

**Community Consultation March 9<sup>th</sup> EDUCATION**

Questions	Community Response				
	Afghan	Congolese	Iraqi	Sudanese	Bridging Visa
<p>What would communities like to see change in schools that would better engage young people? (Is there an issue with understanding the work, of feeling included, or the importance placed on education in the family or community)</p>	<p>The Afghani community saw the step up from SELC to mainstream education as too big for students. Not enough support when dealing with a mainstream curriculum and expectations</p> <p>More schools utilising interpreters would be helpful</p> <p>As with other communities they would like to know more about smaller issues before they become a major concern to the schools.</p>	<p>Congolese community spoke about being very worried about the lack of discipline in schools and the students have too much decision making ability/control</p> <p>They feel their students are not operating at the same level socially and emotionally due to trauma impact of family escaping violence etc.</p>	<p>Believe the Shepparton schools have a poor reputation for engaging students from the Iraqi community. The community members felt that the schools do not do enough to deal with fights and are not encouraging the core values of politeness and respect.</p> <p>Employment of staff from ethnic groups would be an advantage</p> <p>Cultural awareness training for school staff alongside the community would be a benefit.</p>	<p>Sudanese community feel they rely 100% on schools for the education of their children as they are often illiterate in their own language as well as English and so they do not understand notes or conversations with the school. One community member spoke about the complications of having the student interpret (conversations and notes) and the fact the kids will tell them the opposite of what the note says if it is about poor grades or behaviour.</p> <p>As a community they feel the school only speaks to parents about issues when it is too late, they would like better early communication</p>	
<p>How can our schools be more culturally inclusive?</p>			<p>Schools do not do enough to ensure that students are mixing with a variety of other students and instead they are staying in their own cultural groups but parents would like to see greater mixing. Community felt that SELC encourages the students to feel they have choices and are 'big' but then mainstream makes them feel small</p>	<p>Can the schools be more aware of the culturally significant celebrations/traditions particularly those that will have a student absent from school? Community feels their students are being targeted as being absent when they are participating in religious or cultural traditions such as Ede after Ramadan</p> <p>Similarly being aware of the celebrations that do not require absenteeism but students are taking advantage and not attending school and reporting to the school that it is for religious or cultural reasons</p>	
<p>When parents find it difficult to help their children with homework what would the community like to see happen? Is it about helping parents to improve their ability to help (literacy skills) or finding alternative ways of supporting the family and child (homework groups)?</p>	<p>Continued after school support to fill in the gaps when moving to mainstream education.</p> <p>More regular parent teacher conferences (don't think the community was aware of the opportunity to meet with teachers at any time rather than just part of parent teacher interviews)</p>	<p>Congolese parents would like to help their children more but feel they need different communication strategies i.e. a communication book and worksheets that they can go through with students. Followed by feedback from the school re progress</p>	<p>This was the main discussion point with this community. That they feel there is a problem with their students being 'pushed out' of school. Community feel they would like to know earlier if there is a problem and be part of identifying solutions that will keep the students involved in school.</p>	<p>Provision of school holiday programs or tutoring clubs</p>	

	<p>Again asking schools not to send letters home as the parents ask the students to interpret and the kids won't tell them if it is bad news about grades or behaviour and the families are very reluctant to ask another family to read the note for them and translate.</p> <p>Communication needs to be verbal or in person.</p>	<p>Again touched on the need for independent interpreters for communication with schools or translation apps etc. for notes so that communication between school and parents is clear and not influenced by students providing misinformation</p>	<p>Felt that Principals need a better understanding of the situations of individual students or have someone on staff with that knowledge.</p>		
<p>If the community could work with or in schools to build cultural awareness what would that look like?</p>		<p>Community members would be happy to support delivery of cultural training/workshops/conversations with school staff</p> <p>They want to have shared values between the school and the family and open discussion about those values and how they are demonstrated</p>	<p>Look for opportunities to increase staff diversity (reflective of student diversity)</p> <p>Information sessions with staff from education (not necessarily school based staff) re involvement in school council</p> <p>PD for staff on cultural norms</p> <p>An area based support or capacity building role similar to that of a Koori Education Support Officer (KESO)</p>	<p>Community members would be happy to support delivery of cultural training/workshops/conversations with school staff</p> <p>They want to have shared values between the school and the family and open discussion about those values and how they are demonstrated</p>	
<p>When students have additional needs, i.e. disability, what is the best way for us to offer that support and understand cultural elements?</p>		<p>Traditionally see physical disability as a 'witch' (didn't get the opportunity to delve deeper into this and how school PSD services can support families or how they see offers of support)</p> <p>See intellectual disability differently to the physical.</p>		<p>Traditionally see physical disability as a 'witch' (didn't get the opportunity to delve deeper into this and how school PSD services can support families or how they see offers of support)</p> <p>See intellectual disability differently to the physical.</p>	