



Connells Point Public School

Communication Procedures



Rationale

Educational outcomes for students are enhanced when there are positive relationships between home and school. It is the responsibility of the school to promote and facilitate harmonious relationships through effective, open and timely communication, ensuring that parents/carers are well-informed. The school's procedures align to *Department of Education* policy and inform decision making and practices at the school level.

Aim

The school's aim is to develop clear communication that fosters a strong community network and supports student learning. The school also aims to provide information to:

- outline the ways information will be communicated by the school to the community
- suggest the most suitable avenues for parents/carers to communicate with the school

Communication about class and school events

- the school newsletter (*The Connells Pointer*) is sent home to families fortnightly
- Years K-4 class updates are made regularly through the *SeeSaw* app
- Years 5 and 6 class information is made available through *Google Classroom*
- the Connells Point *enews* app provides daily updates and important information for families
- staff respond to written/email or phone communication from parents/carers within 3 working days
- permission notes and/or important information is made available to families through School Bytes or as a hard copy (as required)
- the school *Facebook* page promotes key events and initiatives

*It is a *Department of Education* and school requirement that students have parental permission in order to have their image included in any communication platforms.

*The school will only use a child's christian name, first initial of his/her surname and class in any communication platforms. The child's full surname is not published.

Communication about student achievement

- each child receives two written reports each year (Semester 1 and Semester 2)
- the school hosts parent teacher interview evenings each year (Term 1)
- staff make themselves available for informal or formal meetings to discuss a child's progress with parents/carers – parents are required to contact the office so that a mutually agreeable time can be made for formal interviews
- parents with a child in Years 3 and 5 receive a copy of their child's National Assessment Program Literacy and Numeracy (NAPLAN) report
- the school publishes relevant performance and growth data through its communication platforms for external assessments (NAPLAN, Check in Assessment)

- parents whose child receives a Personalised Learning and Support Plan (PLaSP) will receive regular updates on their child's progress both informally and through review meetings that are scheduled each term or as required

Communication regarding student behaviour and incidents

- student behaviour is managed in line with the school's **behaviour management system**.
- negative behaviours will be communicated to parents/carers using phone calls
- negative behaviours may result in a child receiving a reflection meeting (as per the school's behaviour management system)
- for serious and/or ongoing negative behaviours, parents/carers may be requested to come to the school to participate in a formal meeting
- the school will issue a formal caution or suspension for significant or ongoing behaviour concerns. For ongoing behaviour concerns, the school will have detailed records of incidents and evidence that communication has taken place with the family before a suspension is issued
- the school will prioritise formal and informal meetings and/or phone discussions with families as a means of addressing behaviour concerns and to develop support/intervention plans that have shared input from the school and family
- where a child is a 'victim' in an incident, the family will be notified
- where an incident has occurred, but time is required to investigate and reach a resolution, the families of students involved in the incident will be notified so that they understand the school is aware and is working through the matter

Additional information for parents is available at the *Department of Education's* 'Behaviour and Engagement' site at <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents>

Informal communication during the school day

Teaching staff will always greet and acknowledge parents before and after school, however, they are not able to participate in discussions about children while supervising their students. Parents are required to arrange a suitable meeting time with the teacher if they wish to discuss matters pertaining to their child. Scheduled meetings ensure that discussions remain private and allow adequate time for teachers to prepare for the meeting if required.

If an issue arises with a child throughout the day that teaching staff consider to be important, the school will communicate their concerns promptly to the parent/caregiver, whether face to face or by phone on the day that the incident/event occurred. A follow up meeting to discuss a matter in greater depth can then be arranged afterwards as required. Such incidents may be behavioural, academic, social/emotional or related to a disclosure.

There will be occasions where the principal or executive staff may engage with a parent through email where there is a specific follow up required at an executive level. All written communication between executive staff and parents will only relate to professional matters.

School supervision hours

Students are supervised by staff between the hours of 9am and 3:40pm. Students not collected by 3:40pm are sent to the office to be supervised while parents/carers are contacted. Students who are walking home after school are required to leave the playground as soon after the bell as possible. Unsupervised students are not permitted to use the playground equipment/facilities after the bell. These are strictly for the use of students who are involved in structured and supervised after school programs.

Communication regarding students with additional needs

Children with identified learning needs and those living in an **out of home care** arrangement will work from a Personalised Learning and Support Plan (PLaSP), developed in consultation with parents, carers and external agency staff as required.

Aboriginal and Torres Strait Islander students will work from a Personalised Learning Pathway (PLP), which is also developed in consultation with parents, carers, external agency staff and community representatives as required. These documents are regularly reviewed and updated in consultation with families. Review dates will vary and are dependent on the learning goals within each plan and the time taken by each individual student to achieve their identified goals.

Health care plans

A health care plan is developed for any child with an identified medical need. The plan is developed in consultation with the family and health care professionals. Plans are clearly communicated to staff to ensure that there is a collective care for identified students and a shared responsibility when responding to the medical needs of students. Health care plans are reviewed annually or as a child's circumstances change. The following strategies are in place to support students with medical needs:

- updated plans are printed for the office, class teacher and all staff who directly work with the student
- additional training/support is provided to SLSOs and staff directly working with a student where his/her medical needs may require a specific set of actions to be implemented
- all staff are made aware of students with significant medical needs through administrative and stage/team meetings to ensure that all staff are aware of the child/children (especially for supervision at sport, assemblies, the playground, excursions, etc)

Communication of the School Improvement Plan (SIP) and annual reporting

The school's Strategic Improvement Plan identifies the school's strategic directions and key initiatives for the current planning cycle. The plan is developed in consultation with staff, students and community and is approved by the *Director Educational Leadership*. The plan can be accessed through the school's website at <https://connellspt-p.schools.nsw.gov.au/>

The school's annual report is developed in Term 1 each year. Staff will contribute to the report based on their roles and responsibilities across the school. The school's Annual Report can be accessed on the school website.

Communication with external agencies

Matters regarding the alignment of external agencies with students/families within the school are discussed at the school's Diverse Learning Team meetings. Decisions regarding timetabling, the frequency of school visits and the nature of these visits is negotiated between the Diverse Learning Team and the child's teacher. The school keeps records of interactions with external agencies in order to review their impact and inform future planning. The school will also liaise with Department resources including the *Delivery Support Team, Assistant Principal Learning and Support* and behaviour specialists to support program and strategy planning as required.

External agency staff are welcome to visit students at the school where they are completing observations or running a program that needs to be completed on the school grounds (ie, social/friendship program). Where possible, families are asked to arrange ongoing/ longer term appointments with external agencies outside school hours. The school will deny the opportunity for external agency staff to work on the school site if it is not seen as necessary or is disruptive to other students or the teacher.

School and community partnerships

The school utilises a variety of methods for maintaining close partnerships with parents and the broader community. These include:

- P&C meetings
- School Council meetings
- Parent forums and feedback sessions
- providing invitations for parents/carers to engage with the school for special events
- providing opportunities for parents/carers to assist as 'helpers' at sporting carnivals
- inviting parents/carers to fortnightly assemblies and the annual Presentation day event
- asking parents/carers to contribute to classrooms as parent helpers, sharing their expertise with students, etc
- providing opportunities for parents to informally engage with both the staff and other parents through such events as the Father's Day Breakfast, Welcome BBQ, etc

Students communicating through technology

Students will regularly engage with technology as part of their daily learning. The following systems are in place at Connells Point Public School to ensure that all students access technology in a safe and responsible manner:

- students will only use their own log in details when accessing a school computer and other forms of technology
- students will protect their own login/password details by not sharing them with other students
- if the integrity of a password becomes compromised, the student will change the password immediately
- students will be supervised by teaching staff when accessing technology to ensure that it is used in a responsible manner
- the school will utilise regular opportunities to educate students on the importance of safe internet practices and will also regularly communicate this message with parents and the community through the school's social media platforms, workshops, etc
- Stage 3 (Years 5 and 6) students are invited to bring their own device to school

- Stage 3 students must complete the relevant permission and conduct forms in order to use their device at school
- personal devices are only permitted for educational purposes
- students must not have mobile phones, apple watches or any other devices at school that can be used to communicate with people outside the school during school hours – *these must be signed in at the office each morning and signed out each afternoon*

Most recent review: January 2024
Next review date: January 2025