



Policy Number	N/A
Implemented	2016
Evaluated	2016
Next Evaluation	2019
Evaluation Group	HLT
Evaluation Frequency	3 years

PARENT / STUDENT / TEACHER COMMUNICATIONS POLICY

1. RATIONALE

It is our belief that positive, working relationships within the College community give students a greater chance of success. Students, staff and parents/caregivers make up the College community, with the partnership of educating the students being shared by parents/caregivers and teachers. Within the community it is assumed that all conversations and communications will reflect the Gleeson 10 and will be based on mutual respect and appropriate confidentiality and take into consideration the long-term wellbeing of the student/s.

2. AIMS

- 2.1. To set clear guidelines for teachers in their communication with parents/caregivers.
- 2.2. To provide clear guidelines for parents/caregivers and students as to whom to contact and the process by which contact may be made with a teacher.
- 2.3. To establish a protocol for the harmonious resolution of grievances between parties to enable students to focus on their learning.
- 2.4. To outline the process for formal communication between the parents / caregivers/ students and College.

3. BROAD POLICY

All members of the Gleeson College community, staff, students and parents/caregivers should be treated with respect. The aim of this policy is to enable issues to be addressed effectively in order to allow the student to experience the minimum amount of disruption to their learning and to ensure that the normal working protocols of the College are maintained. As such it is important that a line of communication is made available for students/parents/caregivers to discuss any identified issues further. This policy should be read in conjunction with Gleeson College's Student Personal Responsibility Policy and its related SACCS policy.

4. GUIDELINES

- 4.1 A wide range of opportunities exist for parents/caregivers to communicate with teachers concerning academic progress and student well-being. The formal reporting process occurs two times a year, at the end of each semester. In addition, parent/caregiver and teacher interviews are held at various times according to the student's year level. Further opportunities exist for informal discussions at various parent forums, by phone and email contact.

- 4.2** Where parents/caregivers seek to make additional appointments, contact should be made through the College reception, so that an appointment may be made at a mutually convenient time. The party making the appointment should state the reason for the request and give an estimate of the time required. Parents/Caregivers may also seek to make a telephone interview in this way. Parents/Caregivers must not interrupt teachers while in class, nor confront them in front of their students or on College property.
- 4.3** Parents/Caregivers with questions about classroom teaching and learning matters should initially address their concerns to the relevant subject teacher. Any further communication deemed necessary should begin with the Learning Area Coordinator.
- 4.4** Parents/Caregivers with questions about student well-being should initially address their concerns to the Care Group Teacher. Any further communication deemed necessary should begin with the College Counsellors or House Coordinator, as appropriate.
- 4.5** In the event of a grievance not being resolved as per the above steps, then communication should be made with the Assistant Principals or Deputy Principal. If the grievance still remains unresolved then a request can be made for an interview with the Principal, via the Principal's Assistant, stating the reason for the request and an estimate of the time required, so that an appointment may be made at the earliest mutually convenient time.
- 4.6** Staff are expected to return communication to parents/caregivers within 48 hours of them receiving the notification.
- 4.7** **STUDENT GRIEVANCE PROCEDURE**

This procedure exists to provide students with a set of guidelines by which grievances may be resolved. The aim of the procedure is to resolve issues confidentially and efficiently, while maintaining good pastoral relations between all parties.

There are several stages in the process. The flow chart below illustrates the correct procedures for both academic and pastoral grievances.

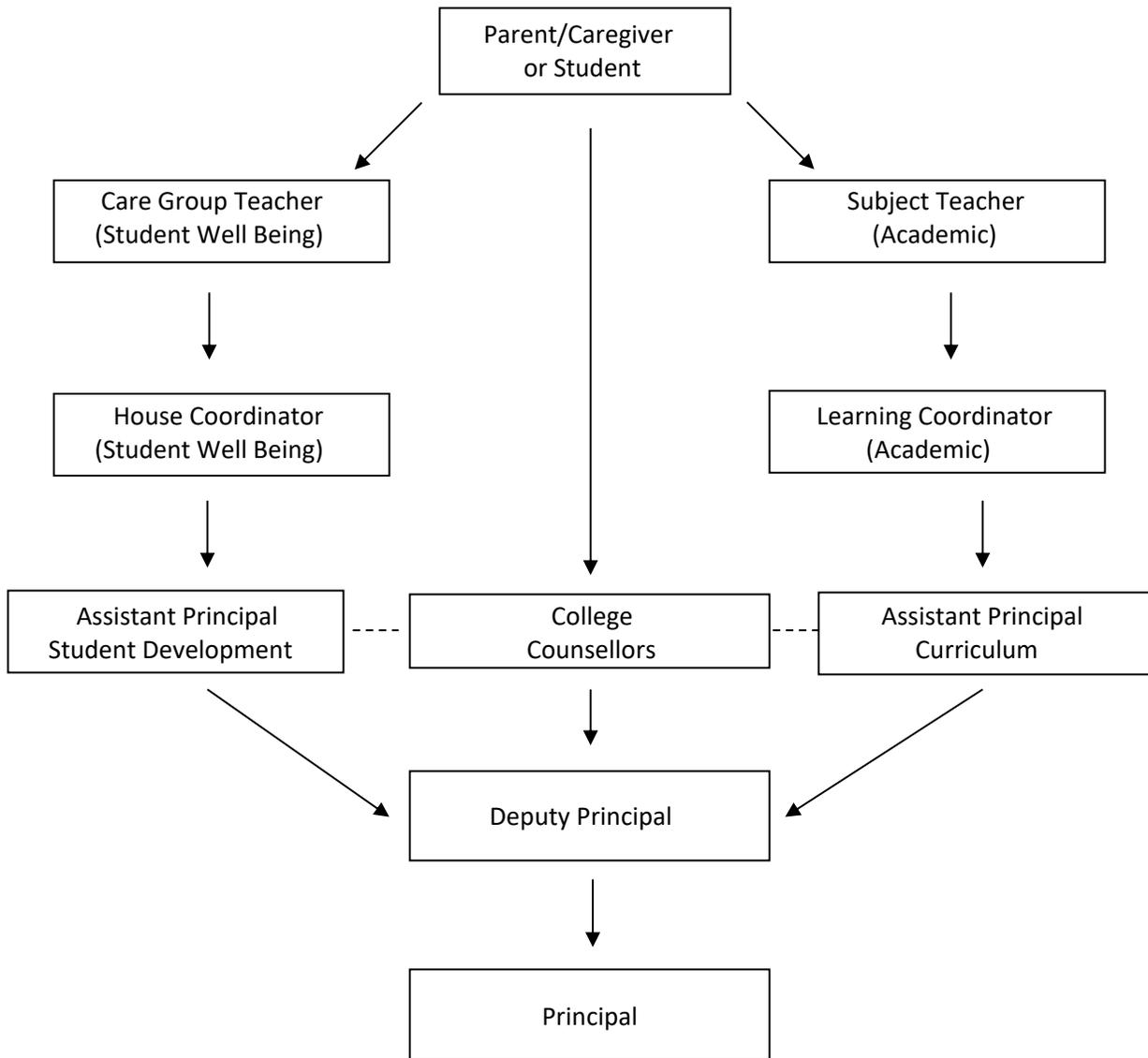
Students with questions about classroom teaching and learning matters should initially address their concerns to the relevant subject teacher. Any further communication deemed necessary should begin with the Learning Area Coordinator or College Counsellors, as appropriate.

Students with questions about student well-being should initially address their concerns to the Care Group Teacher. Any further communication deemed necessary should begin with the House Coordinator or College Counsellors, as appropriate.

Students can address their grievance(s) directly with the College Counsellors where appropriate.

If the grievance has not been/cannot be resolved as per the above steps, then communication should be made with the Assistant Principal (Student Development) for well-being issues or the Assistant Principal (Curriculum) for academic issues. Alternatively a request can be made for an interview with the Deputy Principal or Principal, via the Principal's Assistant, stating the reason for the request and an estimate of the time required, so that an appointment may be made at the earliest mutually convenient time.

STUDENT GRIEVANCE FLOW CHART



5. BASIS OF DISCRETION

- 5.1 Teachers may elect to ask another teacher or coordinator to be present at an interview to ensure comprehensive responses to queries.
- 5.2 Teachers and parents/caregivers may deem the grievance or concern to be of a nature that requires the intervention of a more senior staff member in the first instance and may elect to communicate directly with a Learning Area Coordinator, House Coordinator, College Counsellor, Assistant Principals, Deputy Principal or Principal.
- 5.3 Variations to this process may be implemented at the Principal's discretion.

6. EVALUATION

The House Leadership Team is responsible for the evaluation of this policy which will take place every 3 years. The policy should be considered by the College Leadership Team as the key team within the College for Policy Review. They may wish to seek opinions from other staff, parents and students as to the effectiveness of the policy.

Signed _____ Principal or delegate

Signed _____ Chairperson of Board or delegate Dated: _____

This Policy now replaces all previous versions and evaluations of this Policy.