GUNDAROO PUBLIC SCHOOL

COMMUNICATION WITH PARENTS

POLICY

RATIONALE
Parents are one of our key stakeholders – their children have the most to gain from outstanding teaching in classrooms and a well-functioning school. It’s for this reason that the partnership between schools and parents is vital – it adds to the quality of schools and public education in general.

(Phil Lambert, Side by Side, October 2006)

The school encourages parents to be involved actively in their children’s education and in the school generally, as we believe strongly that involvement enhances student learning. For this reason the school places great emphasis on the establishment and maintenance of effective channels of communication with parents and the wider community.

AIMS

- To communicate effectively between school and home, school programs, policies, events and children’s progress.
- To ensure that communication is a two-way process that provides accurate and timely information and demonstrates that feedback is being heard.
- To provide a range of information to parents to enable them to support and guide their children’s learning and educational choices throughout their school and beyond.
- To ensure that communication is always open, relevant, warm, and friendly which conveys to parents the impression that they are valued and welcomed at the school, and that the role of the school is to provide professional services that meet parent and student needs.
- To ensure that communication is in a language and manner appropriate to the cultural context of parents.
- To monitor the effectiveness of communication strategies and tools, and continually adjust our approach to ensure they remain effective.
- To ensure that staff have the required knowledge, confidence and skills to interact effectively with parents.

IMPLEMENTATION

Parents indicate a need for a variety of information from school ranging from general school information to specific individual information relating to their own child’s academic, social, physical emotional development. At Gundaroo Public School we endeavour to meet this need through the following strategies:

Publications:

- Regular weekly school newsletter including calendar of events, Aussie of the Month award recipients, samples of student work, and information about school activities and future events.
- Regular P&C minutes included in the newsletter outlining achievements of the P&C and information about upcoming events and areas of interest to parents.
- A-Z Handbook that gives details of school operational information and policies.
• School Enrolment pack that gives details of school operational information, policies including school rules, school procedures and support information.
• School telephone book
• Incidental handouts from teachers on the planned learning program for students, including information and specific advice on ways that parents can support learning.
• Annual School Report that includes information on school's annual targets and priorities and the successes and achievements of the school
• Student reports in the last week of terms 2 and 4.
• Portfolio folders in the last week of terms 2 and 4.
• Merit awards and behaviour notifications
• Annual surveys of parents and students relating to school programs and practices.
• Gundaroo Public School website.
• Principal's report to P&C including asset acquisition and maintenance.
• Specific purpose notices (E.g. excursions).
• Departmental and other agency information bulletins and pamphlets on a variety of topics.
• Gundaroo Gazette
• Formal complaints/grievances process.

Face-to-Face meetings
• Meetings for parents considering enrolling their children at the school;
• Kindergarten Orientation meetings (held early in Term 4) for new parents to receive information about policies, programs and goals, and to introduce key school personnel.
• Whole School parent meetings (held in Term 1) to discuss the learning program for each stage/class – these meetings focus on practical issues at the class level, place the planned learning program within the broader context and introduce parents to appropriate terminology.
• Meetings to allow opportunities for parents to learn how to assist their children’s learning.
• Parent-teacher interviews following reports, to discuss student progress. These may include parent and teacher or 3 way interviews as requested by the parent or teacher.
• Parent interviews – parents are encouraged to make frequent contact with teachers-interviews are easily arranged through the office.
• Assemblies, Education Week activities, Presentation Day and other school promotional activities.
• Use of interpreters for non-English speaking parents where necessary.

Informal Opportunities
• Sending home annotated schoolwork – indicating progress or where help is needed.
• Involving parents in monitoring homework and inclusion of two way activities that involve student interaction with family members.
• Maintaining home-school communication through the use of diaries when necessary.
• Informal chats before and after class.
• P&C Meetings
• Parent volunteers in classrooms.
• School social functions and celebrations.
• Morning assemblies.

**EVALUATION**

Communication between school and parents will be monitored regularly, both formally and informally, through survey, face to face feedback and at meetings. Changes will be made to strategies as deemed necessary by staff and parents. Formal communication strategies required by the Department of Education will be implemented.

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