

GUIDELINE TITLE: Turner School Staff/Parent Communication Guidelines

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Guiding Principles:

- Contact between home and school is vital.
- Parents/carers are encouraged to establish and maintain a connection with their child's teacher and the school.
- Communication from staff and parents is expected to align with our school values of *Support, Cooperation, Acceptance, Respect, Friendliness and Fun*.
- 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 impact at school.
- The first point of call for families in relation to their child/ren's needs is the classroom teacher. Executive support can be provided where needed.

Contacts: Contact names and details updated each year on the school website.

Front Office	Teacher	Team Leaders	Disability Education	Senior Leadership
Business Manager Office Staff Building Services Officer	Classroom teachers Specialist teachers	Executive for each year group	Disability and Inclusion Contact Officer School Psychologist	Principal Deputy Principal

Communication Overview: think about the order of things below

Direct Communication Between School and Families	Whole School General Communication Practices	Wellbeing and Community Celebration Communication	Learning Priorities Communication
<ul style="list-style-type: none"> Emails/Phone calls Face to face meetings Reporting concerns/complaints to the School/Directorate. 	<ul style="list-style-type: none"> SMS student absence text SMS whole school urgent information text Whole school email/notes Newsletter Website P&C hosted Facebook page Notes home Information Sessions/letters 	<ul style="list-style-type: none"> Parent Feedback opportunities Assemblies Festivals/Events 	<ul style="list-style-type: none"> Parent workshops Learning From Home Hub Home Learning National testing (NAPLAN/BASE) Reporting on School Improvement Priorities Disability Education Specific Reporting and Assessment Assessment and Reporting Schedule

	Communication	Protocol Guidelines	Contact & Timeframe
Direct Communication Between School and Individual Families	Face to Face Meetings	<ul style="list-style-type: none"> Formal opportunities are provided throughout the year for parents/carers to meet with teachers. Other opportunities can be arranged on request via email, phone call, or during short check in at pick up/drop off time. Communications between teachers and parents and drop off and pick up times are necessarily short so teachers can remain focused on all students. 	<p>Via email or phone call for bookings at appropriate times.</p> <p>In the event of remote learning, meetings will be via online meet.</p>
	Emails Phone Calls Social Media	<ul style="list-style-type: none"> Emails to teachers are to be directed to a teacher's individual Education Directorate email addresses. firstname.lastname@ed.act.edu.au All phone calls to the school should be directed to the front office. The office staff will notify the teacher of the call (via email). Teachers are not available for phone calls during class time. Urgent matters: can be emailed to the front office or via phone call. Urgent messages are directed to the available Principal, Deputy Principal or Team leader. ACT Education Directorate staff members are advised to not engage in any communication with parents or students through social media. Same procedures remain in place in the event of remote learning. 	<p>The Turner School administrative address is tnrp@turners.act.edu.au</p> <p>Urgent issues can be supported through phone call. Ph: 61422430</p> <p>Staff will endeavour to reply to messages within 3 working days.</p>
	Communicating Concerns and reporting incidents	<ul style="list-style-type: none"> 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. School psychologist is available for support as appropriate. Where further support may be required, the school principal or deputy can be involved. Parent representatives on the School Board can be contacted to discuss matters concerning school governance (policies and guidelines). Complaints that cannot be resolved at the school level can be supported by the ACT Education Directorate Liaison Unit. 	<p>Through office: ph: 61422430 tnrp@turners.act.edu.au or ACT ED, Liaison Unit 62055429 https://www.accesscanberra.act.gov.au/s/</p> <p>Board contact: updated on website</p>
Whole School Communication	SMS text notify system	<ul style="list-style-type: none"> If students are marked as absent Student absence text sent to first parent contact. Short emergency/urgent messages sent via SMS to first parent contact. 	tnrp@turners.act.edu.au or turner.absences@ed.act.edu.au
	Email direct to parents and notes home	<ul style="list-style-type: none"> Emails with key information related to year groups or whole school sent by front office. All school notes (ie excursions) are sent home with students electronically. Electronic versions of all notes are posted on the school's website. 	Enquiries regarding contact or information on notes directed to class teacher or front office.
	Newsletter	<ul style="list-style-type: none"> Newsletter is published fortnightly. Link is emailed to parents and is posted on the school website. Notices of school events, P&C and Board news, information relating to education or the school and student contributions are included in the school newsletter. 	http://www.turners.act.edu.au/ Contributions emailed to tnrp@turners.act.edu.au .
	Website	<ul style="list-style-type: none"> Website is updated regularly with a term calendar, notes and events Includes information and contacts related to procedures, P&C, Board and School Leadership Team. Year group posts learning and team updates on the school website once a term 	Website address: http://www.turners.act.edu.au/
	P&C Facebook Page	<ul style="list-style-type: none"> The Turner Parents and Citizen's association hosts a P&C FaceBook page open to school families. Reminders of events and communication from the school are regularly updated on the page. 	https://www.facebook.com/groups/turnerpandc/?ref=share

	Information Sessions / Letters	<ul style="list-style-type: none"> • Start of year session for families. Opportunity to meet the teacher and hear about learning goals. • Whole school information for the session is available online on the Learning from Home Hub. • Enrolment Information session is held midyear and recording available on Learning Hub. • Overview goes home each term from the class teachers. Overview outlines: learning intentions, class routines, overview of the current inquiry and other relevant information for the term. 	https://sites.google.com/ed.act.edu.au/learning-from-home-hub/home
Wellbeing and Community Priorities (celebrating learning)	Parent feedback	<ul style="list-style-type: none"> • School Satisfaction Survey is held Term 3. It is a national and state-based survey to inquire into parent perspective around the school. The results are used to inform school improvement priorities. • Parent Forums held when the school is looking for specific feedback related to school improvement priorities (for example, the student led vision and values review). 	Front office: Email: tnrp@turners.act.edu.au Phone call. Ph: 61422430
	Assemblies	<ul style="list-style-type: none"> • Held regularly. Usually fortnightly as a whole school, junior or senior assembly. • Dates and times are published in the school newsletter. • Special assemblies include ANZAC, Reconciliation, Festival Opening, Harmony Day. • Teachers notify parents if their child is receiving an award, performing at or leading assembly. 	Classroom Teacher can be contacted.
	Festivals and Events	<ul style="list-style-type: none"> • Regular schooling pauses for a week to celebrate a learning festival each year. The Festival alternates between and Artists' and Writers' or a STEAM Festival. Parents are invited as expert contributors and participants during the festival. • Events showcasing learning are offered across the year as an extra curricula activity and include Arts performances at: Assembly, Combined School concert Events (eg Limelight), community events (eg fair) and competitive events such as Tournament of the Mind and Rostrum. 	Classroom teacher Event lead teacher.
Learning Priorities	Parent Workshops	<ul style="list-style-type: none"> • Reading and Numeracy parent workshops are held across the year to teach parents strategies to support their child at home. Parent volunteers in the classroom are encouraged to attend. • Families from diverse cultural or language backgrounds (EALD) are invited once a term to a 'chat' hosted by the EALD specialist teacher. • Workshops are planned across the year to support development in specific year groups and include: Getting you child ready for Kindergarten (Term 4 for Preschool); Personal Development (semester 1 for Year 5/6); Cyber Safety (term 1 for years 3-6). 	Workshops are advertised and promoted through emails direct to families, the school newsletter and website.
	Learning from Home Hub	<ul style="list-style-type: none"> • The Learning from Home Hub includes multiple resources to support an understanding of how we teach at Turner, celebrations of learning through online events (eg assemblies), resources to support further learning at home and extra curricula videos and links to learning. • It is a key online Hub in the event of remote learning and is updated regularly. 	https://sites.google.com/ed.act.edu.au/learning-from-home-hub/home
	Home Learning	<ul style="list-style-type: none"> • Home Learning is connected to learning that is happening in the classroom and looks different across classes to personalise for student context • K and 1/2 teachers will inform their families of the Home Reading program routines each term. • Home Learning for years 3-6 is communicated to students and families with clear due dates. 	Class teacher

Communication	Protocol Guidelines			Contact & Timeframe
National Testing NAPLAN/BASE	<p><i>BASE</i> – Kindergarten (first 3 weeks of Term 1 and Term 4)</p> <ul style="list-style-type: none"> Provides indication of individual student needs in early literacy and numeracy development. It predicts future performance and assists teachers to identify students who might benefit from early intervention or extension programs. School uses end of year growth data to monitor and revise teaching priorities as part of the School Improvement plan. <p><i>NAPLAN</i>- National Assessment Program Literacy and Numeracy - Years 3 and 5 (occurs in May each year)</p> <ul style="list-style-type: none"> NAPLAN tests reading, writing, spelling, grammar and numeracy. School uses growth data to analyse trend over times and revise teaching priorities as part of the School Improvement plan. 			Classroom teacher Team Leaders -Some parents may elect for their child to opt out due to choice , EALD needs or disability. Information regarding this is sent home prior
Reporting on Learning Improvement Priorities	<ul style="list-style-type: none"> Annual Board and Impact Report is updated on the school website during term 1 each year. The reports highlight key actions related to achieving school priorities Reports summarise whether the school met data targets: including NAPLAN, BASE, Reading/numeracy benchmark and satisfaction survey results. 			Principal/ Deputy Principal: 61422430 School Board Contact: updated on website
Small Group (Disability Education and Inclusion Support)	Semester 1 <ul style="list-style-type: none"> Individual Learning Plan(ILP) (focus on general capabilities to access curriculum content) Personalised Units (P-Units) matching curriculum year to developmental level. End of Semester ILP report linked to regular school report and P Units Update of personalised plans (eg eating/ toileting) 	Semester 2 Term 3 <ul style="list-style-type: none"> ILP Mid-year review SCANs for Years 3 and 6 special education students Update of Personalised Units (P-Units) matching curriculum year to developmental level. End of Semester ILP report linked to regular school report and P Units Update of personalised plans (eg eating/ toileting) 	Across the Year <ul style="list-style-type: none"> Student Centred Appraisal of Need (SCAN) meetings occurs on enrolment or assessment of eligibility. Cycles of action and reflection of ILP goals -Link of ILP goals to curriculum planning and assessment Routines of communication between home and school for students with limited communication are personalised. 	Contact and Timeframe Through office: ph: 61422430 or tntp@turners.act.edu.au Disability and Inclusion Contact Officer. School Psychologist. Classroom teacher.
Assessment and Reporting Schedule:	Term 1: <ul style="list-style-type: none"> Getting to Know you interviews Invitation to write a letter to your teacher Personalised Learning Plan (PLP for Aboriginal/ Torres Strait Islanders). In class goal setting (teacher-student). 	Term 2: <ul style="list-style-type: none"> Semester 1 Reports (achievement against Australian Curriculum- AC outcomes including where child is up to and strategies to support next). Portfolios sent home (related to achievement/growth) 	Term 3: <ul style="list-style-type: none"> End of semester 1 Parent teacher Interviews Learning Journeys 	Term 4: <ul style="list-style-type: none"> Semester 2 Reports (achievement against AC - where child is up to and strategies to support) Parent teacher Interview (where requested) Portfolios sent home (related to curriculum achievement/ growth)

Learning Priorities Continued