

Antonio Park Primary School Communication Policy and Schedule



Rationale

Antonio Park Primary School acknowledges that effective communication is the key to success in building a positive relationship between home and school. This relationship plays a vital role in the education of children at our school.

We all want a strong and positive sense of school community where staff, parents, carers and students feel they belong. One where we all feel we can share ideas and knowledge in an accepting environment. This provides a strong foundation upon which to deliver the best possible learning outcomes for our children.

We strive for open, positive and meaningful communication in all areas. We support each other to be involved in the exchange of ideas and in maintaining an environment where people feel their views are valued and respected and where they feel they have been heard. Our school leaders lead by example.

Principles

As a member of the Antonio Park Primary School Community we agree to:

- Demonstrate mutual respect of the role of teacher and parent in meeting the needs of each individual child
- Adopt a proactive approach to communication and building a sense of community
- Interact courteously and appropriately
- Be open to new learning and value positive contributions
- Approach problems calmly with the aim of finding a positive solution
- Maintain confidentiality
- Demonstrate positive support and advocacy for Antonio Park Primary School.

Implementation

Please see tables following to view our school based communication procedures and schedule for Staff, Community and Students, as well as how the school reports to and from Parents:

Staff Communication

MECHANISM	PURPOSE	ACTION	FREQUENCY
APPS staff handbook	To distribute information to staff about school operations	<ul style="list-style-type: none"> • Staff to be familiar with document and to access it when needed • Available in electronic form on staff drive • Staff given hard copy 	<ul style="list-style-type: none"> • Distributed at the beginning of each year
School Improvement Process	To review current school practice and performance and set goals for strategic planning	<ul style="list-style-type: none"> • Analysis of performance data • Leadership and staff to participate in school review and formulate the School Strategic Plan • Leadership and staff to formulate Annual Implementation Plan (AIP). 	<ul style="list-style-type: none"> • 4 year review cycle • Annually
Staff Opinion Survey	To inform actions to be taken towards the Strategic Plan priorities	<ul style="list-style-type: none"> • Survey of teachers and staff • To use that data to inform future directions 	<ul style="list-style-type: none"> • Annually
Computer network – staff drive	To introduce staff to all policies and procedures in digital form To enable access to online documents	<ul style="list-style-type: none"> • Staff to access in their own time 	<ul style="list-style-type: none"> • Regular review
Performance Development Plan (PDP)	To implement whole school goals and provide professional support and dialogue for individual staff	<ul style="list-style-type: none"> • Career path planning • Leadership supports team through formal and informal meetings to plan/support and evaluate the PDP process. • Staff prepare documentation prior to formal meeting times • Principal advises DET when the processes are completed. 	<ul style="list-style-type: none"> • Ongoing • Formal meetings at planning stage, Mid cycle review and end of year.
Leadership meetings	To ensure whole school cohesion, policy development, strategic planning and management.	<ul style="list-style-type: none"> • Principal, Assistant Principals and Leading Teachers raise issues, share information and plan at whole school level. 	<ul style="list-style-type: none"> • Weekly

Staff meetings	To provide information, have professional dialogue, raise issues, discuss policies, plan and discuss school management, activities and programs.	<ul style="list-style-type: none"> • Whole staff meetings held regularly per term. 	<ul style="list-style-type: none"> • Alternating per term with PL meetings and Curriculum meetings.
Curriculum meetings	To review and develop school based curriculum, school programs and procedures	<ul style="list-style-type: none"> • Committees plan for student learning and school program delivery (all staff are members of a Curriculum team. Ideally, there is a representative from each teaching level thereon.) • Committees report to Leadership and share progress with whole staff 	<ul style="list-style-type: none"> • Alternating per term with PL meetings and Curriculum meetings.
Level Planning meetings	To share information, raise issues, plan and discuss team and classroom management, activities and programs.	Specialists, Level 1, Level 2, Level 3 and Level 4 meet in teams.	<ul style="list-style-type: none"> • Weekly
Professional Learning sessions	Professional learning sessions aimed at Strategic Plan implementation	Expectation that all teaching staff attend. Open to ES staff also.	<ul style="list-style-type: none"> • Alternating per term with PL meetings and Curriculum meetings.
Professional Learning Team Meetings (PLTs)	To have professional conversations based on teaching and learning	Specialists, Level 1, Level 2, Level 3, Level 4, Integration team and Office staff meet.	<ul style="list-style-type: none"> • Weekly
Staff email on Outlook	To share information and documents	Open to all staff	<ul style="list-style-type: none"> • Ongoing
Information on whiteboard	To share day to day information	Open to all staff	<ul style="list-style-type: none"> • Ongoing
Staff Bulletin	To share staff absences, timetable changes, daily information	Open to all staff for input. Notices entered before 9am.	<ul style="list-style-type: none"> • Daily • Staff responsibility to check
Term calendar	To provide an overview of upcoming events and meetings	Ongoing/updated school events, excursions are placed on the calendar	<ul style="list-style-type: none"> • Every term.
Timetables	To communicate the schedule of times for classes and other procedures.	Timetables for Specialist classes, Yard Duty, Oval Duty, Kitchen Duty, Planning Weeks.	<ul style="list-style-type: none"> • Ongoing and fluid

Emergency Management Plan (EMP)	To communicate actions to take in emergency situations.	Staff to be familiar with document and their role to carry out in an emergency	<ul style="list-style-type: none"> Regular emergency evacuations held to review EMP
---------------------------------	---	--	--

Community Communication

MECHANISM	PURPOSE	ACTION	FREQUENCY
Assemblies	To recognise and share achievements and information with students and parents.	<ul style="list-style-type: none"> Parents advised of special presentations Teachers add items to assembly folder in previous week. Assemblies prepared by students and their teachers and hosted by School Captains and students 	<ul style="list-style-type: none"> Every Monday morning
Newsletter	To communicate key events, dates, policies, ideas and achievements to the School Community.	<ul style="list-style-type: none"> Admin staff coordinate items Teachers and students contribute items Relevant dates in calendar 	<ul style="list-style-type: none"> Weekly on a Thursday in electronic form. Hard copy on request.
Information booklet	To introduce and provide information to new families and staff about the school	<ul style="list-style-type: none"> Distributed to new families upon enrolment 	<ul style="list-style-type: none"> Once
Parent Liaison Program	<p>To communicate and advocate school information to other parents within the class and create a sense of community.</p> <p>To act as a key contact for relevant information on behalf of the teachers.</p>	<ul style="list-style-type: none"> Parent Liaison (PL) emails information received from class teacher to parents of the class via BCC function of email. PL also emails messages and reminders to class parent group on behalf of class teacher. PL introduces new families to the school PL creates a sense of community through communication 	<ul style="list-style-type: none"> As needed
School Tours	To introduce and provide information about APPS.	<ul style="list-style-type: none"> Parents book a tour via office Tours taken by Leadership staff. 	<ul style="list-style-type: none"> Weekly
Restorative Practices booklet	To introduce and provide information about the	<ul style="list-style-type: none"> Commercially printed and distributed to all 	<ul style="list-style-type: none"> Once

	Restorative Practices program at APPS.	new families and staff members	
Student Code of Conduct	To introduce and provide information about Student Behaviour Management at APPS.	<ul style="list-style-type: none"> Commercially printed and distributed to all new families and staff members 	<ul style="list-style-type: none"> Every year
Code of Conduct policy	To spell out professional boundaries and acceptable and unacceptable adult/child relationships and behaviour.	<ul style="list-style-type: none"> All visitors onsite will be presented with a hard copy of this document. 	<ul style="list-style-type: none"> Once Copy on website for community access.
<ul style="list-style-type: none"> Student Engagement and Inclusion Policy Behaviour management Policy 	To explain the rights, responsibilities and shared expectations of everyone in the community including students, parents, carers, teachers and school staff. They contains an outline of student behaviour management at APPS.	<ul style="list-style-type: none"> Can be accessed when needed 	<ul style="list-style-type: none"> Copy on website for community access Copy on staff network
School Council meetings	To participate in school based management decision making and activities	<ul style="list-style-type: none"> Meetings are advised in the school newsletter 	<ul style="list-style-type: none"> Once per month
Parents Activity Group (PAG)	To provide ongoing opportunities for parents/carers to be involved in and informed of school activities	<ul style="list-style-type: none"> Meeting times and articles are published in the school newsletter 	<ul style="list-style-type: none"> As needed
Fete Committee	To organise the fete on a yearly basis	<ul style="list-style-type: none"> Meeting times and articles are published in the school newsletter 	<ul style="list-style-type: none"> Regular meetings
Parent Information Sessions and Forums	To inform and consult with parents about school initiatives and programs e.g. School Improvement, Report Formats, School and Parent Partnerships, Induction for parents of children starting a new level	<ul style="list-style-type: none"> Hosted by teachers or Leadership as required to provide opportunities for consultation with parents 	<ul style="list-style-type: none"> Scheduled as required
Pre-Foundation transition information night	To inform and consult with pre-Foundation parents about school programs and practices To enable a smooth transition from Pre-Foundation to Foundation.	<ul style="list-style-type: none"> Hosted by teachers or Leadership as required to provide information to parents 	<ul style="list-style-type: none"> End of the Year

Parent satisfaction survey	To inform actions to be taken towards the Strategic Plan priorities	<ul style="list-style-type: none"> • Survey of parents – distributed randomly amongst community • To use that data to inform future directions 	<ul style="list-style-type: none"> • Annually
Parent Focus Groups	To inform actions to be taken towards the Strategic Plan priorities	<ul style="list-style-type: none"> • Survey of parents – all parent community invited • To use that data to inform future directions 	<ul style="list-style-type: none"> • Annually
Parent workshops	To provide parents with information and strategies to be able to support their children at home	<ul style="list-style-type: none"> • Prepared and provided by classroom teachers and Literacy and Numeracy Coordinators 	<ul style="list-style-type: none"> • Terms 1 and 2 as needed
Student Contact Details	To ensure all student information, health issues and contact details are up to date	<ul style="list-style-type: none"> • Printout of student information held on Cases. • Updated by Admin. 	<ul style="list-style-type: none"> • Updated when needed
School Website	To provide information about the school, its policies and its programs	<ul style="list-style-type: none"> • Updated by admin and includes the weekly newsletter 	<ul style="list-style-type: none"> • As required
Term Overviews to Parents/Carers	To inform parents/carers of school and class organisation, activities and approximate costings of activities planned for the term	<ul style="list-style-type: none"> • Class teachers write the overview with their Level team and distribute it to all families. • Relevant dates, activities and approximate costings are included in calendar and sent home 	<ul style="list-style-type: none"> • Week 2/3 of each term. • Separate L1, L2, L3 & L4 overviews • Specialist information included in each • Overviews posted on school website
School correspondence including excursion notes	To provide parents/carers with details of school programs and activities pertaining to a level and get permission for attendance.	<ul style="list-style-type: none"> • Sent home with permission envelopes which contain emergency permission form 	<ul style="list-style-type: none"> • As required • Notes posted on school website
School Welfare worker/Social Worker	To enable parents and carers to discuss any social, behavioural and academic concerns they may have about their child	<ul style="list-style-type: none"> • By referral from Assistant Principal – Community Wellbeing after parent request 	<ul style="list-style-type: none"> • As required
Front Office Staff	Point of contact for parents/carers if they are unable to access a teacher A point of contact to set up appointments with school staff	<ul style="list-style-type: none"> • Admin staff available from 8.45 until 3.45. 	<ul style="list-style-type: none"> • As required

	A point of access for school information		
School Notice Board (Foyer)	To keep parents/carers informed of community activities	<ul style="list-style-type: none"> Updated with upcoming events or information 	<ul style="list-style-type: none"> As required
Community Wellbeing noticeboard (Foyer, Hall)	To enable parents to access information about social/emotional wellbeing programs available in community	<ul style="list-style-type: none"> Updated with upcoming events or information 	<ul style="list-style-type: none"> As required
School events. E.g. Grandparents Day, school concerts and performances	To foster a sense of school community through shared experiences and activities	<ul style="list-style-type: none"> Notes to advise as required 	Throughout the year
Informal meetings with teacher and parent	To share relevant information to support student	<ul style="list-style-type: none"> Parent or teacher initiates meeting 	<ul style="list-style-type: none"> As required

Student communication

MECHANISM	PURPOSE	ACTION	FREQUENCY
Informal meetings with teacher and student	To share relevant information to support student	<ul style="list-style-type: none"> Student or teacher initiates meeting 	<ul style="list-style-type: none"> As required
Restorative circles (whole class)	To promote positive social development and raise issues for class discussion	<ul style="list-style-type: none"> Teachers schedule class circles into the weekly program, utilising the opportunity for social skill development or conflict resolution 	<ul style="list-style-type: none"> First thing every morning and as required throughout week
Junior School Councillor (J.S.C.)	To allow students to make positive contributions to the school environment and wider community through participation in decision making and fundraising	<ul style="list-style-type: none"> Class teacher coordinates representatives elected by students in a class. One representative from every class per Semester. 	<ul style="list-style-type: none"> Semester elections and regular meetings
Attitudes to School Survey	To inform actions to be taken towards the Strategic Plan priorities	<ul style="list-style-type: none"> Survey of students Data used to inform future directions 	<ul style="list-style-type: none"> Annually Grade 5 & 6 students
Student Focus Groups	To inform actions to be taken towards the Strategic Plan priorities	<ul style="list-style-type: none"> Survey of students To use that data to inform future directions 	<ul style="list-style-type: none"> Annually
School Welfare worker/Social Worker	To enable students to discuss problems or issues	<ul style="list-style-type: none"> By referral from Assistant Principal – 	<ul style="list-style-type: none"> As required

	they have that may be impacting them at school	Community Wellbeing and with parent consent	
Assemblies	To recognise and share achievements and information with students and parents.	<ul style="list-style-type: none"> • Parents advised of special presentations • Teachers add items to assembly folder in previous week. • Assemblies hosted by School Captains and students 	<ul style="list-style-type: none"> • Every Monday morning
Peacemakers	To allow students to assist other students with conflict resolution in the playground	<ul style="list-style-type: none"> • Grade 5 and 6 students volunteer and participate in training • Peacemakers timetabled for lunch break. 	<ul style="list-style-type: none"> • Expressions of interest taken from grade 4-6 students in Term 4. • Training at beginning of following year
Environmental Leaders	To allow students to make positive contributions to the sustainable schools program	<ul style="list-style-type: none"> • Class teacher coordinates representatives elected by students in a class. • One representative from every class per Semester. 	<ul style="list-style-type: none"> • Semester elections and regular meetings • Activities within school environment

Reporting To and From Parents

MECHANISM	PURPOSE	ACTION	FREQUENCY
Informal meetings with parents and carers	To share relevant information to support individual students	<ul style="list-style-type: none"> • Parent/carer or teacher initiates meeting 	<ul style="list-style-type: none"> • As required
3 way conferences	Teachers meet with students and their parents to discuss goals, strengths and areas of concern	<ul style="list-style-type: none"> • Students and their parents are invited to meet with teachers for 10 or 15 minute conference 	<ul style="list-style-type: none"> • Term 2
National Assessment Program – Literacy & Numeracy (NAPLAN)	To assess student performance in Language Conventions, Writing, Reading and Numeracy against National benchmarks	<ul style="list-style-type: none"> • One week of testing in Term 2 • Reports are issued to parents by the beginning of Term 4 	<ul style="list-style-type: none"> • Term 2 yearly
Semester written reports	To provide a comprehensive report about students' academic progress, achievements, social	<ul style="list-style-type: none"> • Teachers complete assessment, moderation, and 	<ul style="list-style-type: none"> • Week 9 Term 2 • Week 9 Term 4

	development and work habits	prepare written reports <ul style="list-style-type: none"> • Reports are submitted to Leadership for review and comment 	
Student Portfolios	To provide students, teachers and parents with an opportunity to reflect upon student learning and support written reports	<ul style="list-style-type: none"> • Students and teachers compile portfolios 	<ul style="list-style-type: none"> • Sent home twice a year with Semester written reports
Student Support Group meetings	To foster optimal educational outcomes for students with additional needs through consultation with parents, teachers, DET Student Support Service Officers (SSSOs) and outside agencies.	<ul style="list-style-type: none"> • Preparation and monitoring of Individual Learning Plans (ILPs) for identified students. 	<ul style="list-style-type: none"> • Meetings with relevant stakeholders held as required • Ongoing monitoring throughout the year.

This policy is underpinned by the:

- Parent Grievance Policy
- Code of Conduct
- Student Wellbeing Policy
- Behaviour Management Policy

Ratified by School Council May 2017