



Forrest School

## **COMMUNICATION POLICY**

### ***STUDENTS - STAFF – PARENTS***

Forrest Primary School Communication Policy provides a framework for effective communication. This policy:

- promotes understanding and cooperative teamwork between parents/carers, staff and students
- encourages active participation of students, parents/carers and staff in effective communication
- streamlines communication by encouraging the use of appropriate mechanisms and channels of communication

This policy aims to engender a strong sense of community where staff, parents/carers and students can share ideas and knowledge in an inclusive environment that contributes to providing the best possible learning outcomes for our children.

To achieve this outcome both the intra and inter communication needs of members of the school community have been considered.

This is an evolutionary document and is subject to modification and enhancement as necessary.

The Forrest Primary School Communication Policy supports and is supported by the ACT Department of Education, Youth and Family Services Policy, Parents/carers/Carers as Partners in Schooling Policy, September 2001.

**RESPONSIBILITIES – EXECUTIVE**  
 Executive Team Meetings – Friday 8:15 am  
 Elected Team Representatives

**PRINCIPAL**

| <b>RESPONSIBILITY</b>       | <b>DUTIES</b>  | <b>COMMUNICATION</b>  |
|-----------------------------|--|---|
| School vision and goals     | Align school vision and goals with DET goals   | Liaise with Director of School Operations (Central) and School Board                                      |
| School Improvement Plan     | Align school improvement plan with DET Plans and Priorities  | Liaise with Director, School Board, All Staff   |
| School Policy Development   | Develop policies with staff.<br>Regularly review policies with all staff.  | Present to School Board for sanction.   |
| School Based Curriculum     | Develop and review school based curriculum with all teaching staff.  | Supervise the Curriculum Development Overview; present curriculum documents to School Board for sanction. |
| Student Welfare             | Develop and review student welfare policy and procedures with all teaching staff.  | Present to School Board for sanction of policy.   |
| Organisation and Management | Select and manage all staff.<br>Organise and arrange classes.<br>Manage use of building space and grounds.                           | Liaise with School Executive, Office Manager and BSO.   |
| Finance (SBM)               | Manage finances;<br>Manage contracts;<br>Manage maintenance of buildings and plant;<br>Manage assets<br>With Office Manager and BSO. | Liaise with School Office Manager and BSO.<br>Present to School Board for overview and approval.          |

## DEPUTY PRINCIPAL

| RESPONSIBILITY                         | DUTIES   | COMMUNICATION   |
|--|--|---|
| Student Welfare & Management           | Implement and manage Departmental and school policies.<br>Support Executive Teachers in the implementation of <i>Protocols for Student Management</i> .                                | Liaise with Departmental consultants and itinerant teachers, liaise with parents, coordinate management of students with teachers and parents.                                |
| Special Needs Team Coordination        | Plan, manage and keep records  | Liaise with Departmental consultants and itinerant teachers, liaise with parents, coordinate management of students with teachers and parents.                                |
| Curriculum Development and Planning    | Coordinate and manage curriculum documentation and plans as detailed on the <i>curriculum planning board</i> .<br>Manage Literacy and Numeracy Plans.<br>Coordinate Reporting Program. | Manage and maintain <i>curriculum planning board</i> .<br>Ensure new teachers are informed of Forrest School Based Curriculum.<br>Inform parents of reporting program details |
| Coordinator of School Improvement Plan | As detailed in School Improvement Manual   | Liaise with Departmental Officers, School Board, Staff and School Community   |
| Professional Development               | Plan and manage whole school and individual PD plans   | Draw up details of whole school annual PD and ensure all staff are informed of PD opportunities.  |
| Student Enrolments                     | Coordinate annual placement of students in classes, manage new enrolments  | Liaise with teachers and Front Office staff in placement and recording of student enrolments; liaise with parents of prospective enrolments.                                  |
| Special Education Students             | Coordinate student placement, coordinate Review and SCAN processes, manage STA's   | Liaise with Departmental consultants and itinerant teachers, liaise with parents, coordinate management of students with teachers and parents.                                |
| Staff Meetings                         | Manage agenda, rosters, minutes and follow-up  | Inform staff of arrangements.   |
| Relief Teachers                        | Organisation of relief roster among executive  | Ensure all staff know what to do about arranging relief.  |
| ACTAP TESTING                          | Coordinate testing program.  | Liaise with teachers and Departmental Officers  |
| Timetables and Rosters                 | Coordinate timetable for Release and rosters for Hall, Arts Block, Playground Equipment, Assembly  | Liaise with all staff to ensure timetables are correct and equitable.   |
| NSW Competitions                       | coordinate   | Liaise with organisers and with parents.  |
| Work Experience                        | Coordinate placement and liaise with HS's  | Liaise with HS's and teachers.  |

## EXECUTIVE TEACHER

| RESPONSIBILITIES                  | DUTIES   | COMMUNICATION   |
|-----------------------------------|--|---|
| TEAM LEADERSHIP                   | Immediate supervision and organisation of the team of teachers and STA's in team   | Meet regularly with team. Facilitate the planning of events. Ensure all needs of team are met. Visit classrooms and learning areas regularly. |
| STUDENT WELFARE & MANAGEMENT      | Implement social skills, protective behaviours and personal development programs.<br>Implement <i>Protocols for Student Management</i> .<br>Organise Mediators, SRC and Buddies programs   | Liaise with teachers, parents and Deputy  |
| CURRICULUM – support              | Coordinate planning of programs. Discuss programs with teachers and organise program overviews for parents.<br>Coordinate <i>three way interviews</i> and <i>learning journeys</i> .   | Discuss team programs and overviews with Principal and Deputy.  |
| PIPS TESTING (junior)             | Coordinate PIPS testing procedures; distribute and evaluate results.   | Discuss and evaluate results with Junior Team.  |
| TRANSITION                        | <b>PRESCHOOL – KINDER ORIENTATION</b><br>Coordinate the orientation of Kinder Children and their parents in the year prior to entering kindergarten.<br><b>HIGH SCHOOL – YEAR 6 ORIENTATION</b><br>Coordinate the orientation of Year 6 Children and their prospective High Schools Teachers in the year prior to entering Year 7. | Liaise with Pre-schools, Kindergarten Teachers and Parents.<br><br>Liaise with High School Year 7 Coordinators and Year 6 Teachers.           |
| PROFESSIONAL PATHWAYS SUPERVISORS | Arrange the required regular meetings with members of the team.<br>Foster a performance culture.   | Meet with members of the team at all stages of the process and ensure Pathways forms are completed and submitted to Principal.                |
| PROBATIONARY TEACHERS SUPERVISORS | Coordinate the establishment and meeting of panels; ensure mentoring and PD opportunities; arrange lesson observations; prepare reports.   | Liaise with the Principal and Workforce Management.   |
| PLAYGROUND ROSTER                 | Manage the playground roster.  | Liaise with teachers and ensure rosters are publicised.   |
| PRESERVICE TEACHERS               | Arrange placement, supervision and reporting of preservice teachers.   | Liaise with Universities, Executive and Teachers.   |
| JUNIOR AND SENIOR ASSEMBLIES      | Arrange rosters and coordinate Assemblies with team.   | Liaise with teachers; advise parents of Assembly awards.  |

## TEACHER

| RESPONSIBILITIES                  | DUTIES   | COMMUNICATION  |
|-----------------------------------|--|--|
| CURRICULUM                        | Plan and deliver developmentally appropriate programs for children in assigned class. Prepare program overviews for parents. Assess student learning. Prepare reports for parents on student learning achievements, including <i>three way interviews</i> and <i>learning journeys</i> .                                   | Liaise with Year Level Team in the planning and development of programs.<br>Liaise with parents, formally and incidentally, on their child's progress and development. |
| STUDENT RECORDS                   | Maintain records to manage, improve and monitor student learning.<br>As required complete:<br>Daily Attendance Roll;<br>Student Portfolios;<br>Leavers Form;<br>Absences Records.  | Liaise with Executive and Front Office Staff in maintaining student records.   |
| STUDENT WELFARE & MANAGEMENT      | Implement <i>Protocols for Student Management</i> .<br>Implement social skills, protective behaviours and personal development programs.   | Liaise with itinerant and consultant teachers, STA's, parents and Executive.<br>Participate in Special Needs Team Meetings as required.                                |
| TEAM PARTICIPATION                | Plan programs with Year Level Team.<br>Participate in Staff, Team and PLT meetings.  | Discuss plans, programs and overviews with Executive and PLT.  |
| PIPS TESTING: KINDERGARTEN        | Kindergarten teachers administer PIPS tests; evaluate results.   | Discuss results with K and Year 1 Teachers and Executive.  |
| ACTAP: YEAR 3 & YEAR 5            | Year 3 and Year 5 Teachers administer ACTAP; evaluate results.   |  |
| TRANSITION: KINDERGARTEN & YEAR 6 | <b>PRESCHOOL – KINDER ORIENTATION</b><br>Manage the orientation of Kinder Children and their parents in the year prior to entering kindergarten.<br><b>HIGH SCHOOL – YEAR 6 ORIENTATION</b><br>Manage the orientation of Year 6 Children and their prospective High Schools Teachers in the year prior to entering Year 7. | Liaise with Pre-schools, Kindergarten Teachers and Parents.<br><br>Liaise with High School Year 7 Coordinators and Year 6 Teachers.                                    |
| PROFESSIONAL PATHWAYS             | Prepare a Pathways Plan and participate in the required regular meetings with Executive.   | Meet with Executive at all stages of the process and ensure Pathways forms are completed and submitted to Executive.   |
| PLAYGROUND DUTY                   | Carry out playground duty as required.   | Liaise with Executive concerning Roster and Playground incidents.  |
| PROBATIONARY TEACHERS ADVISORS    | Offer support, mentoring and PD opportunities to probationary teachers.  | Liaise with Executive Coordinator  |
| PRESERVICE TEACHERS               | Offer support, mentoring and PD opportunities to preservice teachers.  | Liaise with Executive Coordinator  |

## FORREST PRIMARY SCHOOL – STAFF TO STAFF COMMUNICATION

| MECHANISM  | PURPOSE   | ACTION  | FREQUENCY  |
|--|---|---|--|
| <b>Staff Meeting</b>   | Whole of teaching staff: <ul style="list-style-type: none"> <li>▪ communication</li> <li>▪ decision making</li> <li>▪ professional development</li> <li>▪ profession dialogue/sharing</li> <li>▪ consultation</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Agenda available for staff input</li> <li>▪ Items indicate topic +approx time</li> <li>▪ Chair/Scribe shared – Term roster displayed</li> <li>▪ Responsibility for all staff members to attend, participate and contribute</li> <li>▪ Reports: sharing of information from School Board, P&amp;C, OH&amp;S, SCR etc.</li> <li>▪ Acknowledgement – celebrating achievement</li> </ul> | <ul style="list-style-type: none"> <li>▪ weekly</li> </ul>   |
| <b>Team Meetings</b>   | Teaching teams: <ul style="list-style-type: none"> <li>▪ professional dialogue</li> <li>▪ sharing and support</li> <li>▪ cooperative planning/programming</li> <li>▪ communication</li> <li>▪ decision making</li> <li>▪ organisation</li> </ul>  | <ul style="list-style-type: none"> <li>▪ shared input and decision making</li> <li>▪ venue shared between teaching locations – to facilitate sharing of classroom organisation/ideas etc.</li> <li>▪ ensure all teaching staff included in a team meeting process (eg ESA/LA/Teacher; Teacher; Librarian; LOTE teacher)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Weekly</li> <li>▪ Can be determined by necessity</li> </ul>                                   |
| <b>Executive Meeting</b>   | <ul style="list-style-type: none"> <li>▪ School organisation</li> <li>▪ Long term/short term planning</li> <li>▪ Monitoring whole school operation</li> <li>▪ Implementation of Departmental Directives</li> <li>▪ Problem solving</li> <li>▪ Delegation of responsibilities/leadership for specific tasks</li> </ul> | <ul style="list-style-type: none"> <li>▪ Elected representatives from Junior, Senior and Support Teams attend.</li> <li>▪ support needs identified – for programs, activities, students staff activities etc</li> <li>▪ unaddressed items deferred to follow-up meeting – time to be jointly determined</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Weekly</li> <li>▪ Friday 8:15 am</li> </ul>   |
| <b>Daily News</b><br><br><b>Electronic Communication</b>                     | <ul style="list-style-type: none"> <li>▪ Notices for the day</li> <li>▪ Timetable changes</li> <li>▪ staff absences</li> <li>▪ staff requests/enquiries</li> <li>▪ Professional and Personal notices</li> <li>▪ All Staff Alerts</li> </ul>   | <ul style="list-style-type: none"> <li>▪ open to all staff for input</li> <li>▪ enter items before 9.00am</li> <li>▪ print clearly, in black biro</li> <li>▪ communication</li> <li>▪ notices to students</li> <li>▪ distribution ASAP</li> <li>▪ staff responsibility – to check as soon as possible – to follow up as appropriate</li> </ul>  | <ul style="list-style-type: none"> <li>▪ daily</li> </ul>  |
| <b>Special Needs Team Meeting</b><br><br><b>Student Welfare Team Meeting</b> | Forum to <ul style="list-style-type: none"> <li>▪ highlight student needs</li> <li>▪ identify/address issues</li> <li>▪ identify/discuss possible solutions/support mechanisms</li> <li>▪ review – follow up actions</li> </ul>   | <ul style="list-style-type: none"> <li>▪ open to all staff – re membership, attendance, input</li> <li>▪ Core membership: Principal, DP, Counsellor, LA, ESL.</li> <li>▪ Staff requests for support/advice for individual students</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Weekly</li> <li>▪ Tuesday 8:15 am (Organised on a Day Counsellor is in attendance)</li> </ul> |

## FORREST PRIMARY SCHOOL – STAFF TO STAFF COMMUNICATION

| MECHANISM                                       | PURPOSE  | ACTION   | FREQUENCY   |
|---|--|--|---|
|   |  | <ul style="list-style-type: none"> <li>▪ Requests recorded on Referral form</li> <li>▪ relevant teacher invited when particular student's needs being discussed</li> <li>▪ meetings minuted – distributed to members</li> </ul>  |   |
| <b>Administrative Staff Meeting</b>             | <ul style="list-style-type: none"> <li>▪ Identify immediate priorities</li> <li>▪ Identify tasks – share workload as appropriate</li> <li>▪ Facilitate multi-skilling</li> <li>▪ Joint problem solving</li> <li>▪ Facilitate communication</li> </ul>  | <ul style="list-style-type: none"> <li>▪ To include all Office Staff/SA2s – BSO at regular intervals</li> <li>▪ identified meetings to include Principal</li> <li>▪ Principal to communicate whole-school issues – address/communicate Admin Staff issues – problem solve</li> </ul>   | <ul style="list-style-type: none"> <li>▪ fortnightly</li> </ul>   |
| <b>Professional Pathways</b>                    | <ul style="list-style-type: none"> <li>▪ Professional support</li> <li>▪ Professional dialogue</li> <li>▪ Supporting continuous improvement</li> <li>▪ Identifying and facilitating Professional Development opportunities</li> <li>▪ Career path planning</li> </ul>                                  | <ul style="list-style-type: none"> <li>▪ Executive staff member identified as mentor – support person</li> <li>▪ Formal/informal meetings to plan/support and evaluate pathway progress</li> <li>▪ Staff prepare/present documentation prior to formal meeting times</li> <li>▪ Refer to Professional Pathways documentation – in DECS</li> <li>▪ Report to Principal when processes completed</li> <li>▪ Principal to advise Department – processes completed, relevant status</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ongoing – throughout year and beyond</li> <li>▪ Formal meetings – Planning Stage, Mid Cycle Review, Summative end-of-year</li> </ul> |
| <b>Principal / Staff Individual discussions</b> | <ul style="list-style-type: none"> <li>▪ Career path planning</li> <li>▪ Expressions of interest in class arrangement for the following year</li> <li>▪ Suggestions for improving educational and organisational arrangements</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Principal to take note of staff intentions for the following year for staff recruitment</li> <li>▪ Principal to take note of staff expressions of interest and to accommodate as much as possible</li> <li>▪ Principal to discuss improvement suggestions with Executive and Office Manager</li> </ul>  | <ul style="list-style-type: none"> <li>▪ mid-year and end of year</li> </ul>  |
| <b>Social</b>                                   | <ul style="list-style-type: none"> <li>▪ Building sense of community</li> <li>▪ Supporting cohesiveness – social interaction</li> <li>▪ Balancing life and work</li> <li>▪ Encouraging relaxation</li> <li>▪ Appreciating, acknowledging, encouraging, celebrating – in a different context</li> </ul> | <ul style="list-style-type: none"> <li>▪ Social committee set up at beginning of each year</li> <li>▪ All staff members can suggest opportunities</li> <li>▪ All staff members encouraged to support if convenient</li> <li>▪ All staff members advised of social gatherings – eg ad hoc arrangements for Friday afternoon gatherings</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Special activities – eg shows, theatre bookings</li> <li>▪ Dinners, breakfasts, morning teas</li> </ul>                              |

## PARENT/CARER COMMUNICATION

| MECHANISM   | PURPOSE  | ACTION  | FREQUENCY  |
|---|--|---|--|
| <b>Suggestion Box</b>   | <ul style="list-style-type: none"> <li>▪ To give parents/carers the opportunity to make comments and give suggestions</li> <li>▪ Anonymous element if necessary</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Ensure parents/carers are aware of the suggestion box</li> <li>▪ Regularly encourage comments via the</li> <li>▪ Showcare good suggestions received</li> </ul>   | <ul style="list-style-type: none"> <li>▪ ongoing</li> </ul>  |
| <b>Homework – Parent/Carers section for signature and/or comment</b>    | <ul style="list-style-type: none"> <li>▪ to provide parents/carers with the opportunity to comment on or enquire about child's work</li> </ul>   | <ul style="list-style-type: none"> <li>▪ homework sheets to include section for parent/carer signature and/or comment</li> </ul>  | <ul style="list-style-type: none"> <li>▪ weekly</li> </ul>   |
| <b>Parent skills/interest assistance list</b>                           | <ul style="list-style-type: none"> <li>▪ to provide class teachers/the school with information about parent/carer skills and interests which they offer to share</li> <li>▪ class teachers/the school are able to approach relevant parents/carers on this list</li> </ul> | <ul style="list-style-type: none"> <li>▪ parents/carers informed of the voluntary Parent/Carer skills/interests assistance scheme.</li> <li>▪ follow-up of the above with explanatory note together with checklist of skills/interest for parents/carers to fill out if prepared to volunteer for the scheme</li> </ul>   | <ul style="list-style-type: none"> <li>▪ beginning of each semester, as appropriate</li> </ul>         |
| <b>Parent Sharing Meeting</b>   | <ul style="list-style-type: none"> <li>▪ parents/carers to share their understanding of their child, their expectations and concerns</li> </ul>  | <ul style="list-style-type: none"> <li>▪ school to inform parents/carers of the nature of this meeting, the dates and times available for bookings</li> <li>▪ parents/carers to complete students skills &amp; interest form</li> <li>▪ parents/carers to reply with suitable date and time</li> <li>▪ meeting time confirmed</li> <li>▪ teachers to record relevant points – follow-up as necessary</li> </ul> | <ul style="list-style-type: none"> <li>▪ annual</li> <li>▪ beginning of year</li> </ul>                |
| <b>Mid Year Reporting Process</b><br>▪ written report interview meeting | <ul style="list-style-type: none"> <li>▪ parents/carers informed of child's process</li> <li>▪ what parents/carers can do to support child's learning</li> <li>▪ parent:teacher sharing of issues, ideas, strategies etc</li> </ul>  | <ul style="list-style-type: none"> <li>▪ mid year Report prepared – structured to complement an interview</li> <li>▪ report sent to parents/carers prior to interview – to assist in preparation for meeting</li> <li>▪ parent/carer brings Report to interview – for discussion and explanation</li> </ul>   | <ul style="list-style-type: none"> <li>▪ mid year</li> </ul>   |
| <b>Front Office Staff</b>   | <ul style="list-style-type: none"> <li>▪ a point of contact for parents/carers if they are unable to access a teacher</li> </ul>   | <ul style="list-style-type: none"> <li>▪ information from parents/carers passed on to Staff Notice Board.</li> <li>▪ or passed on personally as necessary</li> </ul>  | <ul style="list-style-type: none"> <li>▪ ongoing</li> </ul>  |
| <b>Term Letters to Parents/Carers</b>                                   | <ul style="list-style-type: none"> <li>▪ to inform parents/carers of class organisation, activities planned for the term – curricula or otherwise</li> </ul>   | <ul style="list-style-type: none"> <li>▪ class teachers to write according to the Staff Information Handbook guidelines</li> <li>▪ to distribute to all students</li> <li>▪ include a General timetable – updated</li> </ul>  | <ul style="list-style-type: none"> <li>▪ as close as possible to the beginning of each term</li> </ul> |
| <b>School Board</b>   | <ul style="list-style-type: none"> <li>▪ elected parents/carers and school community representative to be involved in policy decision making process – together with school representatives</li> </ul>   | <ul style="list-style-type: none"> <li>▪ School Board members to meet regularly</li> <li>▪ To provide progress reports to the community via the Newsletter</li> <li>▪ To provide Board Reports to P&amp;C Meetings</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Monthly, or as necessary</li> </ul>                           |



## PARENT/CARER COMMUNICATION

|  |   |   |  |
|--|---|---|--|
| <b>Parent/Carer involvement in school activities – Excursions/Assemblies etc</b> | <ul style="list-style-type: none"> <li>▪ To build mutual understanding and support</li> <li>▪ To build partnerships in learning</li> <li>▪ To enhance students' understanding and appreciation of the shared role of learning between parents/carers and the school</li> <li>▪ To encourage and facilitate parent participation and support of their child in school events, eg Carnivals, special Focus days etc.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Class teachers inform parents/carers of opportunities for involvement</li> <li>▪ Opportunities for involvement outlined in Newsletter as and when appropriate</li> <li>▪ Assembly dates and times published in the Newsletter</li> <li>▪ Advance notice of carnivals including schedules – to encourage/support parent involvement/attendance</li> <li>▪ Include invitation for parent involvement/attendance in all parent communication</li> <li>▪ Advance notice of camps/camp costs for family budgeting purposes</li> </ul> | <ul style="list-style-type: none"> <li>▪ Term letters beginning of each term</li> <li>▪ Individual letters as appropriate</li> <li>▪ In weekly newsletter as appropriate, with explicit invitation to parents/carers to attend</li> <li>▪ Provide activity timetable as early as possible</li> </ul> |
| <b>Parent/Carer Assistance Training</b>  | <ul style="list-style-type: none"> <li>▪ To provide parents/carers with skills to assist their children, eg in reading, writing, maths</li> <li>▪ To provide parents/carers with skills to assist in classroom programs</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Parents/carers advised in Newsletter and or/letter</li> <li>▪ Sessions coordinated by LA team</li> </ul>   | <ul style="list-style-type: none"> <li>▪ In first term or when considered appropriate</li> </ul>   |
| <b>Open invitation for parents/carers to approach staff</b>                      | <ul style="list-style-type: none"> <li>▪ To support the shared role in learning</li> <li>▪ To promote open communication</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Explained in each Term letter</li> <li>▪ Included in the Newsletter</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Ongoing</li> </ul>  |
| <b>P&amp;C Meetings</b>  | <ul style="list-style-type: none"> <li>▪ To provide ongoing opportunities for every parent/carers to be involved in the operation of the school</li> <li>▪ To provide opportunities for input into procedural issues, social events, fundraising</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Meeting dates and times published in the Newsletter</li> <li>▪ Agenda for meetings published in the Newsletter</li> <li>▪ P&amp;C reports published in the Newsletter</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Meetings held 4<sup>th</sup> Monday of the Month</li> </ul>   |
| <b>Informal/Social Occasions</b>   | <ul style="list-style-type: none"> <li>▪ To build goodwill and relationships between staff and parents/carers</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Facilitated through P&amp;C activities</li> <li>▪ Facilitated and supported by staff and parents/carers</li> </ul>   | <ul style="list-style-type: none"> <li>▪ When possible</li> </ul>  |
| <b>Parent/Staff Committees</b>   | <ul style="list-style-type: none"> <li>▪ Parent/staff collaboration</li> <li>▪ Parent input into relevant school matters</li> <li>▪ Utilising parent expertise and interests for school organisation and improvement</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Participation – expression of interest explained and notified in Newsletter and at P&amp;C meeting</li> </ul>  | <ul style="list-style-type: none"> <li>▪ As required</li> </ul>  |
| <b>Personal Information</b>  | <ul style="list-style-type: none"> <li>▪ Information on student's health, contact in emergencies</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Departmental card to be sent</li> <li>▪ Parents/carers to ensure information is updated as changes occur – to inform the Front Office staff so that updates can be noted</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Annual update</li> <li>▪ On enrolment</li> <li>▪ Immediate parent updates re changes</li> </ul>   |

## PARENT/CARER COMMUNICATION

|   |  |   |   |
|---|--|---|---|
| <b>Learning Journeys and special Focus Days</b> | <ul style="list-style-type: none"> <li>▪ Enables students to articulate their learning – to instil a sense of pride in their achievements</li> <li>▪ To involve parents/carers in their child’s learning</li> <li>▪ To give parents/carers an understanding of the classroom learning program</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Teachers prepare students to be able to articulate their learning</li> <li>▪ Learning Journey schedule displayed or distributed to parents/carers on arrival to indicate their role/student’s role in the event</li> <li>▪ Advance notice to enable parent participation</li> <li>▪ Schedule of events distributed via Newsletter/Noticeboard</li> </ul> | <ul style="list-style-type: none"> <li>▪ Learning Journeys – at least annually</li> <li>▪ Focus Days – as arranged</li> </ul> |
| <b>Homework</b>                                 | <ul style="list-style-type: none"> <li>▪ To provide students the opportunity for independent work/study; to assist the development of personal organisational skills/time organisation; consolidation of skills/learning, etc.</li> <li>▪ To involve parents/carers in their child’s learning</li> <li>▪ To give parents/carers an insight into classroom learning</li> </ul>    | <ul style="list-style-type: none"> <li>▪ Students receive an outline of homework assignments required</li> <li>▪ Homework activities should consolidate/extend the work/learning being undertaken in the classroom</li> <li>▪ Reading is always a valued part of homework activities</li> <li>▪ Parent responses to Homework encouraged – eg if too difficult etc</li> </ul>                      | <ul style="list-style-type: none"> <li>▪ Weekly, or</li> <li>▪ To fit in with camps etc</li> </ul>                            |
| <b>End of Year Report</b>                       | <ul style="list-style-type: none"> <li>▪ To provide a comprehensive overview of each child’s progress for the year</li> <li>▪ To indicate areas needing improvement and consolidation</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Sent to parents/carers at the end of Term 4</li> <li>▪ Provision for parent interview if considered necessary</li> </ul>   | <ul style="list-style-type: none"> <li>▪ End of year</li> </ul>   |
| <b>Informal meetings</b>                        | <ul style="list-style-type: none"> <li>▪ To discuss anything relating to an individual child or parent</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Arranged through the Front Office</li> <li>▪ Arranged through direct contact with teacher or via a letter</li> <li>▪ ‘doorway interviews’ should be avoided while teacher is teaching – re disruption to children and teaching</li> </ul>  | <ul style="list-style-type: none"> <li>▪ As required</li> </ul>   |
| <b>Assemblies</b>                               | <ul style="list-style-type: none"> <li>▪ Opportunity to strengthen home/school partnership/understanding</li> <li>▪ To foster the role of parents/carers in their child’s learning/school life</li> <li>▪ To provide an opportunity for parents/carers to share in their child’s school life – often an occasion for confidence and self esteem building for students</li> </ul> | <ul style="list-style-type: none"> <li>▪ Attendance to be encouraged and dates advised through the Newsletter</li> <li>▪ Encourage use of class notes to advise parents/carers of class involvement in assemblies</li> </ul>  | <ul style="list-style-type: none"> <li>▪ weekly</li> </ul>  |

## PARENT/CARER COMMUNICATION

|  |  |  |   |
|--|--|--|---|
| <b>Forrest News</b>  | <ul style="list-style-type: none"> <li>▪ To keep parents/carers informed of school activities</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Composed by staff with input from students and parents/carers</li> </ul>  | <ul style="list-style-type: none"> <li>▪ weekly</li> </ul>                                |
| <b>Notice Boards</b>   | <ul style="list-style-type: none"> <li>▪ To keep parent/carers informed of school activities</li> <li>▪ Form of communication between staff/parents/carers and parents/carers:parents/carers</li> </ul>        | <ul style="list-style-type: none"> <li>▪ Maintain existing Community Notice in front foyer and consider purchase and placement of external notice board</li> <li>▪ Person/s to be allocated responsibility for update and monitoring of noticeboard content</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Ongoing</li> </ul>                               |
| <b>School Website</b><br><br><a href="http://www.Forrestps.act.edu.au">http://www.Forrestps.act.edu.au</a> | <ul style="list-style-type: none"> <li>▪ A means of communicating to both the school and wider community a comprehensive overview of school at Forrest Primary School</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ To comply with Department Guidelines eg               <ol style="list-style-type: none"> <li>1. privacy, privacy statements</li> <li>2. copyright notice</li> <li>3. no identifying information, excursion/events information etc</li> </ol> </li> <li>▪ All Website content under direction of the Principal</li> <li>▪ Person/s to be allocated responsibility for upkeep of Website</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ongoing</li> </ul>                               |
| <b>Kindergarten preparation process</b>  | <ul style="list-style-type: none"> <li>▪ To inform potential parents/carers about Forrest Primary School</li> <li>▪ To facilitate the successful transition between Preschool and Primary schooling</li> </ul> | <ul style="list-style-type: none"> <li>▪ Transition Information distributed to all surrounding Preschools/Childcare centres</li> <li>▪ Kindergarten Information Handbook updated and distributed to new parents/carers</li> <li>▪ Kindergarten Information Evening organised</li> <li>▪ Orientation sessions organised for new Kindergarten students</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Annually</li> <li>▪ Term 3 and Term 4</li> </ul> |

## FORREST PRIMARY SCHOOL – STUDENT COMMUNICATION

| <b>MECHANISM</b>  | <b>PURPOSE</b>  | <b>ACTION</b>  | <b>FREQUENCY</b>  |
|---|---|--|---|
| <b>Whiteboard in staffroom, Daily News, Assemblies.</b> | <ul style="list-style-type: none"> <li>▪ Notices for the day or forward notices eg. Meeting times for Library monitors, Sporting notices etc</li> <li>▪ Reminders – eg return of notes, wearing of appropriate sun protection hats</li> </ul>   | <ul style="list-style-type: none"> <li>▪ enter items before 9am</li> <li>▪ print clearly, in black biro</li> <li>▪ distribution ASAP</li> <li>▪ staff responsibility – to check as soon as possible – to read out to students</li> </ul>   | <ul style="list-style-type: none"> <li>▪ daily</li> </ul>                         |
| <b>SRC</b>  | <ul style="list-style-type: none"> <li>▪ Student input into school matters</li> <li>▪ Joint problem solving</li> </ul>  | <ul style="list-style-type: none"> <li>▪ representatives bring class ideas, decisions etc to meetings</li> <li>▪ facilitated by teacher, but run by students</li> <li>▪ minutes taken and distributed to class teachers and student representatives</li> </ul>   | <ul style="list-style-type: none"> <li>▪ fortnightly</li> </ul>                   |
| <b>Class Meetings</b>                                   | <ul style="list-style-type: none"> <li>▪ discussion of class issues</li> <li>▪ discussion of school issues</li> <li>▪ issues receiving general agreement to be taken to SRC</li> <li>▪ class issues to be joint responsibility of teacher and all members of class</li> </ul>   | <ul style="list-style-type: none"> <li>▪ led by students</li> <li>▪ organised to facilitate the inclusion of all students</li> <li>▪ giving all students the opportunity to have their say and be heard</li> <li>▪ agenda to include discussion of points from SRC meetings plus items brought up by the class.</li> <li>▪ deliberations and outcomes to be recorded</li> <li>▪ relevant outcomes to be taken to SRC</li> </ul>    | <ul style="list-style-type: none"> <li>▪ weekly</li> </ul>                        |
| <b>Assemblies</b>                                       | <ul style="list-style-type: none"> <li>▪ opportunity for whole school involvement</li> <li>▪ sharing of class/school happenings</li> <li>▪ notices from SRC etc</li> <li>▪ sharing with parents and school community members</li> <li>▪ opportunity for students from all classes to gain public speaking experience</li> </ul> | <ul style="list-style-type: none"> <li>▪ led by students/or student Council</li> <li>▪ classes take turns to organise and lead i.e. students from all classes given public speaking opportunities</li> <li>▪ opportunity for other classes to present items if time available.</li> <li>▪ appropriate conduct at Assemblies – consideration for speakers etc – appropriate to audience behaviour in similar situations.</li> </ul> | <ul style="list-style-type: none"> <li>▪ whole school</li> <li>▪ split</li> </ul> |