important that the school be informed of any change of address or telephone number where to contact parents so that sick children can be taken home to be cared for by parents. We also need to have emergency contacts in the event parents are not available.

If your details change, please contact the office staff so that records are current. If you are working, please give alternate contacts.

Head lice

The Problem:
Head lice live only on human beings; they cannot reproduce on animals or in bedding. The lice bite the scalp to suck blood – the biting is particularly irritating to children and causes the characteristic scratching which is often the only sign of infestation. Lice lay eggs on hair very close to the scalp. The eggs, or nits are much easier to see than the lice themselves. Head lice can be caught only by close head-to-head contact. They do not jump, fly or swim. Head lice are not a sign of poor hygiene or of being dirty. They thrive on clean hair.

Prevention:
The most effective way of preventing head lice infestation is to brush hair twice a day – which injures lice and deters them from breeding – and to keep long hair tied back. It is important to carry out a weekly check of children's hair, using a bright light to find eggs and a metal fine-toothed comb to remove them.

Treatment:
There are a number of head lice treatments available from pharmacists. The Health

Department recommends that all treatment options be discussed with local pharmacists, to encourage co-ordinated community control.

Checklist for Head Lice:
L - Look in school age children's hair weekly
I - If you find head lice treat with a recommended insecticide
C - Comb or brush hair twice a day, and tie long hair back
E - Educate your family and friends

Infectious Diseases

During the first few years at school, children are likely to come into contact with and contract the common infectious diseases. Public Health Regulations require that infected children be excluded from school until they are no longer likely to convey the infection to other children. The period of exclusion for the more common diseases is as follows: -

Chicken Pox	-	Seven days from onset or on receipt of a Medical Certificate that the child is no longer likely to convey infection.
Hepatitis	-	Until a Medical Certificate of recovery is obtained.
Measles	-	Seven days from the appearance of the rash or on receipt of a Medical Certificate that the child is no longer likely to convey infection. Please note that in the event of a measles outbreak in school, if your child is not vaccinated, he/she cannot return to school for 13 days.
German Measles	-	Until a Medical Certificate of recovery is received, or when this is not available, when symptoms have subsided.
Whooping Cough	-	Four weeks from the onset of the whoop or on receipt of a Medical Certificate that the child is no longer likely to convey infection.
Mumps	-	Fourteen days from the onset if well, or, on receipt of a Medical Certificate that the child is no longer likely to convey infection.
Ringworm	-	On receipt of a Medical Certificate that the child is no longer likely to convey infection.
Scabies	-	To be excluded from school until cured and a Medical Certificate is available.

SOLVING PROBLEMS AT SCHOOL

SCHOOL – LEVEL RESOLUTION

Stage 1: Discussion with staff member
Contact the class teacher or other relevant staff member to discuss your concern/issue. This can be done by making an appointment through the school office. The staff will work with you to solve the problem.

Issue Solved →

Stage 2: Review or investigation at the school level!
Contact the school administration who will work with you and the staff member to resolve the problem. You may wish to formalise your concern.
To do this, you may write to the principal who will acknowledge the letter with a written reply as soon as possible, even if a resolution is not available at this stage.
The principal will consider the issue and identify what action is to be taken and by when, and will clarify the process if a formal complaint is to be proceed.
This action and timeline will be confirmed with you in writing.
You should be aware that when a complaint is made in writing about the performance of an individual staff member, that staff member will receive a copy of the documents.

Concern Solved →

Stage 3: District Resolution
If resolution is not reached at the school level, contact the Manger, Operations at your District Education Office for assistance in resolving the issue. This will involve an independent review of the situation and may include mediation.
The Manager Operations can be contacted through your District Education Office. Numbers are listed in the telephone directory under the Department of Education.

Complaint Solved →

Stage 4: Central Resolution
In those exceptional circumstances where a formal process is required, the parent or principal can forward a complaint to:
Director: General of Education - Department of Education

Complaint Solved →

RESOLVED

Engaging and working with the community



Excellence in schools requires a commitment to continuous improvement and quality whole school self-assessment. Highly effective schools direct their energies and resources towards the improvement of learning to maximise achievement and realise the potential of all students. They are committed to making a difference by developing an explicit improvement agenda that is shared and understood by the school and the wider community.

Research shows that the most successful schools engage students, families, carers and the community as partners in supporting student learning and wellbeing.

There is strong evidence that family-school engagement is associated with significant improvements in academic achievement for students of all ages. Robust research also links family engagement to the improvement of other outcomes including early literacy acquisition, school readiness, attendance, motivation, self-regulatory behaviour, social skills, retention and graduation.

Western Australia comprises a diverse range of school communities, students, parents, families and teachers. Diversity should be celebrated and supported through an inclusive culture that promotes the skills and insights of all people irrespective of age, gender, ethnicity, generation, sexual orientation or disability.

Responding to the diversity may require additional strategies and considerations when forming collaborative relationships, to ensure that the needs of the individual are considered and information is targeted to the specific audience.

Culturally responsive schools also foster positive participation, communication and interaction between staff, Aboriginal students, their parents and families, and the local Aboriginal community.

It is important that the strategies used within a particular school or classroom are an effective match with the needs of teachers, parents and students, and that there is genuine commitment to improving learning and wellbeing outcomes together.

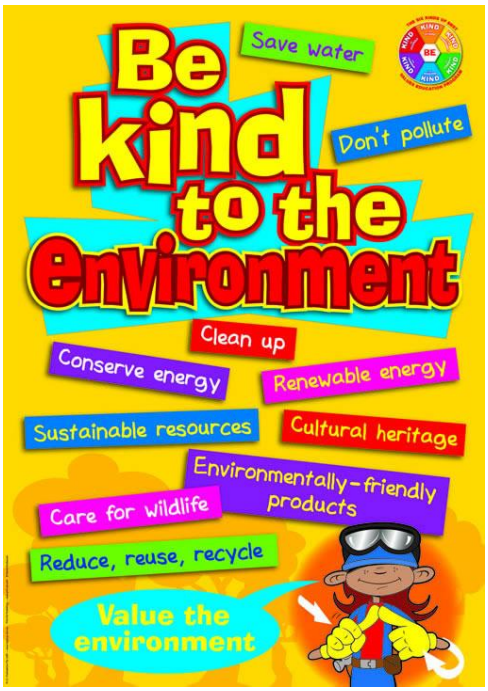
> "Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship. In particular, the development of partnerships between schools and Indigenous communities, based on cross-cultural respect, is the main way of achieving highly effective schooling for Indigenous students".
>
> **- Melbourne Declaration on Educational Goals for Young Australians (2008)**

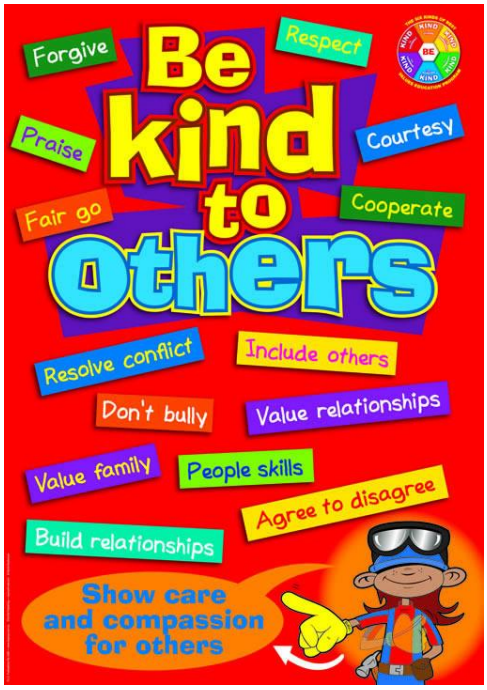
VISION By partnering together – staff, students, families and communities can improve the education outcomes for all students.

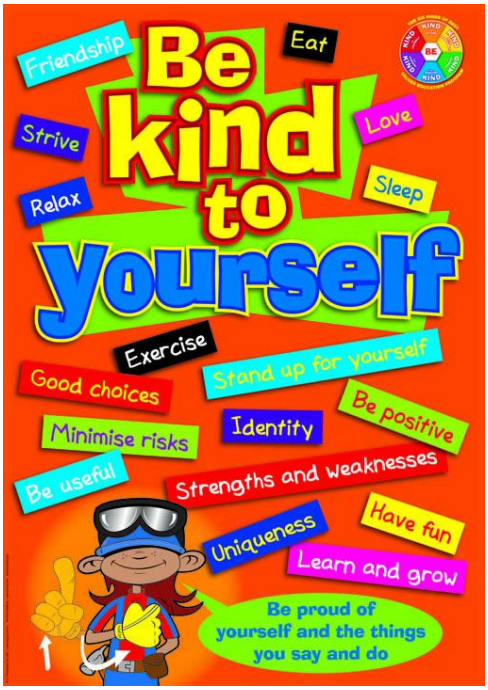
Western Australian Public Schools use a range of strategies to successfully engage with their communities. The Engaging and Working with your Community Framework recognises that many positive developments and innovations are already occurring in schools and it is not a one size fits all approach to partnerships. The Framework has been developed to support schools to build on these partnerships, to directly influence the quality of learning. The Framework is underpinned by broad principles and strategies but remains specific to school context, including family and community characteristics, school size and student needs.

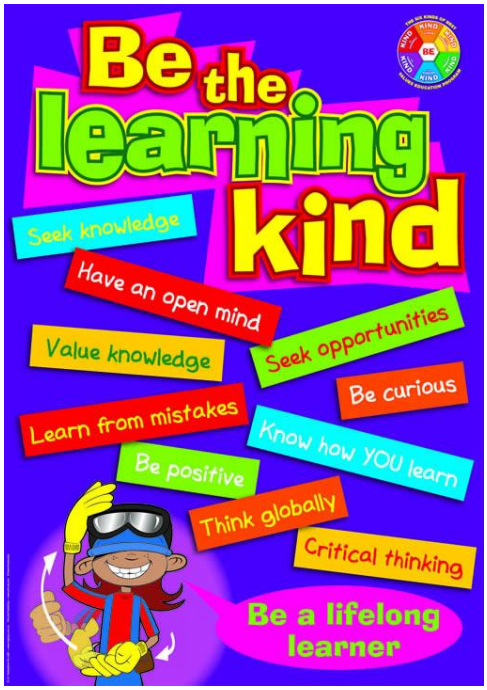
5 key domains of engaging and working with your community



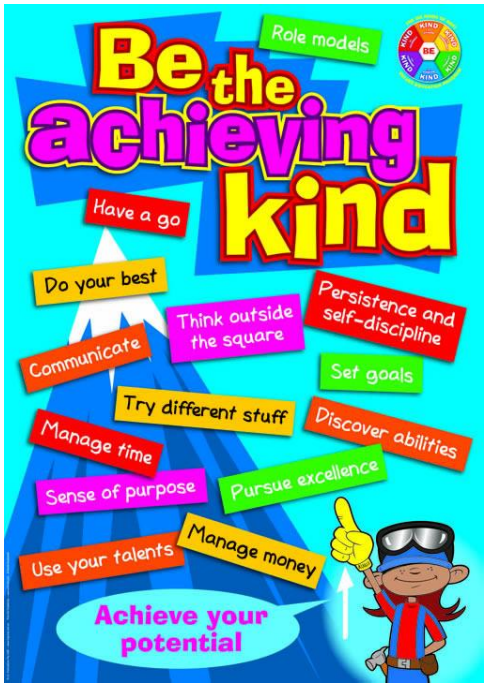

Be kind to the environment
Save water
Don't pollute
Clean up
Conserve energy
Renewable energy
Sustainable resources
Cultural heritage
Environmentally-friendly products
Care for wildlife
Reduce, reuse, recycle
Value the environment


Be kind to others
Forgive
Respect
Praise
Courtesy
Fair go
Cooperate
Resolve conflict
Include others
Don't bully
Value relationships
Value family
People skills
Agree to disagree
Build relationships
Show care and compassion for others


Be kind to yourself
Friendship
Eat
Strive
Love
Relax
Sleep
Exercise
Stand up for yourself
Good choices
Be positive
Minimise risks
Identity
Be useful
Strengths and weaknesses
Uniqueness
Have fun
Learn and grow
Be proud of yourself and the things you say and do


Be the learning kind
Seek knowledge
Have an open mind
Value knowledge
Seek opportunities
Be curious
Learn from mistakes
Know how YOU learn
Be positive
Think globally
Critical thinking
Be a lifelong learner


Be the community kind
Research
Behave
Responsibility
Integrity
Freedom
Follow rules
Respect authority
Usefulness
Honesty
Reconciliation
Involvement
Peace
Fair go for all
Share and care
Justice
Contribute positively to society


Be the achieving kind
Role models
Have a go
Do your best
Persistence and self-discipline
Think outside the square
Communicate
Set goals
Try different stuff
Discover abilities
Manage time
Sense of purpose
Pursue excellence
Use your talents
Manage money
Achieve your potential