



Parents' Charter

Contents

1. Introduction
2. Why a Parents' Charter
 - a.** Parents' Rights
3. Our Parents' Role:
 - a.** As Role Models
 - b.** Upholding Moral / Legal Behaviour
 - i. Alcohol
 - ii. Cigarettes
 - iii. Substance Abuse
 - iv. Sexual Activity
 - v. Social Conscience
 - vi. Abuse
 - vii. Materialism
 - viii. Lawlessness
 - c.** Children achieving a balanced lifestyle
 - d.** Communication with the school environment
 - e.** Demonstrating active involvement in our school
 - f.** Demonstrating active support in the home
4. Trust and support
5. Speaking with One Voice
6. Guide to children's socialising
7. Spectator's Code of Conduct
8. A parents' pledge – celebrating the Triangle of Care

1. Introduction

We live in times of instability, of changing rules and consequences, of unravelling relationships. Times when boundaries have become blurred; where roles have changed; where pressures dramatically affect our lives and those of our children.

Against this background, and in the School's commitment to develop self-confident, resilient, well-balanced and educated students, we introduce the Parents' Charter. Although it is not easy to create a "one size fits all" Charter, as different parents participate differently in their child's home and school lives, you will find that certain aspects may or may not be applicable to you. Please bear with us.

Established tradition and growing our reputation as the school of choice requires goal setting a definition of expectations. We need to understand and agree with the role and relationship of the Triangle of Care within the school environment – Parent, School and Student.

Just as we have set documented standards for our teachers and students, so, too, we believe it is essential to do so for our parents. Common standard-setting and parental involvement will ensure that our children are of high calibre and moral fibre and that they have a value system that enables them to make decisions and act with wisdom and responsibility.

2. Why the need for a Parents' Charter?

The introduction of a Parents' Charter is gaining popularity across many independent educational institutions. A number of other schools across the country have also introduced such a document.

Their Charters, in essence, cover the same issues as ours – evidence that parents and schools are all facing and dealing with similar concerns and problems.

Without doubt, the overriding message is that, more than ever before, parents must play an active role in their children's development. The view that the school is paid school fees and is thus fully responsible to educate and discipline, to set all the rules and determine the consequences for students, is unfounded. A student spends a maximum of 14% of his/her school-going years at school.

Certainly the School's role is to do thus within the time spent at school, but it is equally our parents' responsibility to carry this through. Parents must instil the same discipline and standards, identify, correct and guide our charges in achieving right choices and outcomes.

Teachers cannot replace the love, nurturing, listening ear and advice of a parent. Children spend only some of their time within the school environment – the rest of their growing-up happen in the home environment and in other social contexts.

Within our School, we have the privilege of being able to create environments staffed by passionate teachers with sound value systems and altruistic goals. We need parents to reinforce teachings and to be an extension of the ethos of our School.

a. Parents' Rights

From the point of becoming a parent you should be involved in every step of your child's life. Parenting is a lifelong commitment.

The Right to Respect

You will be:

- treated fairly and equally
- treated with dignity
- treated without judgement or discrimination

The Right to Information

You will:

- receive timely information
- receive accurate information that will help you make informed decisions

The Right to Be Heard

You will:

- be listened to
- be understood
- get a response to your concerns

The Right to Assistance

You will have timely access to:

- assistance
- services
- supports

The Right to be Involved

You have the right to:

- have an active role in all areas of your children's lives
- participate in opportunities to make change

The Right to Safety and Security

You can expect:

- privacy and confidentiality
- safe physical environments

The Right to Appeal

You have the right to:

- know the process for review
- ask for change to any decision you have concerns about.

These rights shall apply to all parents.

3. Our Parents' Role:

a. As Role Models

Parents have the right to raise their children without discrimination on the grounds of the colour of their skin, their ethnic background, nationality, beliefs, gender or economic position. Parents have the duty to raise their children towards a sense of responsibility for each other and for a humane world.

The well-known adage "lead by example" has never been truer than in our experience of "leading" children. Children, young and old, are impressionable and will emulate your words and actions. Children believe that adults know right from wrong. Parents should at all times

remain figures of authority and role models of adult behaviour. Just as the teacher is the appointed leader of the classroom, the parent is the appointed leader in the home. If adults do not assume their leadership roles, we can be sure that one of the children will do so and chaos will reign!

Children, in behaviour, in stability, in confidence and in morality are, more often than not, a reflection of their home and parents. We urge you to teach them well, to instil family values, to talk to them, to be receptive and to be there for them. Replicate within your home the nurturing and caring environment that our School strives, continually, to establish.

b. Upholding of Moral and Legal Behaviour

Summerhill School supports the Bill of Rights in the South African Constitution. The Bill of Rights is the cornerstone of democracy in South Africa. It enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.

According to the Constitution, every child (a person under the age of 18) has particular rights (these can be viewed online at www.childrensrightscentre.co.za or www.constitutionalcourt.org.za) and we believe that it is the duty of the parents and the school to uphold them.

Two of the greatest dangers facing young people today, even from the early school grades, are: potential substance abuse (cigarettes, alcohol and drugs) and HIV/AIDS.

As parents, we believe "it won't happen to my child", but it can and does. We have reports of countless cases where children's lives are dramatically affected by the tragedy of both these threats.

Within the areas of sexual activity, alcohol and substance usage, parenting is particularly difficult. Both teachers and parents have a sober responsibility to train our young people to establish for themselves internal boundaries and to respect the boundaries we set. Sometimes we set too many boundaries, sometimes too few. Often, the discipline we apply is inappropriate. If we are too strict, we run the risk of alienation, rebellion or sometimes mindless compliance that does not help the child to cope when the constraints are no longer there and temptation crosses their path. Too lenient an approach, on the other hand, leads to irresponsible, self-destructive behaviour.

Substance abuse is recognised as one of the greatest health and social problems in South Africa. We urge you, once your child is of an age to understand the threats, to discuss these important issues within the home. At school, we shall continue to focus on education and guidance.

In today's world, it is not enough to talk superficially or infrequently about these matters. Be open and honest, be perceptive, be aware yourself and make your child aware of legal and life-changing consequences. Your child does not need another friend. He/she has many of these. **Your child needs a parent, someone to guide them, to set boundaries, to love them and to say NO when it is necessary.**

i. Alcohol

It is not legal for children under 18 to use alcohol, which remains, in South Africa, the most popularly abused drug. (It is estimated that 5,8% of the South African population over the age of 15 is dependent on alcohol and 23% of teenagers are binge drinkers).

We should model moderation for our children. We certainly do not recommend that alcohol-free beer/champagne should be made available to children. The power of suggestion is seductive and our children do not need any encouragement in this area.

Parents should start talking to their children about the use of alcohol from about the time that they enter the senior phase. Children talk to their peers about alcohol from quite a young age and are also exposed to ideas about alcohol through a variety of media. If you do not have input, their ideas will be determined by others who may not have their best interests at heart.

Be clear about your expectations regarding your child and his/her use of alcohol. As parents, you should agree on a common approach so that there are no mixed messages or the playing of one parent off against the other. Ensure that your child knows what your expectations are. Talk to your child. Do not wait until an unfortunate incident has occurred. Encourage your child to talk to you on an on-going basis and make it clear that, while you might disagree with some of the things they think or say, you value the opportunity to discuss issues regarding the consumption of alcohol. Really listening to your child will strengthen the bond between you.

Legalities:

No person may sell liquor to a person under the age of eighteen (18) years.

No person may give or supply liquor to a person under the age of eighteen (18) years or allow such a person to consume liquor, except in small quantities in the presence of such a person's parent or guardian.

A licensee may not allow a person under the age of eighteen (18) years or allow such a person to consume liquor on premises of which he or she is the licensee or which is under his or her control.

A licensee may not allow a person under the age of eighteen (18) years to be in a part of licensed premises in which such a person may not be in terms of this Act or in terms of a condition of the licence.

A person under the age of eighteen (18) years may not obtain or to consume liquor or to gain access to parts of licensed premises, which such person may not enter.

From "Teenagers and alcohol", produced by The Industry Association for Responsible Alcohol Use.

ii. Cigarettes

It is not legal for children under the age of 16 to use tobacco. Be aware that cigarette smoking is a primary stepping stone to abuse of other substances. It is also important for adults to note that in terms of the law it is illegal to smoke in "any motor vehicle when a child under the age of 12 years is present in the vehicle".

iii. Substance Abuse

It is not legal for persons of any age to use drugs (or controlled substances), unless medically prescribed or legally available over-the-counter. Even prescribed drugs are open to abuse.

CAT, Tik, Marijuana, Mandrax, Cocaine, Ecstasy, Pinks and LSD dominate the South African market, with the simultaneous use of Mandrax and Marijuana being widespread.

Our School policy states that children considered to be at risk may undergo drugs testing at school and we need the support of parents in this.

iv. Sexual Activity

Whilst the School stresses to our students, at an appropriate age, the dire consequences of unprotected sex, it is crucial that our parents reinforce the same message.

It is not legal to engage in sexual activity under the age of 16. Even at this age, few youngsters are emotionally mature enough for this experience. A most frightening aspect,

at whatever age, is the extremely high risk of youngsters contracting HIV/AIDS through sexual activity. The estimated number of deaths in South Africa due to AIDS by 2010 was 6,52 million. By now, there are millions more. There were an estimated 2 million orphans in SA in 2010 and we currently have around 1 200 death a day. According to the Sexual Offences Act passed on 20 December 2007, it is the duty of every adult in South Africa to report to the police, any known sexual abuse of children who are under the age of 18. Failure to make such a report could result in a five year prison sentence (even years later).

Pornography is another major worry where children are concerned as it is now readily available to them via technology. It is important for parents to understand that it is illegal for any child, under the age of 18, to be in possession of any form of pornography including items on cell phones or computers. According to the Sexual Offences Act of 2007 any child in possession of pornography will be criminally charged and could be sentenced to five years in jail!

v. Social Conscience

How do we bring up children to be caring in a generally uncaring world? Our children need to see their parents caring for others. By caring, one needs to go out of their way to do things for others without reward; such as:

- Visiting ill friends
- Dropping off a meal to a family in need
- Donating old toys and clothes to charity
- By encouraging and supporting School outreach projects
- By personally demonstrating community work
- By respecting and caring for the elderly

One needs to start with young children to ensure that we do not breed disconnected adults who shrug their shoulders and say: "Who cares?"

Nikki Bush 2009

vi. Abuse

In one way or another, we all live in a violent world. Violence surrounds our children in movies, TV shows and the news. There is violence in newspapers, magazines and books. Sometimes, there is violence in real life.

Our children cannot do anything to stop violence but they can begin to develop tools to help them cope with the variety of violence they experience in their world.

- Encourage them to talk.
- Monitor TV, internet use, cell phones, movie viewing and computer games and adhere to stipulated age restrictions where necessary.
- Let them read about how children have coped with violence in the past.
- Let them draw or write about their fears (journals, diaries).
- Discuss violent acts and help children to feel safe.

When dealing with violence, a parent's acceptance of what your child has to say needs to be in a manner that does not stop the dialogue. A parent's willingness to hear all of your child's thoughts and feelings is perhaps the greatest value to assisting a child to manage a difficult situation.

James Garsbarino 1993

vii. Materialism

It is so difficult for our children not to buy into the world branding game when they are quite literally being assaulted by "branding" information constantly. We are living with the most brand conscious generation in history due to constant media exposure. As a family, we need to assist our children to remember that the "family brand" should be the loudest and most appealing brand of all, so when children start to believe that to be happy, fulfilled, accepted and "cool". They must own or wear certain brands, parents need to teach them that "things" do not define them.. This can be achieved by:

- Celebrating the "who" and not the "what" a child is – encourage and praise positive personality traits and behaviour.
- As parents, one needs to role model a good self-image and self-esteem on *who* you are and NOT on what you own.
- Discuss branding messages objectively with your children.
- Allow children to pay for "branded" items from their own money, i.e.

Parents will pay the equivalent of the non-branded item and children pay the balance.

Nikki Busch – 2009

viii. Lawlessness

According to Forni “to learn how to be happy, we must learn how to live well with others and civility is key to that”. Civility has suffered a decline as a result of our fast-paced, technology-driven lifestyles and our culture of immediate gratification. A result of this decline in civility is the ever rising sense of lawlessness within society from breaking traffic rules to the taking of stationery from work. No human exists or functions in isolation and, as parents, we need to encourage our children to become responsible, honest and thoughtful citizens. Ensure that we demonstrate these traits and foster respect and tolerance or every individual.

Fleur de Villiers – 2010

c. Children and a Balanced Lifestyle

The philosophy of our School is to send forth children with balanced interests and a balanced lifestyle and to guide and teach the importance of maintaining a spread of interests and activities.

Within the environment of the School, we encourage participation in academic studies, sport, cultural and social activities. We believe that our parents play an equally important role in attaining balance within the home.

Identify your children’s interests, show enthusiasm and support, participate and encourage them. Too many children spend excessive time watching television or surfing the Internet which, with its easy access to undesirable sites, poses a considerable threat. Even cell phones allow children direct access to unsavoury material and persons. It is important that parents monitor and regulate their children’s usage of technology. Computers and TVs should be placed in high traffic areas in the home to facilitate this and there should be clear rules about what is allowed regarding cell phone use. Cell phones should be removed at bedtime to prevent children contacting each other in the middle of the night.

At a recent Independent Schools Association of Southern Africa (SASA) conference, reference was made to the often irreversible effects that technology can have on family life... “Electronics... are forcing people into more isolated units and the fundamental social skills required for the civil behaviour necessary for community living are breaking down. People are struggling to connect and relate, marriages are breaking down, and parenting is difficult.” We urge you to maintain a balance, encourage reading, learning and the growing of your children’s social and life skills. This is a crucial part of effective parenting.

d. Communication with the School Environment

It is essential for the development of our children, and for the early detection of problems, that both School and parents enjoy open lines of communication. We request that any problems relating to the School, per se, or to School activities, or to your child, be addressed directly with your child's teacher or, if they relate to more sensitive teaching issues, directly with the Principal or the Head of Academics. Please remember that if communicating in writing, anything of a sensitive nature should be forwarded in a sealed envelope, if not emailed.

Open communication is vital in ensuring that we achieve the best for all, that we maintain our personal, caring approach and enjoy a relationship of transparency. There is seldom a positive outcome where discussions are held with parties not empowered to solve the problem. "Car park" discussion and negative conversations within a social environment do nothing towards building trust or for "getting to the root of issues". It is not appropriate for a parent to discuss school staff problems with their children. Children cannot learn optimally if they hear, within their home environment, derogatory comments about their teachers.

It is requested, in the event of a difficult situation arising, that parents deal with teachers in a **respectful manner**. Losing tempers, shouting and derogatory comments are not conducive to a positive outcome for anyone. Our School is deeply committed to providing satisfactory resolutions to each and every person within the School body and we urge you to communicate freely. Our "transparent communication philosophy" is now, and will continue to be, fundamental to our growth and reputation.

For the safety and wellbeing of our children, all telephone calls are recorded.

e. Demonstrating Active Involvement in the School

Our belief in our School is that behind every successful child is a committed parent; a parent who is prepared to go the extra mile, and play an active role (no matter how small) within our extended family. Students love their parents to be involved. Not only does this provide a good example, but it demonstrates parental loyalty and interest in the School.

Active involvement in the School allows you to better understand the ethos, and to know the teachers and the parents of your child's friends. Involvement demonstrates commitment – it forges friendships, leads to a sense of belonging and contributes to a School body that speaks "with one voice".

A special note in active involvement in School sports: Encourage your child to strive to do his or her best – winning is not everything and good manners, civility and sportsmanship must be encouraged, with you, as parents, taking the lead. Coaching from the side-lines is not desirable as it confuses and often embarrasses the players. Acknowledge the value of team participation. Teach your children to be gracious in defeat and humble in victory. It is essential that each child spends at least 2 afternoons a week at school, participating in **school** extramural activities. (Please note that these are different from **paid** extramural activities). Many important lessons are learned on the playing fields and when children are members of a team.

f. Demonstrating Active Support in the Home

Continuity of standards and consistency in discipline are all important. It is confusing for a child to be reprimanded for behaving negatively in the School environment and have the same behaviour condoned within the home. Discuss behavioural standards with teachers and the Principal so that consistent discipline can be maintained.

Applying disciplinary measures for misdemeanours is never easy. What the School may view as serious, the parent may view as less serious. To address this, our School has a Code of Conduct & Student Guidelines Policy. We urge you to read this document and apply the same measures within the home context.

Parents may not always agree with the School's decisions and discipline. **It is, however, critical that parents do not undermine School disciplinary measures.** The alternative is confusion and uncertainty for your child. Mutual respect in all communications is vital between parents and the School.

With current curricula and the volume of work that must be covered, modern education methodologies include a fair amount of homework and projects. This will result in a "home-based" workload increasing through the grades.

Students require support and guidance in doing projects. No benefit by the student is gained, however, if the parents "do" the project. It is also easy for teachers to identify those more "professional" projects, especially where the student has little understanding of the content.

4. Trust and Support

Our School community embraces the concept of care and support. Please feel confident in discussing problems with us. Whenever possible, the School body is there to lend a helping hand. As professionals, our teachers guarantee confidentiality.

When teachers are fully and timeously informed of difficulties being experienced by a student, they are better able to provide the required support.

5. Speaking with One Voice

To achieve the best, to give our children the foundation, the stability and the fortitude they need to face the future – Summerhill School believes that School and parents must “speak with one voice”.

Parents and teachers have the privilege of taking your lives and moulding and guiding them. Each child is special. Children deserve the very best future that we, together, can give them.

Through speaking with one voice, establishing common goals, common support and a common approach, we can live the example and “walk the talk”.

The Prophet Kahlil Gibran, in speaking of children, spoke the wise words:

"You are the bows from which your children as living arrows are sent forth...

Let your bending in the Archer's hand be for gladness;

For even as He loves the arrow that flies,

So He loves also the bow that is stable."

6. Guide to Children's Socialising

The latitude given to children in socialising is, at the end of the day, up to parents – and the approach differs from family to family.

We believe that it is important to put forward the School's recommendations for your consideration. The School staff frequently identifies problems that arise out of peer pressure or ill-defined guidelines and we also know how “influential” children can be. High pressure placed on parents sometimes makes it difficult to say “no”!

At different ages, different issues come to the fore. Certain guidelines may be appropriate for your situation, others not.

Children reach different maturity levels at different times, so this will impact on the guidelines you choose to implement. You may wish to request your child's teacher or Class Parent to identify an interested group of parents and collaboratively discuss specific age-appropriate guidelines. These are called Parent Forums and have been found to be useful to many of our parents. It is also essential that parents attend the Parents' Orientation Meeting run by the class teacher at the beginning of the year. Not only are academic requirements explained but expectations regarding children's behaviour are discussed. It is also a good time to meet the parents of your child's classmates. It is often useful for parents to communicate when children attempt to pressurize and manipulate them with the eternal "Everyone else is going!"

Parties/Get-togethers/Sleepovers

The theme selected for parties should be thought through in terms of activities appropriate to children's ages. A fishing party, where hooks are used, can, for example, be dangerous and should be avoided for younger children. Unsupervised slip 'n slides have been the source of damaged necks and spines – again, extremely dangerous when unsupervised.

Children of all ages (including high school), must have parental supervision at parties. We strongly advise against get-togethers at which children are left unsupervised. Children need to know that responsible adults are around and are a presence.

Encourage your child to sleep over now and then at the homes of other trusted adults from the start of Grade 4. This will enable them to happily sleep over when this is required on school camps in January of Grade 4.

Children will experiment. Make it clear upfront that no illegal activities will under any circumstances be tolerated. This applies especially to children under the age of 18. If a child is caught bringing illegal substances to your party, be these drugs, cigarettes or alcohol, we suggest that you take the child to one side, express your dissatisfaction and insist that he/she phones his/her parents to fetch him/her. It will take just a few examples for our children to "get the message".

Set parameters in terms of where children may party. On large properties, make certain areas "out of bounds". If your child is going to a party, ensure, especially if you are not dropping/fetching yourself, that you contact the parents and check that adult supervision will be in place. Also confirm who is transporting your children.

Set time-lines. Do not give *carte blanche* to “come and go” as children please. Set a realistic time and have consequences for violations.

Set a dress code. Guide your child in terms of appearing attractive and reflecting good home values. Remember, provocative dress can place children in high-risk situations.

Be mindful of sleep-overs where boys and girls are together, especially as they get older. It is recommended that this should not be encouraged after Grade 4.

Going “Out”

Shopping centres are a popular place for children to gather. Older children, in groups, are probably fairly safe together. However, we recommend that younger children are never allowed to be in a shopping centre without supervision.

The same applies to movies. Children may need to visit the toilets and young children alone, no matter how good the centre’s security, are easily exposed to risk. In fact, even older children should be encouraged to use a “buddy” system.

It is alarming to hear that children are sometimes given a considerable amount of money and are dropped off “for the day” at a shopping centre. Even more concerning is the fact that they are sometimes dropped off alone, not even with a group of friends.

Whilst we want to encourage children to be independent, we do not believe that this achieves that objective.

Parent Pressure

We frequently hear the expressions:

- Everyone is going to be there
- Everyone in the class has a cell phone
- If I don’t have one – I’ll be “out”
- I’m meeting them there.

It is easy, as parents, to feel pressurized and to capitulate to children’s demands. They are often very good at “nagging” and “manipulation”. If you are unsure in such circumstances, we suggest that you phone the parents of a few of your child’s friends to verify information or to get a sense of how they feel about matters. Class Parents (Class Mom or Dad) are also a good source of contact. Parent Forums allow parents to set rules for socializing in the group context. If parents stand together on important issues, they will all feel less pressurized.

School Uniform

It is illegal and inappropriate for children to be in pubs at the best of times, especially if they are in school uniform.

Ideally, pupils should not be “socializing” wearing school uniform. However, where this is unavoidable, please ensure that the full school uniform is correctly worn.

Children should not be allowed to leave the school premises until they are correctly dressed.

On the Sports Fields

Please ensure that your children know the “do’s” and “don’ts” of good etiquette on the sports field. It is not appropriate to sing or chant derogatory songs, or to put the competition down in any way.

Running up and down the side-lines, shouting instructions to players and rudeness to the referee/umpire are not acceptable. (It is sometimes concerning that parents themselves behave in this manner!) Children need to be taught to thank the appropriate people, to clean up before leaving and, at all times, to display positive sportsmanship and behaviour. Parents sometime behave inappropriately after a match by shouting at their children, berating them for what they should or should not have done. This embarrasses children and can make them defiant and unwilling to play again.

7. Spectator’s Code of Conduct

At Summerhill we encourage all spectators to embrace the ethos of sport at our school. Whilst I completely understand the passion we have for our sport and our school, and the frustration we feel when we perceive officiating to be biased, unfair or incompetent, I would urge all our parents to act as role models to our children when they play, and to other spectators.

Although we expect students in sports’ teams to strive to win, we also recognise that matches develop individual skills and that participation should be an enjoyable experience for all. Sport is also about leaning the importance of a healthy lifestyle and the value of participation.

To this end, we would ask that all our spectators and supporters are mindful of the following:

- Respect the decision of the match official, even if it is wrong;
- Condemn bad language, rude behaviour and violence;

- Act as a positive role model to all young players;
- Be aware that the players are aware of verbal and emotional abuse and that it can, and often does, affect the standard of play;
- Accentuate the positive and do not point out the negatives or what a player or players have just done wrong - that is the job of the coach;
- Acknowledge good performances by players from both teams; irrespective of which team you are supporting;
- Remember that it is a game and serves as a learning experience for the players, whether they win or lose;
- Learning to lose with dignity is an important aspect of the development of a positive attitude and of the will to win.

Our spectator's code is consistent with the values we are trying to teach our children at Summerhill School.

"Victories teach you very little, it's getting through the defeats and tough times that make you a better person". - Heyneke Meyer

Thanks to the following sources:

Beaulieu Prep School Parents' Charter

[http://www.hamilton.ca/NR/rdonlyres/7E829CE6-E474-475D-87EE-](http://www.hamilton.ca/NR/rdonlyres/7E829CE6-E474-475D-87EE-5142B60FC924/0/Nov23EDRMS_n237091_v1_5_8__CS11094__Hamilton_Parent_Charter.pdf)

[5142B60FC924/0/Nov23EDRMS_n237091_v1_5_8__CS11094__Hamilton_Parent_Charter.pdf](http://www.hamilton.ca/NR/rdonlyres/7E829CE6-E474-475D-87EE-5142B60FC924/0/Nov23EDRMS_n237091_v1_5_8__CS11094__Hamilton_Parent_Charter.pdf)

https://www.um.edu.mt/__data/assets/pdf_file/0012/110235/Charter_of_Parents_Rights-EPA.pdf

A PARENT'S PLEDGE

CELEBRATING THE 3 CORNERS OF CARE

If the school is my child's teacher

So shall I be his guide.

If the school gives the gift of wings to my child

So shall I give him roots.

If the school is the fountain of knowledge

So shall I nourish.

For as my child learns and grows

My role is that of a parent who knows

That, just like my child, I have a part to play

In growth and nurturing from day to day.

To a school that was built on an ethic of care

Shall I add my commitment and be ever aware,

That to do his or her job and achieve great things

A teacher needs my support from the wings.

I shall walk the extra mile and actively give

My input and care so my child may live

A life of balance and growth every day

With the nourishment he or she needs at home and away.

I trust in our teachers to take the lead

Yet my help is needed in thought and in deed.

Student, teacher and parent – we are one team

Committed together to deliver the dream.

PARENTS' CHARTER

Please complete and return the reply slip below to the Admissions Secretary.



We, _____

Parents of _____ Grade _____

and _____ Grade _____

and _____ Grade _____

Confirm that we have read and understood the contents of the Parents' Charter booklet.

If there is anything we need to be explained or clarified, we will contact our child's Register Teacher directly.

Parent's Signature: _____

Parent's Signature: _____

Date: _____