

The best out-comes for students are achieved when cont.....

Students:

- Attend school on every opportunity, functions, review meetings or appointments.
- Have honest and appropriate communication and active empathic listening with, parents, other students, Teaching assistants, teachers and service providers. Providing information about their, skills, abilities, aspirations.
- Help to identify barriers to learning and develop solutions.
- Support the school, engage in programs and interventions at home.
- Celebrate achievements however small they are.

TARLEE PRIMARY SCHOOL

welcomes all our children's families, friends and other significant people in their lives

EVERY CHILD CAN ACHIEVE AND BE A SUCCESS

It is by parents /caregivers, students, and school staff working together, putting emphasis on the needs and strengths of the child.

Responding with flexibility and sensitivity to individual needs of all children and enabling individualised learning plans.

When good patterns of learning are achieved the benefits for all children are enormous.

Teachers value early intervention strategies, the emotional ,social, physical and educational wellbeing of our students

The importance of establishing clear cross-agency pathways for collaboration.

The importance of relevant and timely, ongoing professional development,

TARLEE PRIMARY SCHOOL

Family Charter



OUR OBJECTIVE

Children and their families are at the centre of everything we do. The school and family have the opportunity and responsibility to work together.

*Tarlee school teachers will support **all** students and their families. contribute to and enhanced students learning experiences, educational outcomes and their transitions to further education .*

We care for the family's needs as well as the child's.



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Department for Education and
Child Development

Tarlee Primary School

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**Tarlee Primary School supports and operates under the principles
of
DECD's Team Around the Child (TAC)**

***The child and family are at the centre of
Everything We Do***

Tarlee Primary School (TPS)

The child and family

TPS, will put all students and their whole family at the centre of our practices.

With an emphasis on :

- The needs and strengths of the individual and their family.
- Responding flexibly and sensitively to the needs of the individual.
- Enabling an individualised plan.

Families experience a seamless service

TPS will develop a collaborative approach between the family, services and agencies to:

- Coordinate intervention, and enhance clear, appropriate communication and Information sharing between these parties.
- Informed assessments.

Promote positive engagement

TPS use processes that are 'family friendly' and are:

- Supportive and empowering for the child and their family members.
- Develops and delivers solution-focused support, drawing on family strengths, to meet identified needs.
- Assessment focuses on the whole child with an emphasis on strengths and resilience.

Outcomes focused

TPS is goal, outcomes and action oriented. Working together with student, family, services and agencies to:

- Identify solutions, allocate tasks and provide resources.
- Time frame for reviewing progress,
- Evaluating the success of interventions, using an agreed recording format.

The best out-comes for students are achieved when:

Families:

- Have open and honest and appropriate communication and active empathic listening ; with the school, service providers, by providing the relevant information about the child, family, relationships, skills and abilities.
 - Strongly encourage, support and value education, Teachers and learning both at home and school.
 - Help to identify barriers to learning and develop solutions
 - Encourage and support the school, reinforce programs and interventions at home.
 - Value and celebrate their child's achievements however small.
 - Attend functions, review meetings, appointments etc.
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School, Support Services / Interagency :

- Have open, honest and appropriate communication and active empathic listening with, parents, students, service providers, by providing relevant information about the child, skills and abilities.
- Provide support for the student and family.
- Use a Pedagogy to suit child's need and differentiation of curriculum for maximum learning.
- Provide workshops, transition support, and assist in developing strong appropriate family relationships.
- Identify solutions, allocate tasks and provide resources.
- Provide assistive learning and communication technologies for students with disabilities.
- Targeted training and support for teachers, school services officers and parents.
- Value and celebrate student's achievements however small they are.