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## STAFF - PARENT COMMUNICATION

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### INTRODUCTION

Parental involvement and understanding of what occurs at this school is fundamentally important to the ethos of the School. Where students are of an appropriate age, their involvement is important for the same reasons. We should always aim for greater student ownership of their own learning and increase parental knowledge, understanding and support for student learning, school practices, attitudes and routines.

The School is explicit in the expectation of staff and parents to be in partnership regarding the education of students. This is a two way partnership in the case of young students and increasingly an equal three way partnership in the case of older students. Such partnership relies upon good communication between all groups.

Parents are notified at the enrolment interview that the success of their children at this school will be maximised if they are in and around the School as much as possible, both in and out of School hours. Staff and parents need each other in the educative process. Parents have an intimate knowledge of their children that we cannot hope to match and we have a professional knowledge that most parents are unable to access.

Communication is best conducted in an atmosphere of trust and reasonable knowledge of each other built up over time. It is in the interests of both groups that parents and staff are working towards similar goals. This does not entail agreeing about all aspects of a student's life, but clear communication is most needed when minor disagreements occur.

### PARENT INTERVIEWS

It is expected that teachers will undertake interviews with the parents of individual students at various times during the course of the year.

In Term One, teachers responsible for the pastoral care of a student will typically meet with their parents. The interview should be focussed upon learning as much as possible about the student from the parents and to address general progress and pastoral matters.

Parent/Teacher interviews focusing on academic achievement and progress will generally be held following the distribution of academic reports (Interim or Semester Reports), or at other appropriate times.

Individual interviews regarding academic progress or concerns will occur at any time as determined necessary or beneficial by the staff member or if a parent makes a specific request.

## OTHER COMMUNICATION

Other forms of communication include the School Portal and Learning Management System, telephone discussions, and email. The teacher should make a brief record of the communication via an electronic record in the individual student section of the School Portal.

It is expected that a communication will receive a response within a reasonable timeframe, given the circumstances. This will typically be within one working day; however, this may vary subject to workloads or periods of absence. Staff are not expected to respond to communications from parents outside of normal school hours, until the next school day.

Formal written correspondence via letter or email may be entered into if the need warrants such action. This need should be discussed with the Primary School Coordinator, Team Leader, Head of House and/or Deputy/Associate Principal of Sub-School. The draft letter or email should be checked prior to being sent (by the same members of staff) and a copy of the communication added to student records.

## INTERACTING WITH PARENTS AT SCHOOL EVENTS

From time to time staff will be required to attend formal parent/staff meetings or events. At other times, staff are expected to attend a reasonable number of semi-social functions and mix with parents to ensure the quality of staff/parent communication. Talking to people who you do not know well can be hard work; however, the rewards are considerable, especially built up over a small number of years.

