



# **COMMUNICATION POLICY**

*Policy No.1.10*

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## **Rationale**

At Wales Street Primary School we are committed to providing a safe, inclusive and supportive environment which promotes open communication, respect, fairness and positive relationships.

We believe that the relationship between home and school is a very important part of ensuring that children are happy, secure and open to learning. As a school community we are committed to working together to meet the various needs of our school community. Central to achieving this is trust and open, effective communication between all members of the school community.

As an International Baccalaureate school, the Primary Years Program Learner Profile attributes and the IB attitudes form the basis for a proactive approach to communication and problem solving.

## **Aims**

### **To ensure:**

- That effective communication between all school community members takes place
- That processes are in place which allow for open and honest communication amongst all school community members
- That confidential information is managed in a manner consistent with community expectations, professional standards and legal obligations
- That clear, positive and fair processes and guidelines are provided which allow issues or concerns to be aired and resolved in a timely, effective and respectful manner
- That a positive, productive and harmonious school environment is maintained

## **1. Guidelines for Implementation:**

Wales Street Primary School will use a range of strategies to communicate effectively with the school community. These are listed in the Appendix- *Mechanisms for Communication*.

- The main source of school community information is the fortnightly electronic newsletter and it is an important tool for communicating the happenings at the school.
- It is the responsibility of parents and carers to read the newsletter to stay abreast of the current happenings at the school.
- It is also the parents/carers responsibility to ensure that their current email is up to date so that communication is ongoing and available to use as required.

- The *Mechanisms for Communication* (see appendix) will be reviewed annually to reflect and update the current operational communication processes at work in the school.
- It is acknowledged that teachers have time constraints during the school day and issues or concerns are best dealt with when uninterrupted time and attention can be given to them.
- In all cases if the matter is urgent and / or relates to the possible risk or harm to a student, a member of staff or another member of the school community, the Principal should be informed immediately and the urgency of the matter conveyed.

### **1.1 Curriculum and class information**

- Teachers and year level teams will communicate curriculum information and homework expectations at the beginning of the year via a team newsletter, the Parent Information Exchange evening and the Unit of Inquiry leaflets.
- Further curriculum information will be sent out at the beginning of each of the remaining five units of inquiry throughout the year.
- Extra and incidental curriculum information may be sent via email throughout the year and is done so at the discretion of each individual teacher/ learning team.
- An essential agreement will be set at the beginning of each year for each PLT to standardize the communication method across the team.

### **1.2 Guidelines for communication- appropriate use of Email**

Wales Street Primary School considers email a vital communication tool and recognizes the importance of proper email content and speedy replies. Nevertheless the high volume of email traffic and the resultant impact on workload issues necessitates some guidelines for all users of the school's email system. Staff members are provided with DEECD email accounts to improve the efficiency and effectiveness of communication both within the organization and with the broader community.

- To facilitate a speedy response, try to limit emails to less than 200 words.
- Clearly and concisely explain your issue or question.
- Try to direct the enquiry to the most relevant person.
- Because teachers are not always online due to teaching and meeting responsibilities, their response times may take from 2 to 4 days within the working week.

### **1.3 Guidelines for communication- Phone**

Wales Street Primary School encourages parents and staff to use the telephone as an important tool to communicate personal concerns and issues that cannot be discussed via email. It is also important that all conversations by all parties are respectful and courteous.

Telephone communication is also useful for queries, urgent messages that need to be relayed to students and teachers, and student absences..

Staff may not always be able to return telephone calls during the normal school day and may take up to 48 hours to return the call. Email may then be used to respond to the call and arrange a meeting time.

Staff private phone numbers are not to be given out to parents. Parents are advised that if they wish to contact staff by phone they are to call the school during working hours.

## **1.4 Guidelines for communication -Social media**

Wales Street Primary School has a Facebook page and a Twitter account as a form of communicating social events and happenings at the school to the wider community. From 2014, Information will also be sent via the school app- Tiqbiz as a means of providing our community with instant notifications, reminders of daily events and links to the newsletter. This is an information service app which allows parents/carers to also notify the school of absences, change family details and make contact with the school

To support the positive intent of these platforms, it is important to remember that:

- Social media is one form of communication from the school but not the main form and is not a forum for open discussion
- Social media such as Facebook and Twitter is used by the school to promote school happenings and positive stories about the school community.
- Social media is used to build a sense of community
- The moderator has the right to withdraw inappropriate comments and discussions.
- Social media could be used to supplement and highlight information from the newsletter

## **2. Contact Procedures**

### **2.1 Contacting a classroom or specialist teacher:**

When a parent wishes to contact a member of staff to discuss matters relating to their child, the procedure is to contact the teacher involved, giving a brief outline of the issue. Contact should be made using one of the following approaches:

- Contact the school, either by phone or coming to the office personally, and ask a school administration officer to arrange for the teacher to contact you to arrange a suitable meeting time. Teachers are not usually available to answer phone calls or come to the office during teaching time or whilst on yard duty.
- Contact the appropriate teacher in writing or via email, asking them to organize a suitable meeting time.
- Speak briefly with the appropriate teacher, either before or after school hours (not at a time when they are teaching or on yard duty), and ask them to arrange a suitable meeting time.

### **2.2 Contacting other school personnel:**

When a parent has a concern or wishes to discuss an issue regarding a situation which they consider affects the whole school, their child's wellbeing or relates to a school policy or matter, the procedure is to:

- Contact the Principal, one of the Assistant Principals, using one of the three approaches outlined above.
- Alternatively, contact the Welfare Officer if it is a matter concerning a child's wellbeing or welfare, or the School Nurse for Health related matters.

When parents have a concern or wish to discuss an issue relating to a member of staff or of a sensitive nature, they should make an appointment with the Principal by contacting the school office, either by phone or coming to the office personally, and asking the Office Manager or an administration officer to arrange a suitable meeting time.

In all cases if the matter is urgent and / or relates to the possible risk or harm to a student, a member of staff or another member of the school community, the Principal should be informed immediately and the urgency of the matter conveyed.

The Principal will determine the most appropriate person to resolve the issue, as well as ensuring that contact is made as soon as possible.

### **3. Procedure for Complaints or Issues**

Wales Street Primary School will deal with all complaints and issues sensitively, promptly and confidentially. The school's approach to handling concerns and complaints is based on our values of:

- providing a safe and supportive learning environment
- building relationships between students, parents and staff
- providing a safe working environment for staff.

These procedures cover concerns and complaints about:

- general issues of student behaviour that are contrary to the school's code of conduct
- incidents of bullying or harassment in the classroom or the school yard
- learning programs, assessment and reporting of student learning
- communication with parents
- school fees and payments
- general administrative issues
- any other school-related matters except as detailed below

The procedures do not cover matters for which there are existing rights of review or appeal, as detailed in the *Victorian Government Schools Reference Guide*. Those matters include:

- student discipline matters involving expulsions
- complaints about employee conduct or performance and complaints that should be dealt with by performance management, grievance resolution or disciplinary action
- complaints by the Department's employees related to their employment
- student critical incident matters
- other criminal matters.

Issues and matters which have been raised will be kept in the strictest of confidence and not discussed with any other persons, excepting those directly involved.

- Anonymous complaints will not be accepted or acted upon.
- Resolving matters of concern are best achieved through face-to-face contact with the appropriate person.

- Emails and letters should be brief, alerting the person to the issue; they should not be used as a forum for in-depth discussion.
- Formal meetings will be minuted and all persons involved will receive a copy of the minutes. Any correspondence received by the school will be kept in a secure file.

### **3.1 Issues arising between students and families:**

No parent should approach the children of other families with a school related issue on the school grounds. Such matters must be addressed to the Principal or Deputy Principal and not discussed with other persons. This will then become a school matter and will be dealt with by the Principal at his/her discretion.

## **Resources**

Appendix A – Email Protocols for Teacher and Parent Communication (attached)

Appendix B- Mechanisms for Communication (attached)

DEECD documents – School communication Toolkit

## APPENDIX A

### Email Protocols for Teacher and Parent Communication

#### Protocols for Parent email use:

Email may be a fast and convenient way for you to send messages but this may not be the case for many of our teachers. Teachers read emails at different times of the day and so an immediate reply is not possible. In fact you may not receive an email reply at all, since the staff member will determine how best to contact you: by email, phone call or to schedule a personal conference.

To use email effectively in a school setting, we have developed the following guidelines for parents/carers:

Email is appropriate for:

- To report an absence or forthcoming appointment for a child/children
- Brief enquiries about general school matters
- School related issues only
- To pass on relevant information to the appropriate personnel e.g. minor issue or alert to the school nurse
- As a communication tool between teachers and parents.
- When agreed between the teacher and the parent (following a face to face contact) email may be used as a form of regular communication about a student's day at school in place of a communication book.

Email is not ideal for:

- Your child's academic progress. This is best addressed through a telephone conversation or a personal conference with your child's teacher.
- Use as a tool for in depth discussion but can be used to raise a topic to be discussed at a face to face meeting
- Sending non-vital messages by this medium. For example, do not use email to inform the school that your child is to meet you somewhere when the day ends. Instead use the telephone to contact the office to be sure that the message is received and clearly understood.
- Threatening or offensive language

When sending email:

- Identify yourself in the subject line of your email and if appropriate, the name of your child.
- It should only be addressed to the intended recipient ( To: as the primary recipient)
- The use of 'Cc' (Carbon copy) is to be used if you would like another recipient to be aware of your email as a secondary recipient but not as an invitation to respond
- The use of 'Bcc' ( Blind carbon copy) is to be used for tertiary recipients as a privacy measure or if sending to recipients who do not know each other, such as in a mailing list so that email addresses are hidden.
- Ensure emails are respectfully written as meaning can be misinterpreted.

- Acknowledgement of emails received by staff should be given within 2 working days. Further discussion of the topic raised could take up to 5 working days.

Privacy:

- Please remember that email is not necessarily confidential and can be subject to FOI (Freedom of Information) regulations. Confidential information should be conveyed by phone or personal contact.
- Due to privacy, DL (Distribution Lists) will not be available to parents and the general community
- Events committee may use the email DL lists to contact parents for support and promotion for scheduled events only.

Protocols for Staff email use:

The school maintains email accounts for teachers to facilitate parent/teacher communication and internal as well as system wide staff communication. The school reserves the right to block or filter email messages to staff that are not directly related to school business or to the school's educational mission.

1.3 Staff using email to correspond with parents must adhere to the following:

- Staff must use a school provided email account for all staff/parent communications
- Email must never be used to discuss contentious, emotional or highly confidential issues. These issues should be dealt with face to face or by telephone.
- Email parents only when they have agreed that email is an appropriate form of communication
- The use of Cc and Bcc may be used by all parties to notify others of the conversation only if relevant.

1.4 When sending an email:

- Emails should be short and directional in nature and only include facts.
- Care should be given when using student names. Refer to students by first name, initials or 'your son/daughter' depending on the content. Do not discuss non-related students or issues to parents
- Email messages to parents should be consistent with professional practices for other correspondence. This includes grammar, format and salutation.
- If you wish to make a complaint, it is recommended that you do not write a lengthy email, in the first instance. You may use email to contact a person from the leadership team to discuss the matter with you in person.
- The use of Cc and Bcc may be used by all parties to include others in the conversation only if relevant

1.5 Privacy

- All emails that reside on the DEECD servers may not be confidential. Email messages may be requested by the public under FOI ( Freedom of Information ) laws and may, unless they are exempt under the law, be open to public inspection.
- When sending an email to all parents that have given permission at one time, the Bcc (Blind Carbon Copy) facility must be used to list addresses to ensure that privacy is maintained.

## APPENDIX B.



### MECHANISMS FOR COMMUNICATION

<b>STAFF TO STAFF COMMUNICATION</b>			
<b>MECHANISM</b>	<b>PURPOSE</b>	<b>ACTION</b>	<b>FREQUENCY</b>
School Strategic Plan	<ul style="list-style-type: none"> <li>To review current school practice and performance.</li> <li>Set goals for strategic planning</li> </ul>	<ul style="list-style-type: none"> <li>School improvement Process- review current goals on an annual basis to set direction of AIP and develop future goals every 4 years</li> </ul>	<ul style="list-style-type: none"> <li>4 year review cycle</li> <li>Parent, staff and student survey annually</li> </ul>
Annual Implementation Plan	<ul style="list-style-type: none"> <li>To articulate the actions to be taken to achieve one year targets that will work towards 4 year priorities</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and staff formulate plan at the beginning of each year to implement the goals of the strategic plan</li> <li>AIP reviewed at the end of each year</li> </ul>	<ul style="list-style-type: none"> <li>Annually developed</li> </ul>
USB drive for all new staff	<ul style="list-style-type: none"> <li>To introduce new staff to all the policies and procedures in a digital form as part of the induction process</li> </ul>	<ul style="list-style-type: none"> <li>New staff to access in their own time</li> </ul>	<ul style="list-style-type: none"> <li>Once</li> </ul>
Performance and Development reviews	<ul style="list-style-type: none"> <li>To implement whole school goals,</li> <li>Annual review to identify professional learning</li> <li>Career path planning</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team supports staff through formal and informal meetings to plan/support and evaluate the pathways process.</li> <li>Staff prepare documentation prior to formal meeting times</li> <li>Principal advises the Department when the processes are completed</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing throughout the year</li> <li>Formal meetings at the Planning Stage,</li> <li>Mid Cycle Review</li> <li>End of cycle</li> </ul>
Leadership meetings	<ul style="list-style-type: none"> <li>To ensure whole school cohesion, strategic planning and management</li> </ul>	<ul style="list-style-type: none"> <li>Principal, Assistant Principals and Leading teachers raise issues, share information and plan at whole school level</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>



Staff meetings	<ul style="list-style-type: none"> <li>To provide information, raise issues and discuss school management activities and programs</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff meetings held twice a term</li> </ul>	<ul style="list-style-type: none"> <li>Twice a term</li> </ul>
Professional development meetings	<ul style="list-style-type: none"> <li>To provide professional development in key learning areas as identified in the AIP</li> </ul>	<ul style="list-style-type: none"> <li>Staff to build capacity in teacher professional knowledge and skills in Key areas of AIP</li> </ul>	<ul style="list-style-type: none"> <li>8 weekly meetings per term</li> </ul>
Professional Learning Team meetings PLT – How	<ul style="list-style-type: none"> <li>To share information, raise issues, plan and discuss team and class management,</li> <li>To plan collaboratively in teams to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Prep, ,Year 1/2, Year 3/4 and Year 5/6 PLTs meet</li> <li>All staff are members of a collaborative teaching team</li> </ul>	<ul style="list-style-type: none"> <li>One Weekly in class time</li> <li>One Weekly after school meeting</li> </ul>
Communication whiteboards	<ul style="list-style-type: none"> <li>To provide daily information, timetable changes and staff absences</li> </ul>	<ul style="list-style-type: none"> <li>Open to all staff for input and notices.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Staff Weekly email	<ul style="list-style-type: none"> <li>To provide an overview of weekly absences, school events, excursions and professional development</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal to send email at the start of the working week to all staff</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> <li>Ongoing</li> </ul>
Staff Emails	<ul style="list-style-type: none"> <li>To effectively communicate between staff, information and day to day changes</li> </ul>	<ul style="list-style-type: none"> <li>Staff to use Distribution List for information only pertaining to whole staff issues.</li> <li>Teams to send minutes and information pertaining to relevant staff when required.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
School calendar-digital	<ul style="list-style-type: none"> <li>To provide an overview of school events, excursions and professional development</li> </ul>	<ul style="list-style-type: none"> <li>Upcoming events are entered on the calendar by all staff</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and updated throughout the year</li> </ul>

## SCHOOL TO COMMUNITY COMMUNICATION

MECHANISM	PURPOSE	ACTION	FREQUENCY
Newsletter	<ul style="list-style-type: none"> <li>To communicate key events, policies, ideas and achievements to the school community</li> </ul>	<ul style="list-style-type: none"> <li>Admin staff to coordinate items</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter distributed every second Thursday in digital form and linked to the website.</li> </ul>
School Council and sub committees	<ul style="list-style-type: none"> <li>To represent the school community in governance of the school. including the development of the strategic plan and policies, raising funds, ensuring the school meet the DEECD compliance regulations.</li> </ul>	<ul style="list-style-type: none"> <li>Elections held annually. Position on school council held for two years</li> <li>Meeting times and articles are published in the school newsletter</li> <li>School council and sub committees reformed each year</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held at least twice a term</li> </ul>
PLT Information and PYP newsletters	<ul style="list-style-type: none"> <li>To inform parents of the Program of Inquiry and curriculum development</li> <li>To inform parents about the curriculum overview for each term</li> </ul>	<ul style="list-style-type: none"> <li>PLT teams to send home information pamphlet to inform parents about the PYP and to share with parents their teaching planner</li> </ul>	<ul style="list-style-type: none"> <li>Once a term</li> </ul>
Student contact details	<ul style="list-style-type: none"> <li>To ensure all student information, health issues and contact details are up to date</li> </ul>	<ul style="list-style-type: none"> <li>Printout of student information sent home with each student for review by parents/carers to ensure contact details are accurate</li> </ul>	<ul style="list-style-type: none"> <li>Early term 1</li> </ul>
School App- Tiqbiz	<ul style="list-style-type: none"> <li>To communicate key events and reminders to the school community</li> </ul>	<ul style="list-style-type: none"> <li>Admin staff and class teachers to coordinate items for the app</li> <li>push notifications published regularly</li> </ul>	<ul style="list-style-type: none"> <li>ongoing updates</li> </ul>
School website	<ul style="list-style-type: none"> <li>To provide information about the school and its programs</li> </ul>	<ul style="list-style-type: none"> <li>The website is updated weekly and includes the newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing updates</li> </ul>

Social media	<ul style="list-style-type: none"> <li>To share and celebrate the events and achievements that occur in school daily life.</li> </ul>	<ul style="list-style-type: none"> <li>To post images and news from school events to share with the local community.</li> <li>As a means of giving information about upcoming events.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>To recognise and share achievements and information with parents and students</li> </ul>	<ul style="list-style-type: none"> <li>Assembly conducted weekly by JSC and school captains.</li> <li>Opportunity for sharing of skills and achievements with students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
Parent information forums	<ul style="list-style-type: none"> <li>To inform and consult with parents about school initiatives and programs, e.g. School Improvement, PYP information sessions</li> </ul>	<ul style="list-style-type: none"> <li>Hosted by teachers, leadership personnel or principal as required to provide opportunities for consultation with parents</li> </ul>	Schedule as required PYP - annually
Community events	<ul style="list-style-type: none"> <li>To foster a sense of school community through shared experiences and activities</li> </ul>	<ul style="list-style-type: none"> <li>Notes to advise as required</li> </ul>	

## STUDENT VOICE

MECHANISM	PURPOSE	ACTION	FREQUENCY
Informal meetings with student and teacher	<ul style="list-style-type: none"> <li>To share relevant information to support students</li> <li>Feedback mechanism for students</li> </ul>	<ul style="list-style-type: none"> <li>Students or teacher initiates meetings on informal needs basis and discusses learning goals</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
Class meetings	<ul style="list-style-type: none"> <li>To promote positive social development and raise issues for class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Teachers schedule class meetings into the weekly program, utilising the opportunity for social skill development</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>

Junior School Council	<ul style="list-style-type: none"> <li>To allow students to make positive contributions to the school environment and wider community</li> </ul>	<ul style="list-style-type: none"> <li>Staff member coordinates representatives elected from the grade 56 classes.</li> </ul>	<ul style="list-style-type: none"> <li>Annual elections and regular meetings</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>To recognise and share achievements and information with parents and students</li> </ul>	<ul style="list-style-type: none"> <li>Assembly conducted weekly by JSC and school captains.</li> <li>Opportunity for sharing of skills and achievements with students, teachers and parents</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>
Prep happy Hour	<ul style="list-style-type: none"> <li>To recognise and share achievements of prep students share the learning with parents and students</li> </ul>	<ul style="list-style-type: none"> <li>Parents advised of special assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Once a term</li> </ul>

## COMMUNICATING WITH PARENTS

MECHANISM	PURPOSE	ACTION	FREQUENCY
School App- Tiqbiz	<ul style="list-style-type: none"> <li>To communicate key events, happenings and reminders to the parents and school community</li> </ul>	<ul style="list-style-type: none"> <li>Admin staff and class teachers to coordinate items for the app</li> <li>push notifications published regularly</li> </ul>	<ul style="list-style-type: none"> <li>ongoing updates</li> </ul>
Informal meetings with parents/carers and teacher	<ul style="list-style-type: none"> <li>To share relevant information to support individual students</li> </ul>	<ul style="list-style-type: none"> <li>Parent/carer or teacher initiates meeting</li> </ul>	<ul style="list-style-type: none"> <li>As required</li> </ul>
Parent information night- (PIE) night	<ul style="list-style-type: none"> <li>To enable parents to share information about their child's strengths and areas of concern.</li> <li>To provide any information that may assist the class teacher to articulate goals that they may have for their child</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to keep information with student records.</li> <li>2 way meeting between parent and teacher.</li> <li>Pro forma for recording discussion and concerns</li> </ul>	<ul style="list-style-type: none"> <li>Mid term 1- parent teacher evening</li> </ul>

Student led conferences	<ul style="list-style-type: none"> <li>• Students present their learning to the parent and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Parents use booking system to organise a time to be involved in 3 way student led conference</li> </ul>	<ul style="list-style-type: none"> <li>• End of term 2</li> </ul>
NAPLAN National Assessment Program Literacy & Numeracy	<ul style="list-style-type: none"> <li>• To assess student performance in Language Conventions, Writing, Reading and Numeracy against national benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• One week of testing in term 2 May</li> <li>• Reports are issued to parents at the end of term 3</li> </ul>	<ul style="list-style-type: none"> <li>• Week4 Term 2</li> </ul>
Semester written reports	<ul style="list-style-type: none"> <li>• To provide a comprehensive report about students' progress, achievements, social development and work habits</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers complete assessment and moderation and prepare written reports</li> <li>• Reports are submitted to the leadership team for review</li> <li>• Data is collected electronically and stored for data analysis</li> <li>• Reports issued to parents before SLC</li> </ul>	<ul style="list-style-type: none"> <li>• Last week of term 2</li> </ul>
Prep Information Night	<ul style="list-style-type: none"> <li>• To provide parents with an overview of the Literacy and Numeracy skills and content that are introduced in the prep year and how they support their child</li> </ul>	<ul style="list-style-type: none"> <li>• An information night is conducted for parents by teacher in the prep team.</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2</li> </ul>
Students portfolios	<ul style="list-style-type: none"> <li>• To provide students, teachers and parents with an opportunity to reflect upon student learning</li> <li>• To support written reports and as a body of evidence to demonstrate student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Students and teachers compile portfolios</li> <li>• Used during the Student Led Conference as the vehicle for demonstrating their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Sent home twice a year</li> </ul>
Special needs team	<ul style="list-style-type: none"> <li>• To foster optimal educational outcomes for students with special needs and learning difficulties-consultation with parents, departmental representatives and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Notes to advise as required.</li> <li>• Records kept in individual student files ( confidential) to follow the student as they pass through the school</li> <li>• Teachers use At Risk</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with relevant stakeholders held as required</li> <li>• Ongoing monitoring throughout the year</li> </ul>

		process to identify and track student intervention strategies	
COMPASS	<ul style="list-style-type: none"> <li>• To provide parents with access to attendance records and report absences to the school</li> <li>• As a portal for parents to book into school events such as interviews, SLC and school based events</li> <li>• To provide a comprehensive report about students' progress, achievements, social development and work habits ( to be implemented in 2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers complete assessment and moderation and prepare written reports</li> <li>• Teachers enter data on learning tasks for parents to access via the parent portal ( coming soon)</li> <li>• Teachers use Compass for electronic roll marking 2 sessions per day.</li> </ul>	<ul style="list-style-type: none"> <li>• Every day- roll marking</li> <li>• As required for events</li> <li>• Reporting as semester reports ( coming soon) twice a year</li> </ul>