At Babinda P-12 State School we believe all students can be successful when parents, families, students and the school work together and are committed to making a difference. By agreeing to commit to this pact and signing below, parents and the school are undertaking to be responsible for their role in the education of our students, in essence committing to each other.

**What is a Personal learning goal?**
Learning goals are a measurable target based on subject based 5 week assessments that students and teachers develop to ensure students are striving to perform at their highest level. The purpose of these goals is to focus on providing continual improvement in the core areas of learning.

**Student Responsibilities**
- Attending all school classes as well as additional tuition sessions regularly and on time.
- Behaving appropriately in line with the school’s code of student behaviour
- Completing all classwork, tuition work and homework to the best of your ability.
- Seeking teacher support when required

**Parents Responsibilities**
As a parent I will support my child’s improvement by:
- Ensuring my child attends school more than 90% of the school year on time and dressed according to school dress standards.
- Ensuring my child has adequate rest, good nutrition and good hygiene standards.
- Ensuring that my child is equipped with the necessary school requirements.
- Ensuring that learning is encouraged and supported at home.
- Maintaining contact with the school so that teachers are well informed about problems that may affect his/her learning.
- Being open and receptive to school contacts.
- Helping my child at home and ensuring any set homework is completed. Encouraging them to seek further help at school.
- Instilling in my child the value of education and that school is a place for learning.
- Ensuring that my child attends tuition sessions after or before school as required.

**School Responsibilities**
The school will individually case manage the student by monitoring the achievements and improvements of the student, communicating with parents and tailoring an educational support program for them by committing to:
- Prioritising our learning support resources to advance the student’s achievement in the most effective way.
- Ensuring a quality program of instruction based on the principles of Effective Learning and Teaching.
- Providing learning experiences and expectations that match the student’s needs.
- Informing parents about the student’s progress, behaviour and their consequences.
- Implementing fair and supportive behaviour management strategies in line with school policy.
- Conveying to parents that we are open, receptive and available for parent contacts.
- Communicate both positive and negative feedback to parents about their child where appropriate.
- Constantly reflecting on our practices to ensure that we are doing all that we can to meet the needs of each individual student.

I have thoroughly read and understood the information contained in this service commitment and agree to abide by this agreement and work in partnership with the school to better the educational outcomes of my son/daughter:

Students Name: _______________________________ Signed: ___________________________ Roll Class: ________

Parents/Guardians Name: ___________________________ Signed: _________________________ Date: ____________

Principal’s Name: Mr Matthew Thompson Principal’s Signature: __________________________

Date: ____________
### Study and planning details

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Case Manager:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Teacher/s:</td>
<td>Year level: Planning Period:</td>
</tr>
</tbody>
</table>

### Those involved in planning

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>(student)</td>
<td></td>
</tr>
<tr>
<td>(parent / caregiver)</td>
<td></td>
</tr>
<tr>
<td>Case Manager/</td>
<td></td>
</tr>
<tr>
<td>Specialist support staff</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Barriers to Success

<table>
<thead>
<tr>
<th>Student’s Strengths, Motivators, Areas of Interest</th>
<th>List any apparent underlying barriers to learning or assessment – eg attendance, participation, well-being</th>
<th>Agreed strategies and/or adjustments to address barriers</th>
</tr>
</thead>
</table>

### Personal Learning Goals

<table>
<thead>
<tr>
<th>Focus area for Improvement</th>
<th>Agreed educational goals</th>
<th>Strategies for improvement – at home and at school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Proposed date/s for review of plan:**

Copies to: Parent/s, Office, Case Manager

### Support Resource Allocation

<table>
<thead>
<tr>
<th>Enrichment / Intervention Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool Tuition – 3pm – 4pm</td>
</tr>
<tr>
<td>Enrichment Lessons – 3 Lessons/Week incl. 8 Week subject drop</td>
</tr>
<tr>
<td>Intervention Lessons – 3 Lessons/Week incl. 8 Week Subject</td>
</tr>
<tr>
<td>Teacher Aide Time Allocation</td>
</tr>
<tr>
<td>Primary Safeguard Program - Lunch Time Tuition</td>
</tr>
<tr>
<td>Increased Class Teacher Focus – may include lunch breaks</td>
</tr>
</tbody>
</table>

### Career Aspiration/s
Students across the school are assigned case managers (in primary this will be their class teacher) whose role in addition to being the main point of contact for parents and carers is to lead goal setting with students and families, provide pastoral and academic support, review student performance and lead the design of each student’s performance pact.

A letter is sent home to parents of students inviting them to an information night where a presentation is given on the service agreement and then an informal Question and Answer session is held. A BBQ will be held and parents will receive an information pack with the agreement form. Supervision for children will also be provided for those parents who require it.

A letter is sent home to parents of eligible students inviting them to a 3 way interview evening. This form is then signed by parents and returned to school.

Across the school 2 way (parent/teacher or student/teacher) and 3 way (parent/teacher/student) will take place where personal student learning goals will be set.

A celebration parade will be conducted to recognise those students who have achieved their personal learning goals.
10 WAYS TO HELP YOUR CHILDREN LEARN

Parents can play a much bigger role in their children’s learning at school than they realise. Below are 10 simple ways that all parents can help teachers to help their children learn:

1. **Create a smooth takeoff each day** – Get organised the night before. Give your children a hug before they leave the house and you head off to work. Tell them how proud you are of them. Your children’s self-confidence and sense of security will help them do well both in school and in life. A positive, happy start is the best foundation for the day at school.

2. **Prepare for a happy reunion at the end of the day** – Create predictable rituals such as 10-20 minutes listening to your children talk about their day over an after-school snack – before you check your phone messages, emails, watch TV or begin dinner. This is truly quality time when your children know your attention is focussed on them and they can count on you every day after school.

3. **Fill your child’s lunchbox with healthy snacks and lunches** – Have dinner as a family, preferably around the table, at a reasonable hour. In the morning provide a healthy breakfast with whole grains, protein and fruit. A well-balanced diet maximises your children’s learning potential and helps them stay alert throughout the school day.

4. **Include peaceful times in your children’s afternoons and evenings** – Maintain a schedule of bedtimes that allows them to go to school rested, and if they are sick, have a system in place so they are able to stay home. Children need plenty of sleep for healthy physical and mental development and success at school.

5. **Remember it’s your children’s homework, not yours** – Create a homework space that’s clutter-free and quiet. Encourage editing and double-checking work, but allow your children to make mistakes, as it’s the way the teachers can gauge if they understand the material. It’s also how children learn responsibility for the quality of their work.

6. **Fill your children’s lives with a love for learning** – show them your own curiosity, respect their questions, and encourage their efforts.

7. **Fill your home with books to read** – books simply to look at, and books that provide answers to life’s many questions – Public libraries are an excellent resource and can become a habit from a very early age.

8. **Be a partner with your child’s teacher/s** – When you need to speak to the teacher in reference to a specific issue with your child, do it privately, not in front of your child. Never criticise their teacher/s in front of your child. Keep adult disagreements among the adults.

9. **Set up a system where routine items are easily located** – such as backpacks, shoes, signed notices – Create a central calendar for upcoming events to make sure everyone is prepared. Boys in particular can benefit from learning how to organise themselves.

10. **Become involved in school activities** – This could be helping with reading, being on a committee, coaching a team, helping with the Parents & Friends, going to meetings, or providing transport. Teachers appreciate the practical support of parents – and children whose parents are involved do better at school.