Resources from
Roxburgh College
Welcome to RoxBurgh College!

We are Caring & Helpful

We are Self-Directed

We Participate & Put in Effort

We Show Respect & Self Control
At Roxburgh College we have high expectations of all of our students.

Use the table below to think about why it is important as a learner to do the following in each of your classes and in the school yard:

<table>
<thead>
<tr>
<th>Show Respect &amp; Self Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate &amp; Put in Effort</td>
</tr>
<tr>
<td>Be Self-Directed</td>
</tr>
<tr>
<td>Be Caring &amp; Helpful</td>
</tr>
</tbody>
</table>
REPORTS and ASSESSMENT:

You will receive regular interim reports throughout the year as well as a major report at the end of each semester, the following shows you what your teachers are reporting on …

That your **portfolio tasks** are submitted to the highest possible standard and by the due date
That your subject **exercise book** is kept up to date, by class tasks being completed and it being kept neat and organised
That your **weekly home-learning tasks** are being completed
That your **class time is used effectively**: by arriving to class on time, by attempting all tasks and not talking too much
That you **cooperate in class** by following all instructions and operating at Level One or above
That you bring all of your **equipment**: pencil case, planner, exercise book, textbook, i-Pad, novel/s, dictionary, display folder
That you **respect the rights of others**: by always listening when another person is speaking, by raising your hand when wishing to speak and by being friendly and courteous to everyone in your form
### Year 7 Curriculum & Portfolio Tasks:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>Art</td>
<td>Health &amp; PE</td>
</tr>
<tr>
<td>Language Choice</td>
<td>Language Choice</td>
</tr>
<tr>
<td>e-Learning</td>
<td>ICT, Art or HPE Choice</td>
</tr>
</tbody>
</table>

Portfolio Tasks are the projects that you complete in all of your subjects across each semester. Portfolio Tasks are mostly completed in class-time, steps are followed to create each task, starting from the beginning of the piece through until the end. Sometimes parts of your Portfolio tasks may need to be completed at home.

Below is an example schedule of Portfolio Tasks at Roxburgh College.
**HOW CAN I BE ORGANISED?**

At secondary school, it is very important to be well organised. Think of three reasons why and write them here:

Here are some useful hints for getting organised.

<table>
<thead>
<tr>
<th>Write your name on all of your exercise books, uniform items, your bag, textbooks, calculator and pencil case.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure your pencil case contains a blue pen, a red pen, a grey lead pencil, a glue stick, an eraser, a sharpener and a ruler and coloured pencils/textas. Special equipment like a protractor, a compass and a calculator should be kept in your locker until you need them.</td>
</tr>
<tr>
<td>Use the Homework Planner every day.</td>
</tr>
<tr>
<td>Resist borrowing or lending your equipment without the teacher’s permission. Mandatory equipment checks are carried out all the time by your teachers. To help you stay organised your Homeroom teacher will ring home to discuss what needs to be done if your start to fall behind with your equipment.</td>
</tr>
<tr>
<td>Each evening, check your timetable for the next day and make sure that you have everything you need for the day.</td>
</tr>
<tr>
<td>At the end of each week, tidy your locker and school bag.</td>
</tr>
<tr>
<td>Make sure that your work is neat and well presented in all subjects.</td>
</tr>
<tr>
<td>Get at least 8 hours sleep every night. Plan what you will have for lunch each day and prepare it the night before or order it from the canteen in the morning.</td>
</tr>
</tbody>
</table>
**Being on time!**

Below are Roxburgh College’s Bell times. Students who are late to school or class are required to attend a catch up lunch time detention.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(warning bell sounds at 8.50am) 9:00am – 9:50am</td>
</tr>
<tr>
<td>2</td>
<td>9:50am – 10:40am</td>
</tr>
<tr>
<td>Recess</td>
<td>10:40am – 11:05am</td>
</tr>
<tr>
<td>3</td>
<td>11:05am – 11:55am</td>
</tr>
<tr>
<td>4</td>
<td>11:55am – 12:45pm</td>
</tr>
<tr>
<td>5</td>
<td>12:45pm – 1:35pm (Senior Lunch)</td>
</tr>
<tr>
<td>6</td>
<td>1:35pm – 2:25pm (Middle Lunch)</td>
</tr>
<tr>
<td>7</td>
<td>2:25pm – 3:15pm</td>
</tr>
</tbody>
</table>

**Bringing the correct equipment...**

Please use the list below in conjunction with your child’s booklist.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Subject Equipment Check-List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong></td>
<td><strong>Items Required:</strong></td>
</tr>
<tr>
<td>For all Subjects</td>
<td><strong>Pencil Case Containing:</strong></td>
</tr>
<tr>
<td></td>
<td>- Pens- Red, Blue, Black</td>
</tr>
<tr>
<td></td>
<td>- Grey-lead pencils (to be used in Art and all subjects)</td>
</tr>
<tr>
<td></td>
<td>- Glue</td>
</tr>
<tr>
<td></td>
<td>- Eraser</td>
</tr>
<tr>
<td></td>
<td>- Sharpener</td>
</tr>
<tr>
<td></td>
<td>- Ruler</td>
</tr>
<tr>
<td></td>
<td>- Scissors</td>
</tr>
<tr>
<td></td>
<td>- Highlighters</td>
</tr>
<tr>
<td></td>
<td>- Coloured Pencils (to be used in Art and all subjects)</td>
</tr>
<tr>
<td></td>
<td>- Textas</td>
</tr>
<tr>
<td></td>
<td>- Compass (Metal small with leads, to be used in Maths and all subjects)</td>
</tr>
<tr>
<td></td>
<td>- Protractor (15cm, to be used in Maths and all subjects)</td>
</tr>
<tr>
<td></td>
<td><strong>USB</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Diary or College Planner</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2 Ring Folder</strong> (to carry exercise books)</td>
</tr>
<tr>
<td></td>
<td><strong>iPad</strong></td>
</tr>
<tr>
<td>English</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- Display Folder</td>
</tr>
<tr>
<td></td>
<td>- Novel: Roald Dahl <em>The Witches</em> (Plays for Children)</td>
</tr>
<tr>
<td></td>
<td>- Novel: Louis De Bernieres <em>Red Dog</em></td>
</tr>
<tr>
<td></td>
<td>- Text book: Grammar Rules Student Book F</td>
</tr>
<tr>
<td></td>
<td>- Text Book: Spelling Rules Workbook F</td>
</tr>
<tr>
<td></td>
<td>- Dictionary</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>- iPad App- Dictionary</td>
</tr>
<tr>
<td>Humanities</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- Display Folder</td>
</tr>
<tr>
<td></td>
<td>- Text Book: Humanities Alive 7 (History, Geography, Humanities Economics &amp; Citizenship)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>- Digital Humanities Alive 7</td>
</tr>
<tr>
<td>Maths</td>
<td>- X2 Exercise book- Grid 128 Page</td>
</tr>
<tr>
<td></td>
<td>- A4 Graph pad</td>
</tr>
<tr>
<td></td>
<td>- Casio Scientific Calculator- FX82AU Plus</td>
</tr>
<tr>
<td></td>
<td>- Text Book: Pearson Maths AC 7 Combo Pack</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>- Digital Pearson Maths AC 7 E-book</td>
</tr>
<tr>
<td>Science</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- Safety Glasses (Norton Clear Wrap around)</td>
</tr>
<tr>
<td></td>
<td>- Text Book: Pearson Science AC 7 Student Book</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>- Digital Pearson Science AC 7 E-book</td>
</tr>
<tr>
<td>Core Art</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- A3 Sketch Pad</td>
</tr>
<tr>
<td></td>
<td>- X2 Fine-Liners- Marker Artline</td>
</tr>
<tr>
<td>Core Health and Physical Education</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- Display Book</td>
</tr>
<tr>
<td></td>
<td>- Text Book</td>
</tr>
<tr>
<td></td>
<td>- Sport Uniform (also used for sport and dance electives)</td>
</tr>
<tr>
<td>Language subject</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td></td>
<td>- Display Book</td>
</tr>
<tr>
<td></td>
<td>- Relevant Text Book</td>
</tr>
<tr>
<td>E-Learning/Information Technology</td>
<td>- Display Book</td>
</tr>
<tr>
<td></td>
<td>- Earphones with Microphone and Retractable Cord</td>
</tr>
<tr>
<td>Elective subject</td>
<td>- Exercise Book</td>
</tr>
<tr>
<td>(Elective will be student specific)</td>
<td>- Relevant Text Books</td>
</tr>
</tbody>
</table>
UNIFORM... Are you part of the Roxburgh College Team?

Every student is expected to be in correct school uniform for the start of the school year. Uniforms can be purchased from:

PSW
Unit 2/283 Rex Rd
Campbellfield
Ph: 9303 7845
Open 9am-5pm, Monday to Saturday

You must be in full school uniform at school and on the way to and from school.

All 7-9 students are required to have the maroon PE polo shirt and black shorts/track pants to change into for all PE activities, students must wear lace-up runners for sport and PE, no canvas shoes will be permitted; if you look like an athlete you play like an athlete!

Students must wear black leather shoes at all times during the school day. It is not acceptable for health and safety reasons to wear other shoes, including thongs or sandals.

If on the rare occasion, you are not able to wear the full school uniform, your parent or guardian needs to provide you with a note which you will then use to get a pass from your coordinator. Passes will only be issued on three occasions each semester. We wear uniform for our safety, therefore students who do not have a pass will be sent home or sit a lunch time detention.
Uniform at Roxburgh College:

**GIRLS**
- **SUMMER**
  - Summer dress
  - College logo black shorts
  - College logo blue shirt
  - College woollen jumper
  - White or black socks
  - Black leather school shoes

- **WINTER SHIRT**
  - Winter tartan skirt
  - College logo black pants
  - College blue shirt
  - College woollen jumper
  - White or black socks
  - Black tights
  - Black leather school shoes

- **OPTIONAL ITEMS**
  - College winter sports jacket
  - College ski
  - College logo cap
  - College logo black or maroon beanie
  - College blazer
  - Plain coloured scarf (maroon, black or white)

**BOYS**
- **SUMMER**
  - College logo black shorts
  - College logo blue shirt
  - College woollen jumper
  - Black leather school shoes

- **WINTER PANTS**
  - College logo black pants
  - College logo blue skirt
  - College woollen jumper
  - Black leather school shoes
  - White or black socks

- **SPORT**
  - College sport polo top with college logo
  - College logo black sports shorts
  - Roxburgh College track suit
  - White or black socks
  - Approved sports shoes

- **SHOES/SOCKS**
  - Black leather school shoes
  - Extras: Black leather lace-up or t-bar [grid] school shoes with a small heel between 1-4cm. To be worn with above in plain white or black socks.

**CONTACT**
65-70 Donald Cameron Drive, Roxburg Park 3064
Phone: 03 9301100
roxburghcollege.vic.edu.au
Year 7 Homeroom Program

Equipped for Life
Teaching & Learning at Year 7

Making teaching and learning explicit, visible and consistent

The Homeroom Program has impacted positively on the learning culture at Year 7 and 8. The research clearly indicates the positive impact that each of the elements of this program has on student learning and achievement. These elements consolidate a lot of the excellent professional learning which has occurred at the college over the last couple of years, in particular through the AIZ. The program has provided the opportunity for a team of interested staff to commit to a teaching and management methodology and trial a range of new approaches. In 2011, 2012 & 2013 we have seen a significant improvement in Year 7 and 8s students’ attitude to school. Student sense of wellbeing has improved at both levels because we have provided safe and stimulating homerooms and facilitated positive connections with homeroom teachers. In 2014 and beyond, we aim to continue to consolidate the Homeroom Program and continue to make some enhancements.

Rationale of program
The purpose of this program is to:
- Provide the opportunity to implement school priority initiatives in a coordinated, consistent manner
- Immerse the students in a learning environment based upon current educational research
- To facilitate an effective transition from primary to secondary school
- Improve student attitude to learning and connection to school
- Improve student learning outcomes especially in relation to literacy and numeracy
- Develop student independence, responsibility and creativity
- Provide a learning context for staff to develop and implement new teaching methodologies
Protocols for teaching and learning

Powerful Learning
- The task is designed to teach specific knowledge, skills and attitudes relevant to all students in the class.
- The intention of the task and the criteria for success is clearly communicated.
- Students reflect on their learning achieved through the task.
- The task is explicitly taught, scaffolded and modelled.
- The task is authentic and rich and often collaborative
- It involves thinking, higher order questioning and inquiry.
- Pace and narrative are carefully managed
- High Expectations and authentic relationships are central to all teaching and learning.

High Reliability Literacy Strategies
- For all reading tasks, students will employ the reading strategies of getting knowledge ready, prediction, clarifying vocabulary, visualising, generating questions and paraphrasing/summarising.
- All text will be approached the same way in all KLAs to ensure consistency and to encourage students to employ the strategies automatically.

Interesting & safe learning spaces
- Teaching spaces to be interesting, comfortable and engaging places of learning.
- This involves the setting up of furniture to encourage learning and feelings of safety and security
- It also involves displaying visual learning cues and showcasing student work.

Personal & Social Responsibility
- Explicitly defining and actively encouraging the acquisition of specific student attributes, attitudes and values particularly around the concept of personal and communal responsibility to inculcate a notion of a Roxburgh College student identity.
- Systematically unpacking these qualities and attributes in the teaching of tasks and through specific MIPs activities.
- Encouraging students to define, reflect and track their progress towards these attributes.
- Develop a class understanding based on the rights and responsibilities of everyone in the class. Use this as a reference point for the remainder of the unit.
- Present as a calm, rational, reliable adult in all your dealings with your class.
- Be strategic in your responses to negative behaviour- use hinting, gestures and confront behaviour which undermines others’ right to learn and be safe. Use assertive language to do this. Talk about the behaviour not the student. Use an escalating series of consequences for ongoing disruption or disobedience.
- Use rewards to acknowledge improvement and effort.
- After an exit, always have a conversation to facilitate an effective return to class
Wellness & Flourishing
- Building an **authentic relationship** with your students through the following:
- Knowing your students' strengths and weaknesses through analysing their data
- Showing concern for their education and wanting them to do well. Having **high expectations** for them. Drawing upon their knowledge and interests
- Carefully tracking their progress, checking workbooks, homework, marking work and giving feedback.
- Following up with absence, non completion of work and other wellbeing issues
- Making the classroom environment safe and secure.
- Homeroom teachers carefully track and check in with their 12/13 wellbeing students

Tracking Progress & Pathways
- Teachers carefully track students progress in terms of skills, knowledge and attitudes
- Teachers actively encourage students to **reflect on their own personal learning** and the processes they have gone through in their learning.
- Providing opportunities for students to **self and peer assess** as a way for students to improve their own learning and their metacognition.
- Teachers provide **explicit feedback** on student progress.
- Students are engaged in **reflection on their goals** and their pathway though regular MIPs sessions.

E Learning
- Students will: access, use, create and publish digital and online information
- Develop knowledge, understanding and skills through creativity, critical thinking and problem-solving
- Collaborate with others and communicate, in a variety of ways, their knowledge and learning experiences.
- Use the iPad as a tool to manage their work and learning.
Effective Learning at its Best...Some of the Programs at Year 7 Level

**Big Days Out:** Students and their home-room teachers will partake in several team building activities throughout the year. Ran both at school and out; students and homeroom teachers will be encouraged to work together and collaborate to build trust and meaningful relationships, whilst building on student’s leadership skills, attitude to learning, strengths and team work abilities.

**Camp:** Planned for term 4 students will engage in a range of activities designed to build their sense of identity, national and self-pride, continue to build their ability to work with others and foster their sense of independence and leadership.

**MIPS & Personal Development:**
On a rotational bases 3 times per term, your allocated YLC will run a MIPS & Personal Development workshop with you and your form group. This is a year-long program that encourages students to learn through the theories of Positive Education, students think about their attitude to learning, their pathway and visions, apply their knowledge and expand their understanding of the college’s attributes, use HOLT processes and engage in activities designed using Bloom’s taxonomy, Habits of the Mind and build their Character strengths. MIPS portfolios will be reflected on and maintained as part of the MIPS program and stored within the student’s homeroom. Staff are encouraged to engage students in regularly identify ‘learning at its’ best’ and display pieces they are proud of in their MIPS folios. ‘Pride in our Work Presentations’ will ideally occur with home-room teachers; these allow students to discuss their achievements with their teachers and peers. Homeroom teachers are encouraged to request specific focuses for their form groups and or activities they may wish to have happen as part of the MIPS program.

**Equipped Assemblies:** Each fortnight year 7 students will be involved in an Equipped Assembly. Ran on a rotational bases during period 7 each assembly builds on MIPS sessions and draws on Positive Education theory to enhance the year 7’s transition and encourage successful, flourishing students who have a sense of how to manage their wellbeing.

**Attitude and Attributes Program:**
Although MIPS lends to the building of student understanding of attributes; The Attitudes and Attributes Program is a collaborative year-long daily focus that encourages students to think about their attitude to learning and is homeroom teacher driven. A year 7 bulletin outlining the year-level focuses and key character strengths will be circulated weekly and placed in your homerooms, teachers will be encouraged to read this weekly, paying special focus to the fortnightly attribute. Teachers are also encouraged to include our fortnightly character strength focus in their learning intentions, success measures and narrative and engage students’ in short exploratory and reflective activities that encourage positive awareness of our year 7 attributes and strengths. Sample ‘snap shot’ activities will be shared and embedded into our year 7 curriculum.

**Random Acts of Kindness Program:**
Developing a Caring and Helpful attitude is a key priority of the Year 7 Homeroom Program. The Random Acts of Kindness Program encourages students to go above and beyond their daily responsibilities and development of showing respect. Students will be encouraged to think about those around them and think about the ‘thoughtful actions’ they can take in any given situation. Staff and students will be invited to nominate students for ‘thoughtful action’ awards, certificates will be awarded at YL assemblies.
Student Leaders Program:
The Student Leaders Program at year 7 level focuses on ‘What it means to be a Leader’ ‘Student Voice’ & contributing to other elements of the YL in meaningful ways. Workshops are run by the YLC to encourage the building of leadership skills and also empower student voice. There will generally be one Leadership-Group meeting per term, the meetings will always be held in the Library, form captains are to attend. Middle School Leadership Building Days will occur periodically throughout the year. Homeroom teachers are encouraged to support students and are always welcome to attend workshops.

Excursions & extra curricula KLA opportunities: KLAs have developed a wide range of extra curricula opportunities for year 7s including for example;

- **HPE:** Swimming and Athletics Carnival, inter-school sport, H&PE week
- **Music:** Instrumental Music Program- including primary school performance visits
- **English:** Public Speaking Presentations, Local Library visits
- **Science:** Zoo Excursion
- **Humanities:** Community Excursions

STAR & Advocacy program:
Across the year the data collected at homeroom well-being meetings, interim reports, testing data and staff feedback, will be used to support our students, in particular those sited as being ‘At Risk’. Students will participate in a number of intervention activities all tailored to encourage a positive attitude to learning. The bench mark for the number of Ls students must endeavour not to reach in year 7 is 60, students who are part of the STAR program will often be placed on behaviour monitoring plans, classroom teachers and homeroom teachers play a crucial role in supporting students with this process. Advocacy is also provided by specialist staff. Homeroom teachers will have access to their form group’s STAR data and will be kept informed of students whom are on behaviour monitoring plans, are participating in workshops (run by both the welfare team and the YLC team) and are involved in critical parent meetings. Homeroom teachers are encouraged to support students and are always welcome to attend workshops and circle-session activities.

End of Semester One/Two process:
Students are demoted/promoted based on their attendance being above 90%, the number of Ls received (bench mark 60 Ls for the year at year 7 level) and whether or not they have submitted all of their portfolio tasks. Homeroom teachers are pivotal in monitoring attendance and making wellbeing calls throughout the year when students are absent. Fortnightly 90% ‘critical attendance letters’ are sent home and parent meetings occur as a preventative measure to students not being successful based on their attendance. Homeroom and classroom teachers are also fundamental in supporting students who are receiving above expected and accepted numbers of L’s on their interim reports.

Portfolio Tasks & the Parent Alert Process: At each interim report period staff enter whether or not students have submitted the current (4 weekly) portfolio task. This information is tabulated by YLCs and catch up sessions/parent alert letters are generated based on this data. Students are expected to complete each portfolio piece in order to be successful in year 7.
### Year 7 & 8 Theories of Action Checklist

Here is the checklist which was agreed upon by the staff in relation to the teacher actions which encapsulate the theories of action and which encourage high expectations and authentic relationships.

#### Learning Intention  
*The teacher...*

- Writes the learning intention neatly on the board and links it to prior learning, making it relevant to the student’s lives, where possible
- Uses *academic vocabulary and key terms in the learning intention*
- Includes an attitude *(and/or the fortnightly attribute)* in the learning intention

#### Success Measure  
*The teacher...*

- Establishes the success measure for the lesson through collaboration with the students, where appropriate
- Provides an opportunity for the students to measure their success in a written or oral reflection
- Uses quick notes, certificates and/praise to recognise successful achievement of learning intention

#### Task  
*The teacher...*

- Provides a scaffold to help students to complete the task successfully (including reading tasks)
- Keeps close tabs on the students’ timely completion of tasks. eg prompts, time limits, moving around the room
- Monitors their workbook and their homework.
- *Constantly reminds students about the need to take pride in their work*

#### Pace  
*The teacher...*

- Breaks the task into manageable segments and provides appropriate time limits.
- Explains and writes on the board a realistic set of tasks to be completed.
- Makes judgments and modifies pace accordingly
- Allows time at the end of the lesson to provide positive feedback and for the teacher and students to reflect on their learning

#### Narrative  
*The teacher...*

- *Constantly refers to the learning intention during the lesson, especially around the attitude that with effort and practice comes improvement*
- *Expects the students to use full sentences and appropriate vocabulary in class and both small discussion*
- Models appropriate language and tone to promote a calm and productive atmosphere in the classroom. Explains content and task for all students to understand.
- Sets up the classroom environment to promote a calm and productive atmosphere
**High Reliability Literacy Teaching Procedures - (HRLTPs)**

We will consolidate our use of the HRTTPs and incorporate and introduce an exciting new approach.

**Rationale**

“Literacy is a key vehicle for effective learning. Students who are more able to engage in literacy are more able to be successful as learners.” John Munro

Improving student literacy outcomes is a clear and established goal at Roxburgh College. As such, all teachers are expected to adapt their teaching style to incorporate specific, evidenced based literacy procedures or strategies into their daily teaching routines. The framework that Roxburgh College has adopted and views as a fundamental tool to improve literacy standards are Professor John Munro’s **High Reliability Literacy Teaching Procedures (HRLTPs)**.

Research has identified a number of high reliability teaching procedures which shows that they will improve a reader’s comprehension if used effectively. These procedures assist teachers across key learning areas to plan for explicit teaching to support students in their learning. The framework is embedded in regular teaching – literacy strategies are not external to the content delivered, rather they are the key vehicle for delivering the content.

**Implementation**

The high reliability literacy procedures are:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Getting Ready / Prior knowledge</td>
<td>Teachers set out what has to be learned, building on what is known, setting outcomes and explaining the benefits of the task. Learning starts with what students know so that they can scaffold their learning. Students experiencing literacy difficulties often have difficulty “linking” with what they know and need to be assisted in recoding their imagery or actions into a verbal form.</td>
</tr>
<tr>
<td>2. Vocabulary and understanding</td>
<td>Teachers establish the vocabulary of the topic. Students with reading difficulties cannot read words automatically or accurately. They have not learnt and stored in their minds letter patterns and clusters that can be used to work out unfamiliar words.</td>
</tr>
<tr>
<td>3. Reading the text aloud</td>
<td>Teachers provide for reading aloud. It can help students keep track of ideas, segment words and link ideas and concepts.</td>
</tr>
<tr>
<td>4. Paraphrasing</td>
<td>Paraphrasing indicates comprehension. Students show comprehension by paraphrasing the information, changing as many words as possible. Being able to ask questions is a key aspect of effective literacy practice. Students need to be able to match questions with text, identify what questions are answered by the text and to generate questions about the text.</td>
</tr>
<tr>
<td>5. Summarising the text</td>
<td>Summarising helps students remember key ideas and assists them to direct their thinking.</td>
</tr>
<tr>
<td>6. Demonstrating knowledge</td>
<td>Students have the opportunity to show what they know and receive positive feedback for what they know. The activity needs to allow for the spread of knowledge in the community of learners in the classroom.</td>
</tr>
<tr>
<td>7. Student self-reflection</td>
<td>Before students leave the classroom after a lesson, you as a teacher, want them to know what they have learned, want the knowledge stored so that they can retrieve it and transfer it to a new learning situation. There needs to be this time for reflection. Initially, teachers will have to talk about what the students did and the knowledge gained. They will need to model these questions at first. Gradually, students will learn to ask themselves these questions as self-scripts.</td>
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High Reliability Literacy Teaching Procedures - (HRLTPs)

Helpful HRTTPs Strategies
Here are some suggested strategies for each procedure of the John Munro Literacy framework. Hopefully this will be useful for teachers across all the domains. For real improvement, the framework requires consistency and regular teaching of the strategies across all subject areas. Teachers can use this resource as a guide, working within a framework, to help them plan for explicit literacy teaching, supporting students to unpack the language.

Procedure Number 1: Getting Knowledge Ready

- Building up students’ oral language – What pictures or images do you have in your minds? Teachers need to build on what students already know. Students with literacy problems often have difficulty linking with what they know and need to be helped in recoding their imagery or actions into a verbal form. Students use what they know to understand what they read (making connections by drawing on prior knowledge).

Some suggested strategies:
- Discuss/describe the pictures or images in students’ minds (create a list on the board).
- Students can draw or act out what they know about the topic.
- Students can put their ideas into sentences.
- Brainstorm the title/topic.
- Prepare a one minute talk on what students already know about the topic and what they think it’s going to be about.
- List down words that might come up in the topic (You can use Alphabet Game for this activity).
- What are the 5 most likely things that might come up in the text?
- Asking questions in pairs: Write down 3-4 questions about the topic and reporting back.
- In pairs or groups write down two sentences the heading tells about the likely story. Use words from the title to help you.
- Underline key words in title/topic and discuss pictures or images created by these words.
- Build a set of images on the topic/title. Act these out or report back.
- Relate topic to students’ own experiences – What do you know about this topic? List questions or queries about this topic. What do you think of when you hear this word or see this picture? What immediately comes to your mind when you hear this word?
- Use visual stimulus and or drawings. Draw out as much oral language from these as possible.
- Predict key themes and ideas.
- Use graphic organizers e.g. Mind Maps.
- Discuss layout and purpose of author: headings, subheadings, pictures, contents page, diagrams and graphs. Why was the text written? E.g. To inform, to instruct to entertain etc. How is the information organized? How is it written? What clues do we get about the writing style?
- Topic sentences: Read out the first sentence of a few paragraphs. What do these tell you about the text? What pictures do you get in your mind? What do they remind you of?
**Procedure Number 2: Vocabulary**
Students benefit from being given the key words and phrases that make up the key concepts of a lesson. Students with reading problems need support as they are unable to read words automatically or accurately. It is vital to build up students’ word knowledge.

**Some suggested strategies:**

- **Use concrete examples:** Show students what the words mean – Bring in pictures and use classroom anchor charts wherever possible etc.
- **Create word walls around the classroom:** Groups of words displayed on a wall. Print in large font making it clearly visible to all students. Refer to these words continually as you work through units or topics. Build on existing words: E.g. How many words can you build on using the word e.g. home: homeless, homesick, homeliness, homestead etc.
- **Glossary:** Build on a glossary of new words learnt with columns showing: Word – Picture/Sketch/Symbol – Synonym – Antonym – Sentence.
- **Read Aloud:** Whole Class – teacher modelling reading followed by students. Reading can also include: Individuals, pairs or groups. Poor readers can start with a few sentences or practise paragraph to be read for homework first. Support, encourage, coach, model, praise, decode, and correct pronunciation. Students must feel comfortable to read aloud – teachers need to provide a supportive environment with lots of positive reinforcement for this to work well. Students also feel less threatened when they are used to reading together.
- **Provide Synonyms & Antonyms:** Create charts, lists, flash cards. Play word games such as snap, matching meanings or opposites, bingo, word finds etc.
- **Key Words:** Identify and highlight key words and have students underline and pronounce these words.
- **Picture:** Sketch, draw or use symbols for words.
- **Define Words:** Try and say words in another way using the information in the text. Refer to dictionary if necessary. Look at word origins and build up as many words as possible.
- **Select 5-10 key words:** Say each word accurately, break up into syllables. Dictate the words. Read each word – in syllables, say each part and then blend syllables together. Write sentences using the new key words. Use new words in a paragraph.
- **Test spelling of words taught and keep records** – graph results showing progress over time. Students can practise using Look Cover Write and Check. Teach spelling rule if applicable e.g. i before e except after c etc.
- **Dictation:** Important for students to Hear language modelled correctly and then transfer that into writing. (Start with a couple of sentences and build up as you go).
- **Revise:** At the beginning of each lesson do a quick recap of words taught in previous lesson. Take no more than 5 mins to activate students’ minds by asking them for meanings, antonyms, synonyms, sentences etc. This helps to store the knowledge in their minds.
- **Close exercises using vocabulary.**
- **Small exercises matching words to meanings, synonyms or antonyms.**
- **Word Splash**

**Procedure Number 3: Reading Aloud**
Reading aloud gives students auditory feedback for the text read. It can help students keep track of ideas, segment words and link ideas and concepts.

**Some suggested strategies:**

*Choose short sections of relevant text:*

- **Choral reading**
- **Model oral reading to class and highlight reading actions required.**
- Silent reading of chosen text then reading aloud in class.
- Set students reading homework before reading in class.
- Students can practise small sections of text in groups or pairs and read aloud to each other (sentences, paragraph or page).
- Pair dictation of short texts (one student reads aloud while the other writes and visa versa), or teacher directed dictation of short texts.
- Students can ‘bounce’ a piece of text to other members in the class taking turns reading aloud.
- After reading a sentence aloud, ask students, ‘What question does this answer for us? This can also be done in groups.
- Students can record their reading and then play back their recording taking note of a couple of areas they can work on next time. This can also be done in groups where students work well together and can act as critical friends.

**Procedure Number 4: Paraphrasing**

Paraphrasing indicates comprehension. Students can be asked to: Say it in your own words, What does it mean? Can you say it in another way?

Some suggested strategies:
- Whole class activity where teacher models a manageable piece of text asking one student to read a sentence while a second says it another way. (Use electronic whiteboard or board with two columns labelled ‘actual text’ and ‘paraphrased text’). Teacher writes up responses and students copy into their books.
- Practise paraphrasing short sentences.
- Practise saying sentences in different ways. Listen to two or three different versions.
- Practise changing as many words or phrases in sentences while keeping the meaning the same. (Electronic whiteboard is great for this!)
- Group activity: Give each group a few sentences or a paragraph to paraphrase depending on levels of ability. Bring all responses together and share with class. Students read aloud paraphrased responses and can take turns writing up group responses on board. If text is too long, choose a couple of sentences per group to be written up on board.
- Linking sentences with paraphrases. Match each sentence in the left column with the same message on the right hand column.
- Give each group a small paragraph. Each student within the groups must paraphrase one sentence. All sentences in the group must be combined to form a paraphrased paragraph.
- Unjumble paraphrased text.

**Procedure Number 5: What Questions Does the Text Answer?**

After reading aloud students need to be thinking about ‘What questions the text answers?’ Students will be demonstrating their comprehension skills as well as review and consolidate what has been read in the text.

Some suggested strategies:
- Brainstorm what questions the text answers (Whole class or in groups)
- Use the 5W and 1H strategy. A graphic organiser works well for this.
- Link the questions with the evidence in the text. Students write down the actual sentences that answer the questions.
- Allocate sections of text to small groups. Each group writes up a question that the text answers. Combine responses from each group.
• Linking questions to answers. Students provided with statements from a text and questions in a jumbled order and asked to match appropriately.
• Concept mapping main ideas learnt.
• Answering written questions about the topic in groups or pairs.
• Using the Three Level Guide (Literal Comprehension, Inferential Comprehension and Applied Understanding) where statements are divided into each of these levels. Students should be in small groups of differing competence so they can actively discuss and justify choices.

**Procedure Number 6: Summarizing**

After reading a paragraph, ask students: What is the main idea in this paragraph? What is the topic? Are the W Questions answered? Say in a few words what the paragraph says.

Some suggested strategies:

• Students pick out, highlight or underline key words.
• Identify the main question each paragraph answers.
• Skim read the text and write an alternative title.
• Write down a word, either your own or from the text, that captures the information in the text (cue words). Using your cue word, write a sentence or two in your own words that sums up the paragraph. Check you haven’t left out important information. Do your sentences flow? Redraft your summary.
• Jot down a few main points.
• Identify the topic sentence of a paragraph.
• Match supporting details to their topic sentences.
• Write the topic sentence and a headline for each paragraph.
• Model how to skim and scan through paragraphs.
• Use graphic organiser to summarise main points/ideas in each paragraph.
• Read and Retell – where students read a passage in groups or pairs, as many times as necessary, then put the passage out of sight. Write what you remember of the passage as though you were telling it to someone who had not read it. Read your retellings to each other, comparing them with each other’s and with the original.

**Procedure Number 7: Review**

Allocate approx. 5 mins at the end of each lesson to review what was learnt.

Some suggested strategies:

• Ask students to give you a synonym and an antonym for words covered in the lesson.
• Ask students to use some of the new vocabulary in sentences.
• Ask students for feedback about what they feel they have now learnt in the lesson that they didn’t know before...This can be recorded in students’ journal or workbook.
• Play the alphabet game.
• Jot down a summary of the knowledge gained using a graphic organiser.
• Answer written questions about the topic.
• Cloze activities summarizing the text that was read.
• What can I do now that I couldn’t do before?
• What learning actions helped me?
• When can I use that action again
Interesting Learning Spaces

We have a major focus on the Year 7 spaces and encourage student work to be on display

Rationale

The physical learning space can have a major impact on students’ attitude to learning and to the kind of activity that is possible. The way we set up our learning spaces should inspire learning, assist with maintaining good order and help create a sense of belonging. The learning space should assist in facilitating a sense of curiosity and sense of personal and communal responsibility. We want our students to say, “This is our learning space and I have a sense of pride in it and feel a sense of responsibility to look after it so that we all can learn.”

These principles should be followed when considering the learning space:

1. Learning spaces should be attractive with appropriate decoration to encourage a sense of belonging and emotional connection. Objects and pictures should stimulate and provoke learning.
2. Resources should be available and easily accessible.
3. Learning should be visible – students’ work should be respectfully displayed.
4. The learning process should also be displayed and made visible as a celebration and a reminder for future learning. Essential questions and thinking tools can be displayed to assist this.
5. Weekly programs, schedules and projects are clearly displayed for students to access. The class understanding, along with procedures and processes, can also be displayed.
6. Records of assessments of student progress are available to students eg MIPs portfolios – in filing cabinets or display folders. Progress is visually represented for each student- self, peer and teacher assessment. Charts, graphs and colour may be used to reflect progress in terms of academic and levels of responsibility.
7. Character strengths & Habits of the Mind are displayed as part of developing each student’s attitude to learning.
8. Furniture may need to be flexible to create space for different activities – individual and cooperative activities, computer and multi-media access, listening posts, access to DVDs, quiet reading or writing, group discussion, production space.
9. Data Projectors are now in all Homerooms and this will further enhance teaching and learning.
Personal & Social Responsibility

We will continue to embed attitudes into our learning intentions and tasks and use consistent language around attitudes in our classes. We also want to build our students’ creativity, discipline and teamwork through the building of our enhanced Instrumental music program, MIPs program and student leader's program.

Roxburgh College context

Roxburgh College has implemented new Code of Conduct to facilitate a calm, orderly environment conducive for learning. This code has been well received by the school community, however, we would like to pull back on our reliance on punitive measures and begin to further encourage self-discipline by developing our students’ sense of responsibility for themselves and others. Ramon Lewis emphasises the need for establishing a sense of communal responsibility to encourage students to be more responsible for the sake of the group.

Contemporary context

Schools can play a major role in building students’ capacity for personal and social responsibility. Young people need to become increasingly critical and reflective, to be emotionally intelligent and learn to make good decisions in the context of serious global issues and the influence of the mass media.

Rationale for adopting the ‘Teaching Personal and Social Responsibility’ (TPSR) model

The TPSR model provides our school with a structure which, if embraced by all staff, can provide us with the philosophical and practical structure to build our students’ level of responsibility. Hellison, D. (1995) developed the TPSR Model to help students learn to take more responsibility for their actions and lives and to encourage them to be concerned about the rights, feelings, and needs of others. The model strives to help students feel empowered, to experience making commitments to themselves and others, to live by a set of principles, and to be concerned about the well-being of others. The TPSR Model emphasizes effort and self-direction as critical to the achievement of personal well-being. Respecting others’ rights, considering others’ feelings, and caring about others is essential to the achievement of social well-being. Hellison places the achievement of these outcomes in an informal progression of levels or goals to help both teachers and students to become aware of their behaviours and to focus their efforts as they move toward desired outcomes. Teachers can use these levels as a framework to plan, teach, and evaluate student learning.

<table>
<thead>
<tr>
<th>Level</th>
<th>Focus</th>
<th>Examples of Behaviours</th>
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<tbody>
<tr>
<td>0</td>
<td>Irresponsibility</td>
<td>Make excuses and blame others</td>
</tr>
<tr>
<td>1</td>
<td>Respect</td>
<td>Students control their own behaviour and show respect for the feelings and rights of others. Students understand that all have the right to participate. Students have the right to resolve conflicts peacefully. Students are taught to recognize and respect differences of opinion and to negotiate conflicts. Increased awareness of empathy and understanding of the impact of one’s behavior on others.</td>
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<td>2</td>
<td>Participation and effort</td>
<td>The emphasis is on helping students participate in activities that can become an integral part of their lives. Students are encouraged to explore the relationship between effort and outcomes, try new activities, accept challenges, and arrive at a personal definition of success. Is success participating? Improving? Being socially responsible?</td>
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<tr>
<td>3</td>
<td>Self-direction</td>
<td>Students assume increased responsibility for their work and actions; they are able to work more independently on tasks. Students learn to identify their own needs and interests, set own goals, establish related tasks for achieving them and evaluate their progress. Students are encouraged to balance current and future needs. They have greater ability to disregard &quot;peer pressures&quot; and remain committed to being socially responsible</td>
</tr>
<tr>
<td>4</td>
<td>Caring and helping others</td>
<td>Students are helped to develop interpersonal skills and to reach beyond themselves to others. They are encouraged to give support, show concern, and exhibit compassion without expectation of reward. Teaching styles, such as the reciprocal style, offer opportunities for students to assist each other in learning. Students are supported in their efforts to become contributing members of the community.</td>
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What is the appeal of the model?

- Dovetails nicely with the college values of Respect, Learn, Achieve
- Provides a clear reference point to put responsibility at the heart of the school
- Provides a morally sound foundation which challenges the values currently permeating through mass media and reinforced by peer pressure.
- Sets the bar very high
- Provides scope to immerse a new year 7 group into a strong and philosophically sound culture
- Provides a common language used by all staff
- Provides scope to workshop levels and for staff and students to define behaviours under each level thus ensuring ownership
- Provides scope to establish opportunities for year level to develop skills at each level eg to develop self-direction skills
- Provides scope to meaningfully contribute to the community and consider significant global issues
- Provides the opportunity for students to self monitor their progress and reflect on successes and areas for improvement
- Redirects the responsibility for discipline onto the student

Possible implementation plan

- All classes to develop a sense of communal responsibility by workshop their own class understanding based on responsibility
- The key attitudes and attributes are also workshopped through the fortnightly character strengths to ensure student ownership
- Classroom displays which reflect definitions of each strength
- Certificates and assemblies couched in terms of responsibility and the various levels
- Practical ideas and resources will be developed to support progression through levels of responsibility and through the attitudes and attributes
- Opportunities will be provided to facilitate student self monitoring of progress through the levels of responsibility eg self-reflection, metacognition, MIPs portfolio

Developmental Behaviour Management- personal & social responsibilities

We proudly continue to maintain high expectations, consistently use appropriate language to implement our processes and build in our students a sense of communal responsibility

Rationale:

The aim of the Roxburgh College Student Behaviour Management procedures is not only maintain a productive and safe working environment for students but also to aid in the development of their social skills. We recognise that there are a number of levels and types of misbehaviour and that as such, different techniques may be required to correct these. The procedures are based on Professor Ramon Lewis’ theories of ‘Developmental Management Approach to Classroom Behaviour’ and Restorative Justice Philosophy. The development of this approach is based on extensive research and investigation in a number of schools (Lewis et al 2007). The advantages of this approach are many:

- The procedures require the development of authentic relationship between teachers and students.
- The success of this approach is dependent on the fact that appropriate curriculum is being delivered.
- This approach teaches students to behave in a socially acceptable manner for the right reasons. It sets clear and predictable boundaries for the students to work within.
- It teaches communal responsibility whereby students not only take responsibility for their own actions but also the actions of their classmates.
- It ensures that the classroom is a safe learning environment that is conducive to learning.
- It gives teachers real, prescriptive and effective methods in dealing with difficult behaviour in a variety of difficult situations.
Implementation

The detailed implementation plan for the Roxburgh College student behaviour management policy can be found in the Local Code of Conduct. Below is a brief summary of some of the techniques recommended as responses for varying levels of misbehaviour.

Classroom Understanding
Created at the beginning of the year/unit, the class understanding should be as detailed as possible, describing not only the rights of the individuals but also the consequences for a breach of these rights. The students will generally have no trouble with accepting the notion that all students have a right to do their work and learn without disruption and for the teacher and students to feel safe physically and emotionally. Allow the students to come up with these rights along the consequences for breaching these rights. These of course may include detentions, loss of privileges and or contacting parents. When the class as a group arrives at their own ‘set of principles’ empowers the teacher, giving them legitimate power in the classroom. In addition the establishment of this class understanding aids the teacher in separating the behaviour from the individual facilitating effective dialogue with the student.

Authentic relationship
Present as a calm, rational, reliable adult in all your dealings with your class. Build goodwill with your students by taking an interest in them as individuals. Draw upon their knowledge and interests in your teaching. Also get to know their strengths and weaknesses through analysing their data. Show concern for their education and demonstrate that you want them to do well. Have high expectations for them.

Tone of voice:
Roxburgh College adheres to the principle that for students to make correct, rational decisions, they must first be calm and able to think rationally. As such, calming an excited student must be the first step in managing their behaviour. This begins with using ‘an adult voice’ with them at all times but also includes using open yet assertive body language.

Hinting:
Non verbal signs to remind students of the classroom understanding can be enough in some instance to keep students on task and stop low level disruptive behaviour. This can allow the class to continue with little disruption.

Verbal Intervention:
The most effective way to confront student misbehaviour directly is for the teacher’s statement to;

a) Nominate the student misbehaving. ("John!")
b) Indicate the behaviour that is inappropriate. ("Your constant talking...")
c) Indicate why the behaviour is inappropriate. ("...is stopping others from learning")
d) Indicate appropriate behaviour. ("So, please be quiet while Jill is speaking.")

Increasingly severe consequences:
Use a series of increasingly severe consequences for misbehaviour when students argue or repeat the misbehaviour. Explain why the behaviour is unfair to other students before telling them how to behave properly or giving them consequences. Remain calm when dealing with misbehaviour. Isolate or exit students who continue to act inappropriately.

Time out:
Sending a student outside for no longer than 5 minutes with the intention of having a quick conversation with them before re-entering the classroom. This conversation should follow the following pattern;

a) Seek the students help with the ‘problem.’ ("I need your help with something.")
b) State the problem and the effect its having on others. ("When you talk while I’m speaking I’m afraid it means others miss out on the instructions.")
c) Listen and rephrase student’s response and feelings. ("You seem to be saying that the only reason you spoke was...")
d) Confront the student’s argument trying to show that it is unreasonable. ("So, you think that because I didn’t hear Kim speaking, I should not have stopped you from interrupting the lesson?")

e) Get student to agree that there is a problem. ("So you can see the problem?")

f) Have student suggest solutions, prompting as needed. (Next time, instead of talking while I’m talking, what might you do instead?)

g) Evaluate the solutions and choose one that suits both of you. Set a time frame if needed. ("O.K. Let’s give that a go for today and see how we go for the rest of the lesson.")

**Exit to a Buddy:**
When a student is sent to a buddy teacher, this means all other avenues have been exhausted (including Time out) and further steps are required to remedy the situation. It is the responsibility of the teacher exiting the student to;

a) Ensure the exiting student knows the reason prompting their removal.
b) Ensure that the student understand that it is the behaviour that is unacceptable and not wanted in the class and not the student personally.
c) Ensure the student has work to continue in the buddy class. (This may be substituted with a reflection sheet.)
d) Inform coordinators of the exit and seek assistance with a “make it right” discussion with the student. (If help is required.)
e) See that they catch up with that student at a later stage to have a “make it right” discussion. It is better if the teacher has this discussion rather than another staff member eg coordinator. (This discussion follows the steps of the Time out conversation and ends with a consensus between the teacher and the student on what must occur to remedy the damage and have the student return to the class. Outcomes may include things such as detentions, filling in a reflection sheet, agreeing to go on an improvement plan, apologising to the class... etc)
f) It is vital that each session/period is a ‘clean slate’ which allows the class to move past prior issues. It is all too easy to hold on to resentment which makes it difficult to affect change in behaviour.

**Dealing with the more difficult students**
Build a quality relationship with the more difficult students (eg seek their help or watch them be competent at lunchtime). Communicate with them your awareness of their interests and competencies. Try to academically engage these students by adjusting curriculum delivery (eg include, visual, kinaesthetic tasks like drawing posters, making models, drama,)

**Recognising and rewarding effort to change behaviour:**
When a student attempts to change their behaviour, they expect recognition. If this does not occur, it could lead to resentment and a breakdown of dialogue. By giving positive rewards for students efforts to change, we encourage constant improvement to continue and eventually to a permanent change in behaviour. This is why it is important that we reward effort and not behaviour. These rewards could include;

a) Positive comments and praise.
b) A smile, nod or other form of non verbal affirmation.
c) Quick notes and/or Bronze Certificates where appropriate. (See Code of Conduct)
d) Commenting to the parent (via a phone call or a note in the planner of the student.)
e) Feedback to co-ordinators regarding the student’s efforts at change to their coordinator.
f) A conversation on a topic the student is interested in.
Wellness & Flourishing

We have developed a continuum of MIPs activities to build wellbeing and desirable learning behaviours

Rationale

There are many things that have been identified as critical for young people to ensure the best chance of a smooth and successful transition from Primary to Secondary school. The mountain of research that became the basis of the ‘Middle Years of Schooling’ focus a number of years ago identified the dramatic increase in the number of teachers a student has to deal with in secondary school, the constant need to move about the school during the day or something as simple as needing to plan their day by getting the correct books from their ‘new, outside’ locker at recess and lunch breaks.

All of these things have remained issues for our year 7 and 8 students. We have not adequately addressed the complexities of transition. The, now defunct, Pastoral Care program attempted to address a number of these areas and did so quite well at times, in some ways. It did mean that there was, theoretically, one main teacher who the students in a home-group could expect to keep a ‘pastoral eye’ on them. The problem was, not all staff were truly committed to or understood the role.

Implementation

The decision to restructure our Year 7 and 8 program from 2011 is based on all of these practical issues and a continuing need to improve the learning outcomes throughout the transition period.

Our present curriculum structure allows us to reduce the number of teachers students are taught by via teachers taking multiple subjects. Creative timetabling and room allocation already allows for student movement about the school to be minimised. By timetabling Year 7 students into the J wing and by developing these spaces as stimulating and familiar areas for learning, we are addressing issues of student wellbeing. By developing a team of teachers at these levels to plan together on both short and longer term basis, this will also have an impact on wellbeing and student performance.

Two teachers will work as a team to provide wellbeing support to each class. These teachers may teach the class for two subjects. Each teacher will have specific responsibility for students, each ensuring each student at year 7 and 8 is being adequately tracked and supported.

Other areas to enhance wellbeing include:

- Positive Education Theory
- MIPs sessions delivered (fortnightly) in partnership with the English teacher (Year 7) and with the Maths teachers. A continuum of knowledge, skills, strengths and attitudes will be covered from Year 7, 8 and 9.
- The Home Room to build a sense of belonging and ownership
- The Homeroom will explicitly articulate expectations and provide clear guidance on the kinds of attitudes and attributes we are keen to develop and what it takes to be successful
- The Wellbeing Teachers to monitor student progress and provide feedback
- STAR program including: Teacher mentoring for students at risk
- Use of levels of responsibility
- Use of developmental behaviour management
- Use of quick notes and certificates
Wellness & Flourishing through Positive Education

P.E.R.M.A.H
Positive Emotions
Engagement in all areas
Relationships with others
Meaning & purpose
Accomplishment & success
Health & physical wellbeing

Character Strengths

Positive Outcomes at Roxburgh College
Equipped for Life

Flow

Growth Mindset

Creativity & originality
Curiosity & interest
Love of learning & mastering new skills
Perspective & wisdom
Judgement & critical thinking
Bravery & valour
Perseverance & industriousness
Honesty & integrity
Zest & enthusiasm
Love & valuing close relationships
Kindness & generosity
Social Intelligence & emotional intelligence
Teamwork & social responsibilities
Fairness & justice
Leadership & organising groups
Forgiveness & not being vengeful
Humility & letting accomplishments speak for themselves
Self-regulation & self-control
Prudence & being careful of one’s choices
Appreciation of beauty and excellence & wonder
Gratitude & thankfulness
Hope & optimism
Humour & playfulness
Spirituality & beliefs
Tracking progress & pathways

All teachers use data and learning portfolios with their students to capture work and track their progress and achievement

Rationale

Marzano explains below the benefits of teachers and students being actively involved in tracking student progress in an explicit and graphical manner.

When Students Track Their Progress

Robert J. Marzano

The strategy of tracking student progress on specific learning goals is well supported. For example, Fuchs and Fuchs\(^1\) found that providing teachers with graphic displays of students' scores on formative assessments was associated with a 26 percentile point gain in achievement.

When students track their own progress on assessments using graphic displays, the gains are even higher. Over many years of working with teachers, I have had the opportunity to examine the effects of such an approach. In 14 different studies, teachers had students in one class track their progress on assessments; in a second class, these teachers taught the same content for the same length of time without having students track their progress (see [www.marzanoresearch.com/research/strategy20_trackingprogress.aspx](http://www.marzanoresearch.com/research/strategy20_trackingprogress.aspx)). On average, the practice of having students track their own progress was associated with a 32 percentile point gain in their achievement.

Implementation

The gains in achievement for classes engaged in this type of graphical tracking as indicated in the extract above are significant. With this research in mind, all teachers at Year 7 & 8 will be encouraged to engage in explicit and graphical tracking of student progress towards achievement and demonstration of specific learning goals and behaviours. This tracking may involve:

1. Students and teachers maintaining records and graphs on demonstration of specific learning goals and behaviours eg effort, respect, homework, responsibility, reading etc
2. Students maintaining a Learning Portfolio which captures their work and achievement.
3. Students reflecting and discussing their Learning Portfolios in the class context or in parent teacher interviews
4. These folios will provide a wealth of information for staff moderation of student work.
5. Class maintaining a graphical display of class achievement of specific learning goals or behaviours.
6. Engaging in peer assessment of learning goals and behaviours
7. Celebration of individual and class successes in learning and effort

By making explicit and visible student progress, students and teachers will become more aware of the achievements of all students in their class. It will also provide clarity around student under performance or students who need to be extended.

Examples of student progress graphs
E Learning

We work together to build our students’ sense of being a responsible global citizen through the safe and responsible use of technology.

Rationale
Starting in June, 2011, Roxburgh College commenced the iPad Program involving all Year 7 students. Students will use their iPad in class and at home to support their learning during the important year levels 7, 8 and 9. We believe that giving students immediate access to technology in a one-to-one program will help engage them in the learning process in new and creative ways. The iPad is fast becoming accepted as a twenty-first century learning tool among educators. We believe that this is an exciting opportunity for our Year 7 students who will become increasingly skilled at using technology to access and present information, to problem solve and to work collaboratively.

Why have we selected the iPad for our 1-to-1 programme?
The Apple iPad is an innovative, new form of ICT that is particularly well suited to learning environments. We chose the iPad for the following benefits:

- iPad’s compact size, ease of transportability and design means it can be used in almost any learning situation
- the long battery life will allow it to be used all day at school without recharging
- it is instantly on, simple to use and manage, and very easy to read
- the wireless capacity of iPads enables students to access the internet for information and research and to connect with their peers to communicate and collaborate.
- a device that could be a replacement for paper textbooks
- a common tool for each student that would meet most of their day to day technology needs and that would help engage students in learning 24/7
- a device that would be easy to use and easy to support
- a leveller that will allow students equal access to Apps that are both user friendly and cost effective
- files are automatically saved and shared in various ways
- the operating system and apps promote collaboration
- the level of interactivity and highly diverse modes of use will support innovative learning opportunities not possible with other forms of ICT.
- a touch screen device
- connects to Windows or Mac computers using iTunes (which is free) to sync and back-up
- Apps (software) are purchased/accessed and installed via the App Store
- it will alleviate the need for so many textbooks to be carried around in student bags

In essence, the iPad is the ideal device for anywhere anytime learning.

For more information about iPads, visit: http://www.apple.com/au/ipad/.

Resources
- An Apple iPad for each year 7 and 8 student
- eBooks (Text Books) the students can access via the iPad or via the Internet
- Desktop publishing applications to use in class
- Subject related applications downloaded onto the iPad

Literacy and Numeracy
Through the use of the Apple iPad applications will be obtained that can be used to teach and improve Literacy and Numeracy. Students have demonstrated their keen interest in using eLearning to improve their Literacy and Numeracy; teachers will be able to use programs like Mathletics without the need of booking a computer room. The iPad will also provide the students with applications that can further develop their Literacy and Numeracy skills at their own pace at school and home.
Roxburgh College Teaching and Learning Guide

EQUIPPED FOR LIFE
Positive Outcomes
Year 7 MIPS Program

EQUIPPED For Life

MIPS

Managing our Individual Pathways

MIPS EQUIPPED for life program - By building our wellbeing, physical, personal & social development and by building our critical thinking, study skills & academic progress we flourish at Roxburgh College.
What is MIPS?

MIPS is about learning more about yourself, about how you think, about what feelings’ mean, about your strengths, about your ambitions and your skills. It is about thinking about your pathways and future and building your academic, personal and social development. MIPS is about taking risks in a safe place, getting to know each other and discovering what you are capable of. MIPS will help you to build your ability to think critically, work in teams, be a leader, your perseverance, your social intelligence, perspective, creativity and bravery.

In MIPS we will regularly reflect on our progress, set goals and build your character strengths. Your official MIPS session takes place every two weeks in your homeroom with one of your coordinators and one of your homeroom teachers. Your MIPS sessions will be an opportunity for you to shine in a safe space where you can share ideas, flourish and succeed.

At Roxburgh College you have lots of opportunities to develop yourself outside of your MIPS sessions, including practicing the key ideas we will discuss in other classes and in the yard. During our year-level assemblies and special presentations you will also be thinking about similar ideas that we focus on in MIPS. You can also practice the skills and values by joining in extra-curricula activities such as the year 7 camp, Big Days Out, interschool sport, debating, SRC or music productions- all of which help to develop you as a whole person throughout your secondary school journey.
Middle School Expectations

We expect Roxburgh College students to strive to be responsible in the following ways so that we can build a safe, productive and stimulating learning community:

Level 1 Responsibility: **Respect & Self Control**  
Level 2 Responsibility: **Participation & Effort**  
Level 3 Responsibility: **Self-Direction**  
Level 4 Responsibility: **Caring & Helpful**

**Our students are being responsible and successful at Roxburgh College when they are**

At attending school for more than 90% of the year, submitting all of your **Portfolio Tasks** to the highest possible standard and receiving a GPA above 4 on your interim reports.

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Consequence for breaching this expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td></td>
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</table>
If you are absent from school all day, please have your parent/guardian contact the school by telephone on the day of the absence on 99308131 so that it can be approved OR provide a note from home/medical certificate the following day to the coordinator. Absences will result if in you needing to catch up on classes missed. An SMS will be sent to alert parents/guardians when you’re absent—parents and guardians are encouraged to reply to the text message sent explaining your absence. The government requirement is that students attend school for a minimum of 90% of the year. | If you are absent and your attendance drops below 90% you will need to **catch up on time missed** and you risk not being promoted at the end of the year.  
Your parents may need to pay a fine for your absence from school. |
| **BEING OUT OF CLASS WITHOUT PERMISSION** |  
You are required to be in class for every period of the day. | If you are out of class without permission then you will be required to attend a Saturday Detention to catch up on missed work. |
<p>| <strong>LATENESS:</strong> All students at Roxburgh College are required to be at school no later than 8.50am every morning. If you cannot arrive at school on time, or must leave early, a note must be written and presented to the year level coordinators &amp; the Attendance officer in the Year 9 Office on the day. | If you are late to classes, you will be collected to sit a lunch-time detention. |
| <strong>UNIFORM:</strong> If you’re unable to wear the correct uniform, please provide a signed note. This must be brought to the coordinators before 8.50am and a uniform pass for the day will be provided. Students are permitted 3 uniform passes each semester. | If you do not have a pass for being out of uniform you will be collected to sit a lunch-time detention. |
| <strong>EQUIPMENT:</strong> Every student must bring their iPad to every class, every day. You must also take your pencil case (stocked with pens, grey led pencils, a ruler, sharpener, scissors, eraser, highlighters, coloured textas/pencils) your planner, the subject exercise book, display folder for the subject and your text book/novel. You will receive Ls on your interim progress reports for not taking equipment to class. You may need to do a Saturday Detention if it continues. | If you do not complete a Portfolio Task you will be ‘put on alert’ and be required to attend catch-up sessions until the work is completed. It may also lead to you not being promoted to the next level. |
| <strong>LOCKERS:</strong> Please do not go to your locker in-between classes. You are required to take all of your books and equipment to your classes following a break. (i.e. at the end of recess you must take your books and equipment for periods 3-5) | Being at your clokers when class has begun will result in a detention |
| <strong>BAGS:</strong> Bags are not to be taken to class for safety reasons. | If you are discovered with a bag in class (without a pass) you will remain behind for 10 minutes after school. |
| <strong>CLASS BEHAVIOUR:</strong> You are expected to follow the instructions of your teacher, attempt all work and not interrupt the learning of others | If you are interrupting the learning of others in any way, your teacher’s will follow the ‘3 strike process’ (you will be given a reminder, if the behaviour continues you will be sent outside, if the behaviour doesn’t stop you will be sent to another classroom) you will be suspended from school if this occurs and be required to attend a parent/guardian meeting. |</p>
<table>
<thead>
<tr>
<th><strong>CLASSWORK:</strong> You are expected to complete all class and home work.</th>
<th>If you’re <strong>not completing class or home-work</strong> your classroom teacher will organise for your parent/guardian to receive an alert letter and you will be required to sit <strong>afterschool catch-up sessions</strong> and/or <strong>Saturday morning detentions.</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>CLASSROOM TEACHER DETENTIONS/CATCH UPS</strong> If you are given a classroom teacher detention catch up at lunchtime or after school you must attend and complete the set work</td>
<td>If you don’t attend this, you will receive an official after school detention in M1</td>
</tr>
<tr>
<td><strong>YARD:</strong> You are expected to be respectful and responsible in the yard. We expect you to wear your school uniform, use respectful, calm language, place litter in the bin, remain in middle school areas only, be with groups of no more than 4 students, abide by the school’s hands off policy, advice a teacher if there is an issue in the yard, and follow the instruction of teachers at all times. Don’t be a guilty bystander and encourage inappropriate behaviour.</td>
<td>If you don’t follow these expectations you will be taken to Lg1 and lose your yard privilege for 15 minutes. Serious breaches of the hands off policy eg fighting, using threatening language, being a guilty bystander or failing to follow the instruction of a teacher or failing to give your name will result in suspension from school.</td>
</tr>
<tr>
<td><strong>SMOKING IN THE TOILETS AND THE YARD</strong> Smoking is not permitted at the college. It is against the law and school policy to smoke at school.</td>
<td>If a student is smoking in the toilets or is in a group whilst others are smoking then the following consequences will occur: The student will be referred to a Quit program with the school nurse. A formal letter will be sent home advising parents/guardian that their child was smoking/or associating with smokers in the school toilets and that this is a breach of law and school policy. Parents will be advised that a further breach will result in 2 days suspension and potential referral to the police and a possible infringement fine of $144 (fine for first infringement).</td>
</tr>
<tr>
<td><strong>USING TECHNOLOGY</strong> We expect students to use technology responsibly. This means using their iPad for learning only and always being respectful online</td>
<td>If a student makes a disparaging comment about another Roxburgh College student online it is deemed to be bullying and a serious consequence, including suspension from school may occur. Irresponsible use of the iPad will result in school removal of the iPad, parent contact, detentions. Or suspensions</td>
</tr>
<tr>
<td><strong>LUNCHTIME G1 DETENTION:</strong> If you are late to school or class, or if you are out of uniform without a pass, or if behave irresponsibly in the yard the you will have a 15 minute lunchtime timeout in G1</td>
<td>If you fail to attend your lunchtime detention then you will receive an official after school detention in M1.</td>
</tr>
<tr>
<td><strong>M1 DETENTION:</strong> If you receive a coordinator’s detention in M1, you are required to attend from 3.15-4.00pm, get the slip signed and come prepared with work to complete.</td>
<td>If you don’t attend detention when required you will be placed in Saturday Detention for the next available night.</td>
</tr>
<tr>
<td><strong>SATURDAY DETENTION:</strong> You may receive a Saturday Detention for being out of class without permission, ongoing disruptive class behaviour, work catch up or other breaches of school rules.</td>
<td>If you do not attend your Saturday Detention you will be suspended from school.</td>
</tr>
<tr>
<td><strong>INTERIM REPORTS:</strong> You will receive 6 interim reports throughout the year. These interim reports indicate how respectful and responsible you are being in class and how your Portfolio Tasks are going. We expect all students to obtain a GPA of 4 or over. We also expect students to receive no more than 60 Ls for the entire year.</td>
<td>If you receive more than 60 Ls for the year, you may not be promoted to the next year level at midyear or at the end of the year. If you are receiving an concerning number of Ls, you will be involved in a critical parent meeting at which we will establish a behaviour improvement plan. If this behaviour improvement plan is broken, severe consequences will occur</td>
</tr>
<tr>
<td><strong>BEHAVIOUR IMPROVEMENT PLAN:</strong> If there are ongoing concerns with your performance at school a Behaviour Plan, with set goals for improvement, will be implemented</td>
<td>If the Behaviour Improvement Plan is broken then the relevant consequences will occur.</td>
</tr>
<tr>
<td><strong>SUSPENSION FROM SCHOOL:</strong> Suspensions occur for serious breaches of school rules. They are the most serious consequence the school can impose. During suspension, you will need to complete set work given to you by your teachers. Parent meetings will also occur to assist you to get back on track with your learning. Behaviour improvement plans will also be established for suspensions of 3 days or more.</td>
<td>At 8 days suspension the Education Department will meet with you and your family. At 15 days suspension, you may be expelled from the college and be required to go to another school to continue your education there.</td>
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</tbody>
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SCHOOLS AND FAMILIES IN PARTNERSHIP

A Desktop Guide to Engaging Families from Refugee Backgrounds in their Children’s Learning

1. Background
2. Interpreting and Translating MEAs
3. Transitions
4. Parent/Teacher Interviews
5. Helping Children at Home
6. Helping in the Classroom
7. School Tours/Learning Walks
8. Careers Planning
9. Students
10. Governance
11. Useful Resources
12. References
1. BACKGROUND

This desktop guide is the result of a project involving five Victorian schools as part of the Refugee Education Support Program (RESP). RESP is a partnership between the Victorian Foundation for Survivors of Torture (Foundation House), the Centre for Multicultural Youth (CMY) and the Department of Education and Training (DET), in collaboration with the Catholic Education Commission of Victoria (CECV) and Independent Schools Victoria (ISV).

RESP partners with clusters of schools and relevant community agencies to develop school-based strategies that strengthen the education and wellbeing outcomes of students and families from refugee backgrounds. RESP school networks are established over an 18 month project cycle in metropolitan Melbourne and regional Victoria, to implement a whole-school approach to support students and families from refugee backgrounds.

The project established a state-wide partnership group of parents – from refugee backgrounds and school staff. The group aimed to improve student educational outcomes by supporting schools to enhance their capacity to engage with parents from refugee backgrounds.

The evidence base supporting the relationship between learning achievement and parental engagement in the education process is well established. ‘Supporting parents and carers to be actively involved in their child’s learning’ is a key strategy within DET’s 2013–2017 Strategic Plan. The evidence base supporting the relationship between learning achievement and parental engagement in the education process is well established. ‘Supporting parents and carers to be actively involved in their child’s learning’ is a key strategy within DET’s 2013–2017 Strategic Plan. The evidence base supporting the relationship between learning achievement and parental engagement in the education process is well established. ‘Supporting parents and carers to be actively involved in their child’s learning’ is a key strategy within DET’s 2013–2017 Strategic Plan. The evidence base supporting the relationship between learning achievement and parental engagement in the education process is well established. ‘Supporting parents and carers to be actively involved in their child’s learning’ is a key strategy within DET’s 2013–2017 Strategic Plan.

There is much to be understood, however, about successful practices to establish sustainable relationships between school communities and families from refugee backgrounds.

Many students from refugee backgrounds are highly likely to be disadvantaged when attending school in Australia. In addition to experiencing the trauma of war and displacement, students and parents may be unfamiliar with the Australian school system and have limited literacy and numeracy skills in their first language. They may also have limited English language skills. While all parents generally have high education aspirations for their children, parents from refugee backgrounds may have had limited access to schooling themselves, have different cultural expectations of parental engagement in school, and be unsure about the contribution that they can make to their children’s education. Schools are reminded that while parents from refugee backgrounds may not be formally educated, they can, and should, be seen as co-educators of their children.
Definition of parent engagement
During the project, the five schools’ advisory groups developed the following common definition for all parent engagement activities in schools:

‘A two-way collaboration between families and schools based on good communication, trusting relationships and respectful partnerships, with the goal of enhancing children’s education’

This definition must be set within the context of schools that embrace a whole-school approach to intercultural awareness, and have an understanding of the refugee experience. Advice on a whole-school approach is provided in the Foundation House publication School’s In for Refugees: A Whole-School Approach to Supporting Students of Refugee Background (2011) which can be accessed here: www.foundationhouse.org.au/schools-in-for-refugees

The project brought together parents from refugee backgrounds with school leadership teams to form advisory groups in five schools in Victoria. The schools included three primary schools, one secondary school and one Prep-12 school, located in Dandenong, Mooroolbark, Laverton, Roxburgh Park and Traralgon. Schools participating in the project had a well-established relationship with Foundation House, and were known for their whole-school approach to intercultural awareness, and their solid understanding of the refugee experience. Parents were selected from a growing ethnic community within each school, coming from Iraq, Afghanistan, South Sudan and Burma (both Chin and Karen ethnic groups). The groups met regularly to discuss barriers and facilitators to parents’ involvement in their children’s learning. This guide captures these discussions and reflects the voice of parents from refugee backgrounds.

The background paper, Educating Children from Refugee Backgrounds: A Partnership Between Schools and Parents, has informed the development of this Guide and can be accessed at: www.foundationhouse.org.au/schools-support-program-resources.

Schools that plan to use this guide may be at the beginning of their journey of supporting students from refugee backgrounds or may be experienced in a whole-school approach. The guide will be useful to all schools, as it reflects advice contributed by experienced school staff alongside parents from refugee backgrounds.

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1 Children from refugee backgrounds may be cared for by members of an extended family, or friends, if parents have been lost. Some refugee minors may also be in state care.

2 www.education.vic.gov.au/about/department/Pages/stratplan.aspx
Open, two-way communication strategies, built on policies and practices within a school, are fundamental to building trusting relationships. Such relationships are crucial to engaging parents from refugee backgrounds in school activities and practices to support their children’s education. Parents clearly state that there is no point in holding information sessions or meetings with them unless the information is accessible and able to be understood. Regular use of trained interpreters and translation of written communication by schools ensures an inclusive and respectful environment for parents. There are many issues associated with using family, friends or multicultural education aides (MEAs) as interpreters. Such issues include:

- Uncertainty of accuracy of information discussed
- Exposure of sensitive or traumatic material of a confidential nature
- Placing undue stress on family relations
- Imposing unfair responsibility on children
- Undermining the role of parents

It is important to always brief the interpreter. Schools use specific terminology and the briefing ensures that complex content is clearly explained; that goals and aims of the information session or meeting are clear; and that the format of any forms or reports is clearly understood. Many schools, and parents, will develop a relationship with interpreters who are regularly utilised. A positive relationship between the school and interpreter is conducive to effective outcomes for all.

We’ve used bilingual students to provide information to parents, but they have insufficient knowledge to explain all the issues to their parents. (School)

It’s very good to have a relationship with the school. Some children might report what the school says. For example, ‘There’s no homework’ or ‘I don’t have to wear a uniform.’ If you have a good relationship and communication with the school you can check this out. (Parent)
Specific recommendations for using interpreters are:

- Ensure there are sufficient interpreters and a system for effective allocation.
- Inform parents that teachers will be using interpreters.
- Monitor the standard of interpreting and provide feedback to interpreting provider.
- Seek feedback from parents regarding satisfaction with interpreting provided.
- Be mindful of privacy issues in small communities.
- Ensure teachers understand the protocols of effectively working with interpreters.
- Use telephone interpreters when needed.
- Request specific interpreters who are familiar with the ethos of your school.

MEAs are not necessarily trained interpreters (see Section 3: Multicultural Education Aides) and schools should utilise the Department of Education and Training services when accessing interpreters.

It is important that schools alert parents to the opportunity for using interpreters at events such as parent/teacher/student conferences or information sessions, when their consent is required and when they are being asked to make decisions about their child’s education.

See Section 5: Parent/Teacher Interviews for specific recommendations for using interpreters during parent/teacher/student-led conferences.

School personnel should be supported in their use of interpreters through professional learning opportunities. The DVD Talking in Tune (DET) is a useful resource. Monitoring the effectiveness of interpreters ensures that parents understand the material discussed, and are comfortable with the interpreter and process.

As not all parents are literate in their spoken language, consider:

- reducing translated notices sent home to key information only
- using the same template or colour for notices requiring permission or signature
- establishing and promoting notice boards in languages of parents from refugee backgrounds
- creating an audio file, in community languages, of the important information and upload as a podcast on the school website
- establishing a dedicated telephone line, in community languages, with a recording of key dates on the school calendar
• encouraging students to write articles for the school newsletter in community languages
• incorporating visuals as appropriate to enhance engagement with the material
• creating opportunities for students to present their work in their choice of language. This could include student-led conferences, or facilitating parent evenings using interactive strategies such as Creating Conversations. Interpreters can be used to assist teachers to understand the presentations.
• invite parents to classes to familiarise them with the school website.
• provide supported access to computers and the internet at school.
• utilise smart-phone apps, such as Viber, for group messages.
• create DVDs for parents, in their own language, with advice on matters such as helping children’s learning at home and in the classroom, the school structure and school expectations of staff, parents and students.
• ensure the school website is available in multiple languages.


Refer to Section 12: Useful Resources.
### CONTACT DETAILS FOR INTERPRETERS

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3. MULTICULTURAL EDUCATION AIDES (MEAs)

Multicultural education aides are an invaluable support to the whole school community: students, parents and all school staff. Refugee-background parents relate that they often choose their children’s school based on the knowledge that the school has an MEA from their language group. Much of the work of partnering with families is reliant on the presence of an MEA in the school. The MEA Handbook (2015) produced by DET advises that MEA language skills should be used for communicating with students and parents. English as an Additional Language (EAL) index funding is provided, within the Student Resource Package (SRP), to schools for the employment of MEAs as well as EAL specialist teachers. Schools often source their MEAs through their formal and informal networks and they can be employed across a number of schools depending on funding.

The MEA Handbook recommends that the MEA role is to assist with:

• effective communication between students and teachers in the classroom
• integrating EAL learners into school activities by helping them to understand school expectations and goals
• assisting teachers to understand the home cultures, and the expectations families have of the school and of education in general
• assisting newly arrived families to settle into the school community.

Schools are responsible for employment and role descriptions of their MEAs. Consider the following as appropriate tasks for the MEA:

• Keeping parents informed of school events and activities and encouraging them to participate
MEAs are not necessarily trained interpreters, and it is therefore neither fair nor ethical to expect them to be responsible for communicating information in every interaction with parents: when possible, use professional interpreters to support communication.

Refugee-background parents rely heavily on MEAs. Supporting your MEA is vital to sustaining the work he/she does. In particular it should not be assumed that your MEA is familiar with the terminology and structure of your school setting. Supporting your MEA could come in the form of:

- a thorough induction to the school
- a mentor to provide ongoing support, supervision and debriefing
- opportunities for performance reviews with leadership

MEAs are often exposed to confidential and sensitive information. Schools need to ensure their responsibilities in this regard are clear, and that MEAs have appropriate support and supervision.


Refer to Section 12: Useful Resources.
4. TRANSITIONS

As students from refugee backgrounds transition into schools at all times throughout the year, they and their families often miss crucial information and orientation which is generally provided in terms four and one. Families from refugee backgrounds joining an Australian school often need additional support to engage in the educational setting in Australia, especially if their children have not attended an English Language School. Many schools facilitate orientation programs for parents alongside the program for incoming students.

Recommended topics for discussion at orientation, and subsequent follow-up, for new arrivals include:

- Practical details, such as school hours, school expectations, fees, breakfast club, breaks, uniforms, and teachers
- A school tour, including observation of classrooms
- Introduction to the principal, class teachers and other school staff
- An overview of classroom activities and advice on how to support children's learning at home
- School programs, such as homework club
- Potential referrals to student support services
- Healthy eating habits, including culturally appropriate food for lunch boxes
- Healthy sleeping habits
- The learning to be gained from play, and encouragement for children to be allowed to play at home
- The value of supporting children's aspirations

I found it helpful to attend the orientation program and meet other people. Those relationships are continuing throughout the school years. (Parent)

Our school aims to build relationships with the family. This is between teachers and parents, students with other students, and students with the teachers. The students see the cordial relationship between parents and teachers and this encourages the student’s relationship with teachers. Getting to know teachers also makes parents more relaxed to approach teachers and talk to them during the rest of the year. (School)
such events, and be mindful of costs incurred with significant gains to communication outcomes.

- Ensure parents understand the
  - Children.
  - Parents are dropping off or picking up
    - SEED information sessions at
      - The Victorian Foundation for the Survivors of Torture

- Alternative mainstream schools and non-governmental organisations provide information sessions at
  - School
  - Their child is transitioning to a new
  - English
  - The readiness of experienced
  - Enquiry
  - Excellent resources for communicating

- Utilise community leaders who are
  - Translators
  - Obtain interpreters to support
    - School key staff such as school nurse

- Refer to Section 12: Useful Resources.

School Tours/Excursions

- Schedule information sessions on
  - Beginning of or school day when

- Organise an information session
  - School setting during school hours.

- Invite parents to accompany parents on
  - Community visits

- Ensure parents understand the
  - Children's readiness to be

- Provide an opportunity to discuss
  - Language background

- Enhance and translate stakeholder to
  - English
  - Migrant and refugee students' cultural

- Provide an opportunity to

- Nurturing strong relationships between

- Interpreted information sessions at

- The foundation and school

- Migrant and refugee students' needs of

- Schools' In for Refugees: A Whole-School Approach to Supporting Students of Refugee Background (2nd edn), Melbourne, 2011.

Refer to Section 12: Useful Resources.
5. PARENT/TEACHER INTERVIEWS

I really liked the interview. It benefited both me and my children. My children didn’t always bring home books or enough homework, and I told them I would ask their teacher about this. This encouraged and motivated them. (Parent)

We sent out translated questions to guide parents before the interviews. All staff felt that parents had a new level of confidence at the interviews because they were able to think about questions and answers beforehand. Parents asked many more questions than previously. Interviews were two-way and more equal than in the past. (School)

Interaction between parents and teachers is successful when teachers make time to talk, are friendly, are culturally sensitive and respectful, treat parents as equals, use interpreters and include the MEA in discussions. Parents also have a part to play. In some cases, they know they have to overcome a lack of confidence and a cultural shyness to participate in a two-way conversation.

Schools have a responsibility to nurture trusting relationships through inclusive and respectful practices.

Interactions between parents and teachers take many forms and can range from the formal settings provided at meetings, to the informal greetings experienced at times such as school drop-off and pick-up.

A number of schools provide informal ‘getting to know each other’ opportunities such as morning or afternoon tea, either immediately following the morning drop-off or before the close of the school day. Teachers should be encouraged to maximise opportunities on other occasions to help build trust and develop a relationship with parents from refugee backgrounds. School leaders could encourage teachers to record the number of incidental interactions they have with parents, identifying common themes about parental concerns or requests to be involved in the school.

Strengthening parents’ confidence in communicating with teachers is likely to have a positive influence on engagement with the many formal scheduled interactions between teachers and parents: meetings, either at the request of the school or the parent; home visits; generic information sessions such as career advice, helping children at home or understanding school reports; helping in the classroom or at school-wide events like sports days; orientation days; focus groups and school council.

Parent/teacher interviews are perhaps the most obvious of these formal interactions. As the first parent/teacher interview of the year tends to be a ‘meet and greet’, its aims are quite different to those of the interviews later in the school year.
year where the focus is on the child's progress and may be accompanied by a written semester report. Parents may not necessarily understand these different aims. A number of steps are required to ensure the success of these opportunities for parents to engage with their child's learning.

**BOOKING APPOINTMENTS**

A multi-layered approach is needed to ensure engagement with refugee-background parents.

1. Promote the interviews, and aims, in multilingual notices to parents, in the newsletter, to students and via the MEA.
2. The notice should list teachers' names with photos, subjects, time availability and interpreter request.
3. Explicitly invite both parents if applicable.
4. Offer an opportunity to help parents complete the booking notice.
5. If an online booking system is used, schools could consider training parents in the use of this system. This may entail making computers available at the school.
6. Monitor return of notices and follow up if necessary.
7. Confirm appointment and details through a translated note. Ask parents to arrive 10 minutes early to allow time for allocation of interpreter.
8. Ask the MEA and students to remind parents the day prior.

**PREPARING FOR THE INTERVIEW**

Schools will have their own schedule and rationale for these interviews at various times throughout the year. To ensure refugee-background parents find the interviews accessible the following steps are recommended.

1. Provide an interpreted information session, potentially including a role-play to demonstrate the value of two-way communication. Share aims of the interview with parents and ask for their expectations.
2. Provide translated questions for parents the week prior – questions that they can ask as well as questions that the teacher may ask them. All teachers need to be aware that these questions have been sent home. This enhances confidence of both teacher and parent to engage fully in a two-way dialogue. As the relationship develops, it is likely that parents will share their concerns and be able to be guided in ways in which they can support their children's work at home.
5. PARENT/TEACHER INTERVIEWS continued

These sample questions highlight the explicit needs of all involved, including interpreters, in the interviews. Parent may ask:
• How is my child going at school?
• Is my child behaving well?
• How can I help at home?
• How is my child’s English? Will they do well when they have to cope outside school?
• Which subjects are my child’s strengths?

Teacher may ask:
• How do I pronounce your name, and does it have a meaning you would like to share?
• Is your child happy and positive about school, and in this class?
• What does your child like doing?
• How is your child’s behaviour at home?
• What routines do you observe at home (including meals and the child’s bed time – if age-appropriate)?
• Do you have any concerns about your child (including medical – sight or hearing)?
• What are your child’s favourite things about school?
• Does your child enjoy homework?
• Is there anything about school you would like me to explain?
• Have you been happy with the way we communicate with you? (Include satisfaction with availability of interpreters.)

In addition to the usual feedback regarding the child’s progress and school expectations, teachers can take this opportunity to give the parents tips on how they can help at home and information about any after-hours programs that are available through the school or community.

The MEA is a crucial link in the interview process. Teachers need feedback on whether parents understand what has been conveyed to them, as parents may not always admit this to the teachers. The MEA may also assist parents with specific terminology and logistics: for example where staff, such as Year Level Coordinators, are located.
ENSURING PARENTS ARE COMFORTABLE

Parents’ potential lack of familiarity with the school system may result in a lack of confidence when attending the school and participating in parent/teacher interviews. It is important that the school makes parents feel welcome and that the interviews are well organised.

1. Maximise opportunities for informal interaction with parents before the interview to support their confidence to approach and speak with teachers.
2. Ensure parents are familiar with expectations and what is involved in the interview process via information sessions.
3. A welcome by the principal in the foyer or appropriate space as parents arrive for the interviews is invaluable, as is signage and maps. The MEA can support those who do not read.
4. Display staff photographs, names and subject details on the walls of rooms allocated for the interviews.
5. A calm and unhurried atmosphere is important. Using an interpreter limits the conversation time: it is important that extra time is allocated for parents with interpreters.
6. Provide interpreters with a school map and orientation tour before the commencement of the interviews.
7. Allocate one interpreter for the whole family when there are several children.

INCLUDING STUDENTS

Including students is important for families from refugee backgrounds.

1. The child can be helpful in navigating the school layout.
2. A parent’s authority is less likely to be challenged if the child knows the

FOLLOWING UP

1. Keep track of parents who do not attend the interview, and consider strategies to engage them.
2. Keep a record of the sorts of questions parents ask or issues they raise. This allows schools to organise interpreted information sessions or translated materials on these topics.

Refer to Section 2: Interpreting and Translating.

Refer to Section 12: Useful Resources.
Parents from refugee backgrounds report that they are often uncertain about whether they can help with their children’s education at home, as this idea may be culturally unfamiliar. In their home country, parents may have regarded teachers as unquestionable authority figures holding sole responsibility for the child’s education. They may also believe that their own lack of education, English language and knowledge of the Australian education system prevents them from supporting their children’s learning.

Parents do appreciate that they can support their children in a number of practical and beneficial ways: getting them to school on time and in uniform; preparing their lunch, stationery and equipment; providing a quiet study area at home; taking them to the local library; encouraging children to attend homework clubs; and generally encouraging them to study. Exposure to the classroom and information sessions about teaching and learning approaches will help parents realise they can help with the child’s learning.

Refugee-background parents of primary school children sometimes say they are not familiar with fun educational games. Information sessions together with classroom observations will help them to understand the value of home activities such as:

- rolling dice to add and subtract numbers
- using playing cards to add and subtract numbers
- counting items while supermarket shopping
- playing ‘I-spy’ to learn spelling or ‘Simon Says’ to learn listening skills
- tracing letters with coloured pencils
- singing ABC at normal speed, slowly and quickly to learn alphabet and sounds

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I had a big misunderstanding. My daughter was given a letter to bring home to explain she had to do a reading assignment. I thought they were asking me to teach her to read and that they weren’t going to teach her reading at school. (Parent)

There is confusion about homework. In my home country there was a different approach – children did not bring work home for parents to do but might have to work by themselves for up to two hours. Here there is reading and maths to do at home and children ask parents for help. It is important to have information sessions about homework before a new parent starts at a school so that they understand it. (Parent)
OTHER STRATEGIES FOR PARENTS

• Creating a shoe box of practical tools for a child to complete homework (e.g. pencils, ruler, eraser, dictionary, calculator, textas, word lists, and school timetable). Opening the box at homework time helps a child to maintain a routine, and unfinished homework can be kept in the box.

• Talking with the child, in their home language, about the books they bring home to read. The parents might tell a story around the pictures in the book or get the child to share their favourite picture.

• Setting aside time to talk to the child in their home language, about their school day, particularly when they are young, using exciting and interesting words.

• Participating in school programs involving literacy or numeracy.

• Making use of translated booklets on how to help children learn literacy and numeracy skills.

Refugee-background parents of secondary school children sometimes say they cannot help their children with their study, as they do not necessarily understand the subject being studied. Explicitly explaining the value of strategies such as the following can eliminate this barrier.

• Talk with your children about units of work, or texts they are studying.

• Display interest by attending information sessions and parent/teacher interviews.

• Maintain home routines that allow for study.

• Discuss global events as they occur and are covered in the media.

• Support your children’s career aspirations.

• Accompany your children to university/TAFE open days.

• Find out from the school where local homework clubs are located and become involved.

Refer to Section 12: Useful Resources.
### 7. HELPING IN THE CLASSROOM

Encouraging parents to help in classrooms is well recognised as being beneficial to the child, the parent and the classroom teacher and is a common practice, particularly in primary school. A parent’s level of English language and education need not be an issue. Participation by parents from refugee backgrounds can bring the added benefit of a language shared with a number of children in the class.

In preparing parents for their work in the classroom the following preparatory steps are recommended.

- Demonstrate and describe classroom activities.
- Tailor activities to match parents’ skill and confidence level.
- Support parents to obtain a Working With Children Check (WWCC).
- Identify parents’ skills and interests to assess where best to direct their efforts, e.g. assist with language, artwork, story-telling, cooking, gardening, literacy and numeracy.
- Utilise expertise of parents as guest speakers at careers expos.
- Be explicit about when, and how often, they can help.
- Identify which parents are unable to make an ongoing commitment and ensure they are engaged in flexible activities such as excursions. Parents with cooking or gardening skills can contribute their cultural knowledge to these activities.
- Enhance the confidence of parent helpers through the support of the MEA or a teacher who speaks their language.
- Have options available for occupying pre-school children.

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It is important to promote the opportunity for parents to help in classrooms through:

- profiling a helper from a refugee background in the translated school newsletter to demonstrate the benefits of helping in the classroom. This demonstrates how language and formal educational barriers are unimportant
- regularly appealing for helpers in the translated newsletter
- sending specific invitations, made by the students, to parents to help in the classroom
- inviting parents to a morning tea information session about helping in the classroom
- inviting parents to observe classroom activities and try them out
- organising a training session on helping in the classroom
- making a video of classroom activities and helpers with a voiceover in parents’ languages
- inviting parents to come with a friend to improve confidence
- promoting helping in the classroom at all school events attended by parents.

Refer to Section 12: Useful Resources.
**SCHOOL TOURS/Learning Walks**

8 We were unaware that the school had so many facilities and now we appreciate that our children are educated in such a good environment. We have seen what is important to our children’s learning. We consider this country extremely lucky because we didn’t have these kinds of facilities. (Parent)

4 Some parents think the school is not doing enough and children come to school, play and go home. They should have a tour! (Parent)

3 Typically schools conduct regular tours for parents throughout the year, particularly during orientation.

1 Explain safety arrangements for recreational areas, such as yard duty.

2 Explain gender-segregated toilet arrangements and procedures.

3 Explain safety arrangements for particular aspects of curriculum or structure of the school.

4 If appropriate, explain your school’s approach to religion and cultural differences (e.g., halal food, dress code).

5 Questions and observations during the tour may trigger the need for information session or highly visual or translated parent information booklets.

We've seen things entirely new to us. We consider this country is extremely lucky because we didn’t have these kinds of facilities. (Parent)

Some parents think the school is not doing enough and children come to school, play and go home. They should have a tour! (Parent)

These are some key strategies to aid success of a school tour.

- Ensure the whole school is covered and that the tour moves through classrooms while lessons are being conducted.

- Introduce parents to reception staff in the front office.

- Ensure an interpreter accompanies the tour.

- Distribute a translated flyer to promote the tour.

- Introduce parents to reception staff in the front office.

Typically schools conduct regular tours for parents throughout the year, particularly during orientation.

We were unaware that the school had so many facilities and now we appreciate that our children are educated in such a good environment. We have seen what is important to our children’s learning. We consider this country is extremely lucky because we didn’t have these kinds of facilities. (Parent)
LEARNING WALKS

The practice of learning walks, while generally used to enhance teaching practice, can be offered to parents in schools where peer observation or instructional rounds are already embedded. For parents from refugee backgrounds, this is an opportunity for them to observe and reflect on the teaching and learning experiences in their children’s school. An additional focus of the walk could be the school’s overall organisation, ethos and environment. Inviting parents to participate in such observations, with the commitment from leadership to value their feedback, offers the opportunity for a deepening of respectful two-way communication between parents and school personnel.

In considering inviting parents from refugee backgrounds to a learning walk, the following is recommended:

- Conduct a comprehensive briefing to clarify specific aims and expectations of parents.
- Consult with parents to ascertain what they would specifically like to observe on the learning walk (with interpreter).
- Limit observations to visual rather than verbal interactions with teachers or students.
- Use an interpreter for the feedback session.
- Involve the MEA on the learning walk.


Refer to Section 12: Useful Resources.
The career experiences of parents from refugee backgrounds often differ considerably from the choices experienced by their children in Australia. Parents may be unaware of the range of career opportunities presented to their children and the pathways available to pursue them.

**CAREERS PLANNING**

**Pathways and Career Conversations**

Careers information is new for people from my country because there was no such thing there. (Parent)

It’s good to see students and parents from refugee backgrounds that understand a range of options that are available, whereas previously boys only talked about being soldiers and girls being nurses. (School)

To maximise the effectiveness of careers information sessions, the following is recommended:

- Consider multiple interpreters and position them with their language group in a room with audiovisual access to the room with audiovisual presentation tools.
- Allocate rooms for different language groups. Provide interpreters around the room to explain pathways related to their subject areas.
- Brief interpreters before the session to ensure terminology and concepts are accurately interpreted.
- Do not use bilingual students as interpreters, as they may not understand the concepts and may bias the information in their preferred direction.
- Organise information sessions with interpreters for culturally and linguistically diverse parents.
- Support the explanations with visual images, simple diagrams, examples of previous student experiences and presentations by past students.
- Train a teacher who speaks the language of parents, if available, to deliver the careers information.

*Note: The content is a continuation from the previous page.*
• carefully explain terminology, abbreviations and acronyms that schools may take for granted such as pathways, managed individual pathways, vocational education, apprenticeships, VCE, VET, VCAL, and TAFE

• provide translated handouts of the most important information, such as school expectations of Years 11–12 families

• as always, ensure notices about information sessions are translated.

Refer to Section 12: Useful Resources.

10. STUDENTS

Back home, children are able to be disciplined with a stick or cane and when we come to Australia we can’t do this. Children take on a different attitude, and it’s hard to keep them on a straight road without being able to discipline them with a stick. (Parent)

We try to encourage and celebrate positive relationships through acknowledging the great things our kids do. We have to let parents know that this is our philosophy. (School)

Open two-way partnerships between schools and families are important to support every student to feel safe and comfortable at school. This is a complex and sensitive issue. The impact of the refugee background and experiences of trauma may affect the establishment of trusting, equal relationships between school staff and families. Equally, the behaviour of some students from refugee backgrounds may be especially impacted, and it is vital that school staff have a solid understanding of the link between trauma, wellbeing, learning and development. DET supports Foundation House Schools Support Program to provide professional learning for people working in schools to understand the refugee experience and the impact this experience has on children, young people and families.¹

Some families from refugee backgrounds report being confused and disturbed by the way in which schools manage student behaviour. While they appreciate that there are different rules for disciplining children in Australia compared to their home countries, and that rules apply to both teachers and parents, it is valuable for schools to carefully explain their behaviour management approach and how it is closely linked to student engagement and wellbeing. Parents specifically expressed concern in relation to behaviour management and wellbeing approaches that they had never experienced before. They felt that their child’s potential lack of understanding of English or cultural norms may interfere with fair treatment by school staff. Translated information about the school’s policies on student engagement and behaviour management needs to be distributed upon enrolment and at other opportunities.

Schools are in a good position to promote positive parenting practices, and could do this in many ways and at many opportunities including: facilitating accredited interpreted parenting courses; role-modelling respectful relationships; tailored and interpreted information sessions; and an inclusive

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approach to reviewing behaviour management policies.

In order to reassure some parents from refugee backgrounds that their children will not become ‘uncontrollable’ if corporal punishment is not used, interpreted information sessions are essential. It is important that all such sessions are guided by an awareness of the cross-cultural context that families and schools are experiencing.

Consider including the following details in any information session, which you may co-facilitate with relevant local family services/agencies:

- School discipline is bound by Australian laws which prevent physical punishment. As well, teachers are legally mandated to report suspected child physical and sexual abuse.
- There is sound research that when physical punishment is used, children learn to take an aggressive approach. Respectful behaviour management practices are effective.
- Behaviour management policies are closely linked to student engagement policies that emphasise respectful relationships.
- Unacceptable behaviour (for students, staff and parents) includes verbal and physical abuse, bullying, racism, inappropriate use of technology, and substance abuse.
- Information about these behaviours is provided to all students throughout their school life in a variety of ways including units of work, information sessions, and external speakers and programs.
- Many schools include social skills programs within their curriculum in order to encourage positive behaviours and respectful relationships.
- The whole school community (staff, parents and students) contribute to regular reviews of all policies, including student engagement and wellbeing.

Parents state they often speak to the MEA about any concerns they have for their child’s welfare, so the MEA needs to be well supported by the school Wellbeing team. (see Section 3: Multicultural Education Aides).

1 www.foundationhouse.org.au/2015_calendar

Refer to Section 12: Useful Resources.
Parent focus groups and school councils or boards are invaluable ways for parents to contribute to the school community. Participation by refugee-background families in these processes provide an opportunity for them to understand and be a part of the school’s governance and consequently deepen their understanding of the complexity of the Australian education system. Such opportunities may have been rare in their home countries, so it is important for schools to familiarise parents with this aspect of belonging to a school community.

In explaining the governance structure, schools should include the main points appropriate to their school council and focus groups processes. The following may be relevant points to cover during a briefing for parents from refugee backgrounds.

**SCHOOL COUNCIL**
- All parents may nominate for school council, regardless of whether they speak English.
- The primary focus of the school council is to assist the principal in making major decisions and managing school finances. The council also considers school policies.
- Nominated council members commit to attending and participating in regular meetings.
- Only members of the school council can vote but other parents are welcome to observe school council meetings.
- Parents benefit from contributing to the children’s education through the school council and children benefit from their input.

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- Parents benefit from contributing to the children’s education through the school council and children benefit from their input.
FOCUS GROUPS

- All parents may join a focus group.
- Focus groups differ from volunteer roles in the school, in that they contribute to the management of areas which are important to the school. Focus groups give parents a voice in the running of the school.
- Focus groups discuss selected areas of school governance to provide advice to the school council. Areas might include such topics as finances, fundraising, the school environment, literacy and numeracy practices.
- A focus group initially receives an explanation of what is currently happening in the school in a particular topic area, and parents are invited to provide feedback to guide the focus group's approach to school council.

Schools and parents may identify barriers to participation in school governance. The following advice can help overcome these barriers.

- Ensure the council meeting room can accommodate an interpreter.
- Summarise and translate briefing papers.
- Utilise the MEA to facilitate a comprehensive orientation to the council or group and procedures.
- Buddy parents from refugee backgrounds with experienced council members who can act in a supporting role.
- Create an opportunity for observation of a school council meeting before making a commitment to joining the council.

Refer to Section 12: Useful Resources.
12. USEFUL RESOURCES

2. INTERPRETING AND TRANSLATING

Talking in Tune:
fuse.education.vic.gov.au/pages/View.aspx?id=26501bd-555d-455c-a7a3-a742042d4554&Source=%252fpages%252fView.aspx%253fpin%253d5HJL4

Interpreting and Translating (DET):

Caring for Refugee Patients in General Practice: A Desktop Guide (4th ed.) Victoria:
refugeehealthnetwork.org.au/desktop-guide-victoria

3. MULTICULTURAL EDUCATION AIDES

MEA Handbook:

4. TRANSITIONS

Talk’s In: Families of refugee background and schools in dialogue:

Raising Children in Australia: A resource kit for early childhood services working with parents from African backgrounds:
www.foundationhouse.org.au/contact-us

Beaut Buddies: A school-based peer support Transition Program:

Schools in for Refugees: A Whole-School Approach to Supporting Students of Refugee Background (2nd Edn):
www.foundationhouse.org.au/schools-in-for-refugees

Department of Education and Training website > Parents, Professionals and Service Providers:

6. HELPING CHILDREN AT HOME

201 Literacy and Maths Tips to Help Your Child Booklet:

201 Literacy and Maths Tips to Help Your Child Booklets Translated:

Learning Beyond the Bell:
cmy.net.au/article/learning-beyond-bell
7. HELPING IN THE CLASSROOM
Languages and Multicultural Education Resource Centre (LMERC):

8. SCHOOL TOURS/LEARNING WALKS
Looking at Classroom Practice:

9. CAREERS PLANNING
Career Conversations:

Engaging Parents in Career Conversations (EPICC) Framework:

Victorian Careers Curriculum Framework:

10. STUDENTS
Engagement and Wellbeing:

SAFEMinds:

Headspace:
www.headspace.org.au

Calmer Classrooms:

Schools in for Refugees: A Whole-School Approach to Supporting Students of Refugee Background (2nd Edn):
www.foundationhouse.org.au/schools-in-for-refugees

11. GOVERNANCE
Parents Victoria:
www.parentsvictoria.asn.au

Introduction to School Councils:

Remember your local library
THANK YOU
This guide represents the outcomes of many meetings between parents from refugee backgrounds and school leadership teams. Their contribution to the project was invaluable and their patience immeasurable. Parents willingly shared their own, sometimes difficult, educational and life experiences. School teams openly received suggestions for improving school practices and implemented changes. There was a sense of equality and respect between the two groups. Their sustained hard work provides many innovative approaches to parent engagement in schools and we thank them for their dedication and generosity.
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