**DOMAIN: Relationships and Partnerships 2021 DOMAIN TEAM MEMBERS: Nicole Jetta Leader: Wendy Rowe**

| Foci & Indicators | Improvement Identified | Strategies | Responsibility | When | Resources | Success Criteria |
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| Professional relationships between staff are enabled through collaboration | Enable staff to make positive changes to how they work, thus impacting on how they feel about work, which will in turn influence their behaviour. | 1. School leaders model good working practice by being visible and available for staff, children and families.  2. Create opportunities to recognise and appreciate staff.  3. National School Survey (**NSS**) used to monitor staff morale.  4. Develop a Mental Health and wellbeing (**MH&W**) plan for staff.  5. Teachers use EAs effectively to share work load prioritizing needs of students. | All staff  Principal | T1 | NSS  <https://schools.au.reachout.com/teacher-wellbeing>  <https://www.theeducatoronline.com/k12/industry-news/happy-school/a-10point-plan-for-improving-staff-wellbeing/264143> | 3 months: 1. Through walk to school day, everyone has met the principal.  2. Setup Positive acknowledgement system ie; thank you notes.  5. Clear expectations for EAs.  6 months:  Staff express they feel valued, supported have a voice and their thoughts and ideas matter.  12 Months: 3. NSS used to monitor morale.  4. MH&W plan ready for trial  4. Establish a Workload Advisory Committee that also plans MH&W. |
| Staff, student and parent relationships are respectful | In every interaction our goal is to strengthen relationships with students, families and staff. | 1. Knowledge of cultural background informs interactions.  2. Teachers and principal provide incidental positive feedback.  3. All staff are respectful to students and each other.  4. Social events are recognised valuable to build relationships. | Principal and staff | T1 | AIEOs  NSS | 3 months: 1. All staff are actively seeking to learning about families to learn about cultural backgrounds. Ie: meet & greets,  3. School rules are constantly and equitably reinforced  2. All students have positive feedback by face to face, merit award text message or facebook.  3.. Staff continue to be seen as kind & friendly in classrooms and playground.  6 months: 4. Family participation at school events eg: Welcome Breakfast  12 Months: |
| Clear communications are evident, both within the school and with key stakeholders | Reliable communication systems that recognise the culturally different means of sharing information. | 1. Newsletters, Facebook (**FB**) or other social media are regularly used across the school.  2. Designated information days for parent sessions.  3. AIEO & attendance officer home visits.  4. Use less formal ways of engaging with families from African and Aboriginal backgrounds.  5. Signage in the school is fresh and clear with incorporation of Noongar language.  6. NSS data drives changes to how we communicate with community. | Principal and AIEO | On  going | NSS  AIEOs | 3 months: Clear understanding demonstrated through family responses.  2. Parents attend a information session run by classroom teacher which includes Behaviour Management Policy and Good Standing  1. Staff set specific dates or events by which they will add to FB or newsletter.  3. Report they are welcome in homes.  4. Face to face invitation for African and Aboriginal families to participate in events.  6 months: 4. Identify ways to measure effectiveness of informal communication.  12 Months: 5. Update School front and building signage.  4. Measures such as number of families more willing to initiate discussions their child.  6. Aknowledge and act on the community recommendations |
| Parent and carer satisfaction feedback is sought and acted on | Increased participation of families. | 1. NSS data obtained each year to build longitudinal information.  2. Use less formal ways to gain family opinion, while applying formal methods of recording those opinions. | Principal and AIEO | On  going | NSS  AIEOs | 3 months: 2. Collect data about family attendance at school events; photos head counts and anecdotal notes.  6 months: 2. Refine collection & sharing of informal data (newsletter) about events.  12 Months: 1. NSS data indicates we are maintaining or improving how we are perceived by the community. 1. Higher response rate for survey. |
| The Council or Board fulfils its role in supporting school governance | Council membership reflects the school demographics and people who understand the needs of the school community. | 1. Encourage membership from families, groups such as Aboriginal corporations, art groups, local council and politicians.  2. All members of School Council have training through DoE Workshop [schoolcouncils-boards@education.wa.edu.au](mailto:schoolcouncils-boards@education.wa.edu.au)  3. Use less formal ways of engaging with families from African and Aboriginal backgrounds. | Principal, AIEO and School Council | T1 | AIEOs | 3 months: 1. Invitations sent to groups. AIEOs deliver face to face invitations.  2. AIEO offers face to face support to complete training.  6 months: 1. The majority of School Council members continue to be from the local community.  12 Months: 2. All School Council members have completed the DoE Workshop and actively contribute to the school improvement process.  3. Create sub committees so families such as African and Aboriginal feel more comfortable giving feedback to the council with a set agenda. |
| Community partnerships are sustainable | Data and evidence demonstrates interactions strengthen partnerships with families and the community. | 1. Continue to attract KEP, Koya, Song room and other programs.  2. Cultural awareness training.  3. Trials conducted to actively involve parents in excursions.  4. Staff continue develop Noongar and Auslan language skills.  5 Nurture Cockburn Intergrated health partnership.  Derba Yerrigan (connected to PCH) partnership strengthened.  AIEOs coordinate appointments for Earbus, dental nurse.  Continue agreements with agencies such as Curtain University. | Principal and excursion organiser | On  going | Excursion policy | 3 months: 1. Events planned across the school calendar.  1. Information available through excursion documents.  4. Staff demonstrate knowledge of Noongar language and Auslan eg: greetings.  5. Social workers operating on site.  6 months: 2.Staff complete cultural awareness training with a survey about their confidence before and after training.  4. Auslan students & families express a sense of belonging through increased enrolments.  12 Months: 3. Staff feel more confident to include elders in events such as the nature play upgrade of 2020 and the family games of the sports day.  5. All students are encouraged to access school additional services. |
| The local community values its school | Know what the community values about the school. | *1. Unpack the ‘*[*FAMILY - SCHOOL PARTNERSHIPS FRAMEWORK’*](http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf)  Survey data is used to make decisions about how we build relationships and partnerships | Principal and staff | T1 | <http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf> | 3 months: 1. Staff discuss improving relationships and partnerships.  6 months: 1. Prepare a process  12 Months: 1. Trial ideas to identify what the community values about the school. |

| **Achieved** | **Developing** | **Not Achieved** |
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