



St Joseph's Catholic Primary School

Driving excellence in the Macleay

SCHOOL COMMUNITY PARTNERSHIP AGREEMENT - ENGAGEMENT PLAN



This is an agreement between **St Joseph's Primary School Kempsey**, Aboriginal and Torres Strait Islander students, their parents/caregivers/families, and local community organisations.

We acknowledge the Dughutti community, and agree to work together in order for Aboriginal and Torres Strait Islander students to have the best academic and spiritual start to life, where individual talents and abilities are fully developed.

At St Joseph's, we believe that all students should; receive a quality education; feel supported at school and at home, and; be proud of their identity and culture.

Our goals are that students will complete Year six, gaining the foundations in Reading, Writing and Numeracy, in order to successfully transition into Secondary Education.



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ST JOSEPH'S PRIMARY SCHOOL WILL;

Understand and show respect for Aboriginal and Torres Strait Islander people's knowledge, skills and traditions to build and maintain relationships that are based on mutual respect and reconciliation. Actions to achieve this include;

- Utilising opportunities to make connections between Catholic identity, celebration and liturgy with Aboriginal and Torres Strait Islander spirituality.
- ensuring that there is a physical acknowledgement of the local Aboriginal land on which the school is situated in recognition of their traditional custodianship and their connection to land.
- Working with and respecting Aboriginal and Torres Strait Islander histories, cultures, students and families.
- Celebrating and engaging in Aboriginal and Torres Strait Islander days of significance.
- Ensuring there are visible symbols around the school which reflect Aboriginal and Torres Strait Islander people.
- Engagement with Aboriginal Education Workers and the local Aboriginal community when seeking support about protocols or local history of the Aboriginal community on which the school is situated.
- Building upon partnerships with Aboriginal and Torres Strait Islander community members/organisations so that opportunities and resources are identified to provide relevant and timely support for individual students and families.

STAFF MEMBERS OF ST JOSEPH'S PRIMARY SCHOOL WILL;

- Know students and how they learn, and engage in relevant decisions about supporting student learning.
- Plan for and implement effective learning and teaching, which includes personalised learning plans for students where appropriate.
- Create and maintain supportive and safe learning environments, which are welcoming and inclusive.
- Ensure an effective two-way communication between families and the school occurs to create positive attitudes to learning, and to share information about students' attendance, progress, learning needs, school policies, practices and community initiatives.
- Engage professionally with colleagues, parents/carers and the community, acknowledging families as partners in their children's education.
- Ensure an on-going relationship with community groups and businesses which enhance learning opportunities and outcomes for all students and families.



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- Develop knowledge and understanding of the traditional land and the history of Aboriginal and Torres Strait Islander people on which the school is situated.
- Work with parents/caregivers/families on developing and updating this school Community Partnership Engagement Plan.
- Encourage and support Aboriginal and Torres Strait Islander people who want to work at the school or wish to become teachers or education workers.

PARENTS/CAREGIVERS/FAMILIES WILL;

- Contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so.
- Engage in relevant decisions about supporting their children's learning.
- Acknowledge themselves as partners with the school regarding their children's education.
- Assist and encourage their children's learning in and out of school, and support the school's policies, procedures and expectations.
- Share the responsibility for their children's learning and wellbeing, by working together to create positive attitudes to learning, and supporting learning at home.
- Regularly seek and share information about their children's achievements and learning needs.

STUDENTS WILL;

- Be active in a safe, respectful and supported school environment.
- Play a primary role in their learning and goal setting.
- Attend school every day, in their correct school uniform.
- Engage in homework activities.
- Ask for help if they feel they need support.
- Follow all school rules, procedures and expectations.
- Make suggestions about ways to improve their school.

Together the local Aboriginal community and school staff, create and promote a school environment which makes a difference to the lives of Aboriginal and Torres Strait Islander children through education.



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St Joseph's Primary ATSI Community Engagement Plan

In partnership with families and the local Aboriginal community, the following actions have been enacted to create and promote a school environment that respects and values Aboriginal Culture and Protocols.

Action Plan Priority Areas	Action	Details	Beginning Date	Completion Date
Schools understand and show respect for Aboriginal and Torres Strait Islander people's knowledge, skills and traditions to build and maintain relationships that are based on mutual respect and reconciliation.	Utilise opportunities to make connections between Catholic identity, celebration and liturgy with Aboriginal and Torres Strait Islander spirituality.	School celebrates NAIDOC week- SWR Figtree Descendants Aboriginal Corporation Visit – Smoking ceremony, cultural activities, whole School NAIDOC Assembly.	4 July	4 July
	Ensure that there is a physical acknowledgement of the local Aboriginal land on which the school is situated in recognition of their traditional custodianship and their connection to land.	School Acknowledgement of Country published and spoken before Assemblies and meetings.	ongoing	ongoing
	Understand and utilise appropriate protocols in working with and respecting Aboriginal and Torres Strait Islander histories, cultures, students and families.	Communication with school AEW. AEW meets with APM regularly. AEW sources appropriate people for events.	ongoing	ongoing
	Ensure that all staff including leadership teams develop knowledge and understanding of the traditional land and the history of Aboriginal and Torres Strait Islander people on which the school is situated	All staff are involved in cultural activities and events, recognising local cultures and customs.	4 July	4 July





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	Discern and plan for whole school opportunities to celebrate, commemorate and engage in Aboriginal and Torres Strait Islander days of significance and history.	Communication with school AEW. AEW meets with APM regularly. AEW sources appropriate people for events.	ongoing	ongoing
The local Aboriginal community, in partnership with families, creates and promotes a school environment that respects and values local Aboriginal cultures and protocols.	Ensure that there are visible symbols that reflect a community which is respectful of, inclusive of and inviting to Aboriginal and Torres Strait Islander people.	Local artworks commissioned by the school and displayed in prominent locations around the school.	ongoing	ongoing
	Engage with Aboriginal Education Workers and the local Aboriginal community when seeking support about protocols or local history of the Aboriginal community on which the school is situated.	Communication with school AEW. AEW meets with APM regularly. AEW sources appropriate people for events.	ongoing	ongoing
	Build partnerships with Aboriginal and Torres Strait Islander community members/organisations so that opportunities and resources are identified to provide relevant and timely support for individual students and families.	Communication with school AEW. AEW meets with APM regularly. AEW sources appropriate people for events.	ongoing	ongoing

Document implemented: 25 May 2020	Document last reviewed: 11 October 2024	Document to be Reviewed: Ongoing. Must be reviewed prior to Compliance requirements.
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