Parent Communication Charter

PARENT COMMUNICATION CHARTER

At Glengarry Primary School, we believe that education is a partnership between our team of professional educators and a child's most important teachers — their parents and carers. When parents and school staff share information, model respect and give consistent messages, children are inspired to grow, learn and achieve their full potential.

This charter outlines the standards that Glengarry Primary School expects from all staff when communicating with parents. It also outlines the most appropriate and effective methods for parents to communicate with the school.

Respectful, open and timely communication is at the heart of the parent-school relationship. The protocols in this charter will ensure that all community members work together in a positive and respectful manner to ensure the growth and learning of all students.

What parents can expect

- Regular communication from the school (e.g. using Compass); a minimum of once a month
- Scheduled opportunities to meet with the classroom teacher (e.g. Term One classroom meetings, parent-teacher conferences);
- Other opportunities to meet with the teacher by appointment;
- Updates about important developments in the child's class (e.g. excursions, student teachers etc);
- Formal reports on their child's academic achievement at the end of each semester;
- Notification of any serious single issue or ongoing issues concerning your child;
- Opportunities to provide feedback (e.g. through confidential surveys); and
- Parent communications acknowledged within one working day and responded to within three working days.

Many of the teachers at Glengarry Primary School will exceed these expectations, for example by using *Compass* to share examples of day-to-day learning. However, these are the minimum expectations for all staff members.

What parents should not expect

- School staff returning calls after work hours;
- Emails to be answered in the evenings or weekends; or
- Access to teachers' private phone numbers or emails.

When should you contact your child's teacher?

- Changes in family circumstances;
- Medical issues that change or arise;
- Safety issues or changes in behaviour at home;
- If you have concerns about your child's academic or social progress;
- When you can't keep a scheduled appointment;
- When homework takes much more time than expected, or your child is unable to do most of the homework independently; or
- If your child has head lice or a contagious disease.
- When there is a death of a significant family member

What information should be communicated to the school office?

- Absence due to sickness and planned absences (such as medical appointments). These can be communicated by emailing the school.
- Any issues related to custody or access;
- Changes in address or contact details; and
- While the school will not endorse holidays during school term, advance notification will certainly be appreciated.

When you have last minute information for the teacher:

- Speak to the teacher between 8:35 am and 8:50 am (for messages less than two minutes);
- Send a note; or

- Call the office and leave a message for the teacher.

Communication that interferes with teaching and learning

- Visiting the classroom during the teacher's preparation time before school or during the school day without an appointment;
- Speaking to the teacher disrespectfully or angrily, especially in front of your child or other students;
- Using social media to make negative comments about the school or to contact staff members. We welcome feedback at Glengarry, but request that it be made through the appropriate channels; and
- Talking to other parents rather than discussing issues directly with staff members. Remember that you are the model of how you want your child to communicate.

Expectations of therapists attending onsite to support students at educational risk (SAER) and engagement with staff.

- Therapists and families need to complete a request form obtained from the SAER coordinator and sign in and out via Pass tab in the front office. If they do not have a badge they will need to wear a visitors' badge.
- When therapists are onsite, class teachers do not have time to discuss students and an email through the relevant family is the expected course of action.
- Therapists are welcome to share updates with teachers via email, however they should only expect an update from teachers (on request) once a term.
- Teachers who are required to support SAER students with any specialist checklists for diagnosis (as endorsed by the SAER Coordinator) will be supported with additional time to complete within a 2-week time frame.
- Parents can share IEP's if therapists want goals – to support this process, teachers should ensure parents have a current version of the child's IEP.

When is a face-to-face meeting appropriate?

Electronic communication, such as email, is highly convenient and can be used for short, non-urgent and positive forms of communication.

However, electronic communication is not appropriate for more complex or emotional situations. In these cases, parents should request a face-to-face interview so that your issues can be given the time and attention that they deserve. If in doubt, schedule a meeting.

Generally speaking, it is more appropriate for your child not to be present when the discussion involves sensitive and complex matters. This enables all parties to speak freely and openly explore all possible solutions.

All interactions with school should be respectful as outlined above, however, if there is an occurrence where there is a lack of respect, the below steps should be followed:

1. If in the event the communication becomes disrespectful to a staff member from a parent/community member, the meeting will be stopped *(e.g.Staff may use the following phrases and end the meeting "I am not prepared to continue this meeting, I feel like I'm being disrespected").*
2. Their line manager and/or Principal will be informed via email.
3. Staff can respectfully decline any further face to face communication with parent/community member unless a member from the leadership team is involved.

When should I contact the Principal or Associate Principal?

For most discussions, the classroom teacher will be parents' first point of contact. However, where conversations involve conflict, other families or dissatisfaction with any aspect of the school, members of the school leadership team (Principal and Associate Principals) must be involved. Either a staff member or a parent may request the involvement of the school leadership team at any time.

To increase mutual respect, remember:

- Teachers will make mistakes; they're human, too.
- Teachers have their own families and lives; respect their privacy.
- We're all on the same team - your child's support team!
- Use age-appropriate language around children during drop-off and pick-up times.
- Recognise that we won't always agree, but we promise to listen.
- Speak positively in front of your child.
- Adults chatting, or small children playing, in teaching hours, near classrooms is distracting for the children and teacher in the room. Please move away from the classrooms to socialise.