



School Equity Best Practice

Title: *School Community Participation.*

Equity dimension: *tick the dimension related to the practice*

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: **Family participation and enrolment.**

write a key word related with the dimension, for example, dropout, bullying, SEN, Roma, newcomers, expectations, well-being, socioeconomic status...

Target groups: *choose the educational level focus of the practice*

- Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

Source: *give information about the school and its context. Include contact details*

La Serreta school is located in Santpedor, a village near Manresa in central Catalonia. Most families are local with very little presence of immigrants or different ethnicities. Incomes in families are middle and most of them feel involved in their children's education. This school started its project 12 years ago in provisional buildings and they still are in the same place. A new building is going to be built in the next future.

Description: write a 5 line summary including the goals and objectives of the practice
The school and the teachers team has always felt that families are important since early years and primary education. Rules and participation have been promoted from the beginning of the schooling period. All the families are welcome and encouraged to participate in the Parents association and through other collaborations.

Methodology: explain the steps followed to implement the practice, responsibilities (who makes what), the duration, time and place. Maximum 1 page.
La Serreta school's project is based on families, the teaching team and the administration. The inclusion of families in the school is carried out from the very first day. Throughout the schooling period, families have the possibility to be involved and / or participate in many ways:

How can they participate?

- *Through the School Board's Commission, families can help in the day life of the school. Commissions are composed by teachers and a part of families in order to ensure that the school project and work are the same.*
- *In the learning process, families can participate in many occasions: when projects are finished, exhibitions are held and families are invited to appreciate the children's work and therefore they become part of the project too. Through travelling suitcases (bookstores in which families commit themselves to reading to their children every day at home and where they can express their liking or not, as well as proposing new books too). When families are invited to get into class to read books aloud from early stages to elder ones. When there are pregnancies parents can talk about the pregnancy changes and even show infants their pregnant belly. When parents can explain their professions, as well as the city or town where they or their grandparents were born. Families are*

also invited to go to Cosmocaixa, in Barcelona, to listen to the conclusions of the research work that annually is developed by the 5th grade. They can also go to the "Cantània" concert in which several schools from the same area participate and sing together.

- Families are also part of the elaboration of the school's identity (the giant and the dragon, the school's song and logo, the design of the new school building, and there even exist La Serreta band a music group of parents who play in the last school's dinner before summer holidays begin).

- They can know the schoolwork through the web <https://agora.xtec.cat/escolalaserreta/moodle/>

- The school offers language assistants for all those families who come from outside of Catalonia and need some help in learning the language and knowing the village or people (city council, clinic, shops and shopkeepers ...).

- Some forums have taken place in the school where families participate.

- A fruit project is carried out every Wednesday, in which each child must take his piece. In Infant education families rotate and prepare the fruit salad for the whole class. At P3 level, families cut the fruit in the same classroom, which allows them to see the dynamics of the group.

- Through the school holidays. The 'Castanyada' (Autumn or Fall party) where families can dance the most traditional dances and eat "panellets" (a local dessert) with the entire educational community. The TV3 Marathon where a shared activity is done. "Pastorets" (a Christmas Play) in which the students perform a theatre play open to families. The Christmas Carols show in Santpedor's main square where families see their children recite poems and can sing all together. The literary festival which offers families the possibility to take part in a literary contest in which poems are read in front of the audience and several winners are chosen. The Sports Day where students participate with

their families. The End of School year is a party in which a show is performed and a dinner with all the school community is celebrated.

- The school's "Open Doors" day is a moment of celebration with families, where they can breathe the healthy atmosphere of cooperation as their children collaborate with teachers to explain how the school works.

-During the last 3 years families have also been invited to cooperate in solidarity campaigns carried out by children who develop projects in English which help to alleviate an environmental or social problem, such as the 'Jane Goodall & How we can help apes', 'How we can help Refugees' and 'How can we beat plastic pollution?' projects. All the families have always responded positively (a sample presentation is attached below).

How do we do it to welcome families?

- Every year in June an initial meeting is held for P3 families whose children are new in the school and are about to start in September.

- Individual interviews are made in September to get to know each child and family.

- At the middle of the school year, the educational project, the coexistence project, the Charter of commitment and the Absenteeism protocol are presented to families so that they can comment on them and ask for possible doubts.

- During the school year, class tutors have at least two interviews with each family to explain the progress of the child. Families can ask for an interview with any member of the teaching team whenever they need it.

- Families keep a daily contact with teachers when they arrive in the morning or afternoon or when they pick up their children to go home.

- Every day a member of the management team welcomes families good morning on both school's entrances. This makes parents and children feel

accompanied by their arrival at school and can pass on any information of small needs.

Resources: *explain the resources used in the practice: human, financial, technical, materials...*

Outcomes: *explain the results, the evaluation and the impact of the practice*

- *Throughout the twelve years of school existence; there has been much more demand of school places than places offered. That means that in Pre-primary levels, the amount of students is 25 boys and girls per class, the maximum allowed by law of education. The school has all the classrooms full.*
- *A great attendance in meetings at the beginning and end of the school course, nearly 85-90% of families come to school meetings.*
- *A very high percentage of families belong to the parents association.*

Supporting documents: *give the link to supporting documents, such as forms, multimedia files...*

'How can we help Refugees?' is a sample presentation to see how families collaborate with the school in different aspects.

https://docs.google.com/presentation/d/1dyIGy_cZkLvJcmP0chakRfGwFbTaco5xUrs_AqZVYQ/edit?usp=sharing

Interview: *the practice should include a recorded video interview to one of the users about the benefits of the good practice. The video should be in English or subtitled. Maximum 3 minutes. Write the video URL here*