

Our Practical Support of the Family Charter:

- Work in partnership with families
- Christian Pastoral Support Program:
 - Connecting with families and offering support
 - Access to outside services and Agencies
- Workshops for families
- An up-to-date website
- Provision of resources for families
- Reports on your child's progress and three-way interviews
- Evidence based feedback and communication
- Opportunities for families to participate in the decision making of the school
- A weekly newsletter
- Invitations to School Assemblies and Events
- Review Family Charter annually



"Team Around the Child facilitates effective, timely and seamless support for children and young people with complex needs and their families." Peter Limbrick (2005), 'Team Around the Child: Principles and Practice'.

Family Charter



Responsibility



Respect

Resilience

Honesty

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Our Families Can Expect:

- Respect
- Honesty and integrity
- Confidentiality
- High expectations for all students
- Differentiated curriculum
- Inclusion
- Supportive and active listening
- A safe and challenging learning environment
- Access to support
- Personalised learning
- Care and compassion
- Relevant and timely information
- Cooperation
- Regular communication
- Partnership

We Will Fulfil This By:

- Valuing your opinion and knowledge of your child/ren
- Respecting your need for privacy and confidentiality
- Acting on feedback
- Being available to parents and caregivers
- Making regular and timely contact
- Best practice embedded in our policies
- Working together with you to meet the needs of your child/ren
- Being non-judgemental and giving time
- Supporting families and children with access to learning programs for academic and social development

"When children and their families are at the heart of everything we do, we have a responsibility and a real opportunity to transform how we work together." 'New Beginnings, New Directions'.

"An intervention process should ensure that all family members feel acknowledged and valued." Barry Carpenter (2005), 'Real prospects for early childhood intervention: Family aspirations and professional implications'.