|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Diary with key dates | School Events | Reports on school events |  | Notifications | Absences | Conference booking |  | Office – admin tasks | Information sessions | Parent Teacher Conferences |
| Fundraisers | Newsletter | Student Awards |  | Analytics | Compass | Student Timetable |  | Informal chats  | Face to Face | 3 Way Conferences |
| Uniform Shop | Scotsburn Report | Assemblies |  | Chronicle | Reports | Learning Tasks |  |  |  | Point of Need Meetings |
|  |  |  |  |  |  |  |  |  |  |  |
|  | School Info | Curriculum details |  | Newsletter | Compass | Face to Face |  | First Aid issues | Absences | Payments |
| Calendar | Website | Newsletter storage |  | Website | ***B.P.S******Communication Guidelines*** | Phone |  | Appointments | Phone | Conference Bookings |
| Photo Gallery | Enrolments | Key school policies |  | Class Dojo | Notes / Paperwork | email |  |  | Academic discussions | Student wellbeing |
|  |  |  |  |  |  |  |  |  |  |  |
| Dojo points | Photos of learning | Videos of learning |  | Reminder notes  | Excursion/ Camp forms | Plc Newsletters |  | Absences | Agendas/ Minutes | Excursion reminders |
|  | Class Dojo | Messages about learning |  | Information Notice Boards | Notes / Paper Work | Student Reports |  | Formal requests | email | Communication to teachers/ parents |
|  |  |  |  | Accounts |  | First Aid notifications |  |  |  |  |

* Ensure communication is a shared process. For example, as well as providing information about school or classroom activities, teachers seek input from parents about the needs and aspirations of their children and their expectations for their children.
* Use effective communication to build trust between school staff and parents. This includes clear and respectful messages, effective listening, following up on commitments and providing opportunities for 360 degree feedback.
* Ensure communication is focused as much as possible on student learning. Develop clear and proactive advice about school policies, routines and other operational matters so that more time and effort is available for communicating about students' needs and progress.
* Use home-school liaison personnel to teach parents the language of learning, including the nature of today's classrooms, how to speak with teachers and how to talk to their children about their schooling experiences.
* Build parents' capacity to communicate about student learning by:
	+ providing questions and conversation starters they can use to discuss learning with their children
	+ assigning homework tasks that allow parents to contribute and participate
	+ hold parenting workshops focused on the role parents can play in providing a home environment that supports learning (Emerson, 2011)
	+ use of a wide range of communication tools and channels, including newsletters, websites, e-mails, assemblies, parent/teacher interviews, P&C meetings, web conferencing and text messages. See online resources for more information about selecting and using online media and spaces.
* Use language that is clear and accessible to parents and the community. Avoid or explain confusing educational terms.
* Develop a school calendar outlining key points in the school year where engagement of parents and the community is vital and the specific activities to be used to engage them.
* Provide access to information in other languages and forms to meet the diverse needs of parents and community members. This may include Aboriginal and Torres Strait Islander people and parents, carers, and next of kin for whom English may not be a first language.
* Provide professional development that helps teachers to communicate effectively with parents, particularly improving their capacity to develop a common language of learning.
* Share consistent and ongoing messages of high expectations for all students and their learning.

Select communication strategies that are appropriate for parents of students of different ages and stages of development, for example: