

GUIDELINE TITLE: Turner School Staff/Parent Communication Guidelines
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REVIEW DATE March 2021

Contact with the home is vital and parents/carers are encouraged to establish and maintain contact with their child's teacher and the school.

The school will contact parents/carers if there are any occasions to celebrate or concerns about their child's learning or behaviour. We ask parents/carers to let the school know as soon as possible if issues or situations develop at home or school which can affect or upset their child so that appropriate sensitivity and understanding can be exercised.

School and Community Communication Protocols

Communication Type	Protocol guidelines	Timeframes
Face to face meetings	<p>Formal opportunities are provided throughout the year for parents/carers to meet with teachers (refer below).</p> <p>An open invitation is also extended for parents to contact staff members at any time throughout the year if they wish to make an appointment for an interview. The school values informal communication and parents are welcome to make appointments to see staff members at any time throughout the year.</p> <p>Parents/carers are invited to ring the school office for an appointment time or to catch the teacher (either personally or via letter or email) to make a time. Teachers love to chat with parents, however, the beginning and end of the school day is often difficult for teachers to juggle their teaching and other commitments. An unplanned 'doorstop' interview at drop off or pick up will necessarily be short and parents should be mindful that teachers may request to make another appointment.</p>	<p>Formal meetings as outlined in the Overview of Reporting/Information Schedule (refer below)</p> <p>As required</p> <p>Staff members will endeavour to set an appointment time within 3 days of receiving a request.</p>

Phone calls	<p>All phone calls to the school should be directed to the front office. The office staff will notify the teacher in writing of the call. Teachers will endeavour to return a call as soon as possible. Teachers are not available to return calls during class time.</p> <p>There is an administrative system in the school where messages to teachers/students requiring a response or action are passed onto class teachers.</p> <p>If a matter is urgent, it can be directed to the principal, deputy or team leaders.</p>	Staff members will endeavour to return calls within 3 days of receiving a request.
Email	<p>Emails to teachers are to be directed to a teacher's individual Education Directorate email addresses. firstname.lastname@ed.act.edu.au The Turner School administrative address is tnrp@turners.act.edu.au</p>	The school administration and teachers will endeavour to respond to emails up to 3 working days of receipt.
Social media	ACT Education Directorate staff members are advised to not engage in any communication with parents or students through social media.	
SMS "Notify" System	School executive and administrative staff will send short messages via SMS as required to whole school or year/sub groups to the mobile number of the first parent contact listed for each child.	As required
School Notes	All school notes are sent home with students and electronic versions of all notes are posted on the school's website. Notes to include date/letterhead/ signature block	As required with enough lead up time for action.
Turner School Newsletter	The Turner School Newsletter is published every fortnight and posted on the school website. Parents are emailed a link to the website and newsletter fortnightly. A paper copy is sent home to those families who elect to receive it (to the youngest or only child attending Turner School). Notices of school events, P&C and Board news, information relating to	Fortnightly newsletters

	education or the school and student contributions are included in the school newsletter. Contributions to be considered for inclusion in the newsletter to be emailed to tnrp@turners.act.edu.au .	
Turner School Website	The Turner School Website holds much of the information families need to keep up to date with the school. We post notes and newsletters on the website as well as information about the school and special activities and events. The website is updated regularly with notes and events and fortnightly with the newsletter and associated community items. www.turners.act.edu.au	Ongoing
Coffee Chat forums	Coffee Chat forums are an informal opportunity for the exchange of information, issues and to meet other parents and network. They are hosted by the Principal/Deputy Principal and parent representative members of the school board attend as they can. These are held in the conference room in the Resource Centre/library a couple of times each term from 8:45am to 9:30am (times advertised in newsletters and term calendars and on the day portable signs are placed around entrance areas to the school). All parents, carers, grandparents, volunteers and young siblings (toys available) are most welcome.	First Monday of the month and one Friday each term
School Signs	Brief calendar date and information for parents/carers will be posted regularly on the school signs (at the front of the school, outside the library and in the bike rack area)	
Communicating concerns and reporting incidents	<p>Many concerns are resolved quickly and easily by discussing the matter directly with the school. Families are welcome to talk through concerns at any time with their child's class teacher, the team leader or the school's executive team. If you continue to be concerned please make an appointment to speak to the principal.</p> <p>Parents are always welcome to make an appointment to discuss any concerns with the school principal.</p>	As required

	<p>Appointments can be made by contacting the school office on 62056622.</p> <p>Families may also contact a parent representative on the School Board to discuss matters concerning school governance.</p> <p>Further assistance is provided through the ACT Education Directorate, Liaison Unit on 62055429 or Email DET.CommunityLiaison@act.gov.au</p>	
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Communicating About Learning Protocols

Communication Type	Protocol guidelines	Timeframes
Information Sessions	At the start of each year, the school runs out of school hours information sessions about the curriculum and learning programs of the school. This is a chance for families to meet their child's teacher/s, to look at the classrooms and meet members of the executive team.	Term 1
Term Letters Kindergarten-6	Each term a letter will be sent home from the class teacher outlining the learning intentions, class routines, overview of the current inquiry unit and other relevant information for the term.	Term 1- Friday Week 3 Terms 2, 3 and 4- Friday Week 2
Parent Teacher Formal Interviews	Mid-year parent teacher interviews occur in week 10 of term 2 and weeks 1 and 2 of term 3 after the portfolio and either the semester 1 report or the report against the Individual Learning Plan report have gone home.	Parent Teacher Formal Interviews
Team Leader Website Updates	Each school teaching team (Preschool, Kindergarten, 1/2, 3/4, and 5/6) posts updates on the school website once a term about units of works and other information that may be of interest to families.	Posted once term
Preschool program reflections	Preschool teachers will forward (either electronically or in hard copy) twice a term a reflection outlining highlights of the preschool program. Parents are able to use this to facilitate talk about what children have been engaged with. Preschool teachers also make	Twice a term

	available display charts and large books documenting learning.	
Assemblies	Assemblies are held regularly. Some are whole school assemblies and some Junior and Senior Assemblies. Parents are very welcome to come to assemblies and dates and times are published in the school newsletter. Teachers aim to notify parents if their child is receiving an award.	Refer term calendars
Facilitating parent – student communication where the student has identified communication difficulties	For students who have identified communication issues, teachers will establish regular communication with families. This may be in the form of a communication book or email. This communication is adjusted to suit the age and needs of the student and is used to communicate messages as well as outline what has happened with learning experiences to allow a parent to talk with a child about their school experience, for example, a symbol page using augmented communication which includes possible activities the child will have participated in throughout the day, a copy of the class timetable, a prompt sheet with pictures and words about learning activities etc. Communication books also allow parents to communicate to the staff short important information from home that support the staff to work with the child that day as negotiated with an Individual Learning Plan.	Weekly or two times a week for those children who are non-verbal
Home Learning	K and 1/2 teachers will inform their families of the Home Reading program routines and they will be consistent across the classes in that team. 3/4 and 5/6 teachers will inform their class and families of the day that home learning is set and the day when it is expected to be returned. Once this routine is established it will remain in place for that term. Home Learning should not cause friction or grief within the family. We ask that parents/carers communicate with class teachers so that home learning is managed around family commitments and individual needs. http://www.turners.act.edu.au/our_curriculum/home_learning	Refer to the Turner School statement about Home Learning on the school website

Appendix A -Reporting and Information Schedule

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Invitations sent home early in the term for parents to write to their class teacher/s about their child (an alternative proforma is available if required) NB: For Preschool this occurs at the end of the previous school year in conjunction with parent/teacher interviews • Information sessions (week 3) • Optional parent teacher interviews if required • Term letter sent home at information sessions in term 1 and by end of week 2 in other terms • Communication established and maintained through individual communication books/emails for students with a disability • PIPS assessment Kindergarten (reports sent home to parents when they arrive –usually late in the term) • Individual Learning Plan (ILP) meetings between parents and teachers for students with a disability (mid-term) and those in care and ILPs drafted. Supporting plans written • PLPs for Aboriginal and Torres Strait Islander students drafted • PIPS report sent home to Kinder parents (late term) • SCANs for Kindergarten students with a disability 	<ul style="list-style-type: none"> • Term letter sent home end of week 2 • Communication maintained through individual communication books/emails for students with a disability. • NAPLAN assessments years 3 and 5 • In-school reviews for students with a disability. • SCANs for Years 3 and 6 special education students • ILPs reviewed. Progress report for semester 1 sent home (wk 9) • Written Report (P-6), A-E Report (1-6) and Portfolios (print/digital) home (wk 9) • Mid-year parent teacher interviews (wk 10) 	<ul style="list-style-type: none"> • Mid-year parent teacher interviews (wk 1 and 2) • Term letter sent home end of week 2 • Communication maintained through individual communication books/emails for students with a disability. • Learning Journeys/Student Led Conferences (end of term) • NAPLAN reports sent home to Years 3 and 5 parents late in term • Adjustments to ILPs as required 	<ul style="list-style-type: none"> • Term letter sent home end of week 2 • Communication maintained through individual communication books/emails for students with a disability. • PIPS assessment Kinder • PIPS report sent home to Kinder parents (late term) • ILPs reviewed. Progress report for semester 2 sent home (wk 9) • Transition meetings as required • Written Report (P-6), A-E Report (1-6) and Portfolios (print/digital) home (wk 9) • Optional parent teacher interviews (wk 10) • Preschool interviews for enrolling preschool students conducted

SCAN - Student Centred Appraisal of Need

PIPS - Performance Indicators in Primary School- at start and end of Kindergarten year

NAPLAN - National Assessment Program Literacy and Numeracy - Years 3 and 5

PLPs- Personal Learning Plan

ILP – Individual Learning Plan