

WLPS.



Engagement and Communications Framework

September 2019

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Introduction

A Communications Committee, comprising representatives of the school's leadership team, teachers, P&C, and parents was formed in April 2019, in order to review and update WLPS's engagement and communication strategy.

As part of this process, a survey was conducted with parents, to evaluate the effectiveness of the current communication channels used by the school and to seek feedback on the school's engagement with parents. 121 parents responded to the survey.

The results of the survey have been used to update the school's communications framework to ensure accurate, timely, consistent dissemination of information to parents. The survey also provided valuable feedback on ways to better engage with parents and ensure parents' views are heard.

Updated Engagement and Communications Framework

Summary of Key Points

Our Intent

To develop an updated communications and engagement framework that optimises the school's engagement with and between students, teachers, parents, support staff and the community - fostering an open and supportive environment of two-way communication.

Communication and Engagement Principles:

- Respectful two-way communication
- Transparent decision-making
- Focus on accuracy and consistency of information
- Information provided in a timely manner
- Commitment to paperless communication by end of 2019

Key Insights and Recommendations from the School Survey:

- Streamline and simplify communication channels to parents
- Make sure the information is accurate across channels of communication
- Better prioritise the information and don't double up
- Engage parents earlier so there are no surprises
- Optimise the effectiveness of Class Reps as a primary communication channel
- Continue to promote and encourage use of the SkoolBag App
- Refine and reorder information in the Newsletter
- Introduce an end-of-year, Year Group meeting to provide an overview on the classes for the following year.
- Communicate about communication.

The Updated Engagement and Communications Framework clarifies:

- Channels available for parents to engage with the school
- How the school will distribute information to parents
- Complaints Handling Policy

We've heard your feedback and changes are being made. A commitment by everyone to open and respectful two-way engagement and communication will help us all focus on our biggest priority: the education and well-being of our children at the school.

Guiding Principles

Our Intent

To develop a communications framework that optimises the school's engagement with and between students, teachers, parents, support staff and the community - fostering an open and supportive environment of two-way communication.

Communication and Engagement Principles:

- Respectful two-way communication
- Transparent decision-making
- Focus on accuracy and consistency of information
- Information provided in a timely manner
- Commitment to paperless communication by end of 2019

Survey Insights

1. Almost 50% of parents rated the class rep emails as the most valuable source of information they receive from the school. (followed by emails from the class teacher and the SkoolBag App)
2. 80% of parents rely on information from the class rep as their number one channel of communication from the school, to keep up to date with what is happening in their child's class
3. The school newsletter and the class rep information are the two key channels used to keep up-to-date on broader school news
4. Only 2.5% of parents do not read the school newsletter (65% read it every time)
5. When reading the newsletter, parents are primarily interested in:
 - Updates from the Principal
 - General school news
 - Key dates for the diary

Survey Insights

6. Strong adoption of the SkoolBag App (87% of parents), with parents using the majority of the App's functions
7. Emails and meetings with class teachers are seen as the most valued form of engagement with the school for parents
8. Priority topics of concern for parents are (what they want to know more about):
 - **Planning overview for my child's year group**
 - **Important dates for the diary**
 - **My child's academic progress and performance**
 - Knowledge of child/ren's friendships, interests and concerns
 - Incursions and excursions
 - School priorities
 - School events

Survey Insights

9. Overarching requests/feedback from parents:

- Streamline and simplify communication channels to parents
- Make sure the information is accurate across channels of communication
- Better prioritise the information and don't double up
- Engage parents earlier so there are no surprises

1. Optimise the effectiveness of Class Reps as a primary communication channel
2. Continue to promote and encourage use of the SkoolBag App
3. Refine and reorder information in the Newsletter
4. Introduce an end-of-year, Year Group meeting to provide an overview on the classes for the following year.
5. Communicate about communication.



Key Recommendations

1. Optimise the effectiveness of Class Reps as a primary communication channel

It is evident that the role of the class rep is highly valued by the parents. It is the primary communication channel they use to stay up-to-date with what is happening in the classroom and across the broader school.

But use of class reps varies by teacher and by class. Some are actively used by teachers to communicate to the class, while others are just sharing what comes through weekly from the P&C. The role was not historically designed as a class-based communication tool but overtime, it has become highly valued and should be re-evaluated in light of this.

There is an opportunity (via education of both teachers and class reps) to ensure the use of class reps as a communication channel is consistent throughout the school and that its effectiveness and appeal as a channel is capitalised on by teachers and the school.

Action: P&C Class Rep Coordinator (in consultation with leadership team and teaching staff) to redefine and articulate the role of the class rep as a communication channel for the school. The agreed approach to be shared with teachers and current class reps and then implemented accordingly.

Key Recommendations

2. Continue to promote and encourage use of the SkoolBag App

There's been significant uptake of the SkoolBag App by parents, with only 13% of parents not using it. Information on the App is timely and readily accessible and parents are using its full functionality

The App has the potential to become the consolidated communication channel for the school.

We need to continue to encourage the use of the App and communicate its functionality to parents to encourage further behaviour change.

Action: actively communicate App functionality across communication channels (class reps, newsletter etc). Communicate ambition to be paperless for all school communication by end 2019 to encourage switching

Key Recommendations

3. Refine and reorder information in the Newsletter

The survey highlighted that the majority of parents were interested in four key areas of information in the newsletter (rarely reading the rest).

The valued information is:

- Updates from the Principal
- General school news
- Key dates for the diary
- Photos of the children

Action: In light of the findings, review the contents and structure of the newsletter with a view to making it ever relevant to parents

Key Recommendations

4. Introduce an end-of-year, Year Group meeting to provide an overview on the classes for the following year.

When it came to feedback on engagement, parents identified a “**planning overview for my child’s year group**” as their number one priority and area of concern.

In response to this, it is recommended that sessions be held at the end of each year, with each year group, to provide an overview for the year to come.

While we know not all details will be known at this stage, an overview of the curriculum, general class structures and teachers (if known) can be introduced and outlined. This will avoid some of the angst felt at the beginning of the year and provide an opportunity for parents to engage early.

Action: implement a year group meeting for every year in the school in term 4, 2019, in preparation for term 1, 2020.

Key Recommendations

5. Communicate about communication.

Qualitative feedback from the survey clearly demonstrated a lack of awareness and understanding of the various communication channels the school currently employs and the role for each.

Despite information being sent out to parents through various channels, without broad awareness of what to expect from each channel and where to look for specific information, much of it is getting lost.

There is a clear need to communicate the role and relevance of each of our communication channels so both parties can engage effectively.

Action: develop a plan to communicate this framework to staff, stakeholders, class reps and parents

Key Recommendations

Updated Engagement and Communications Framework 2019

Engagement. The essentials.

- Keep doing what we are doing but let people know what that is more regularly
- Continue to show active leadership presence at drop-off and pick-up
- Instigate more regular invitations for engagement (like the recent survey)
- Keep doing and talking about the leadership morning teas
- Introduce the Year group sessions to engage parents before the following school year
- Facilitate a more consistent, collaborative approach to school communications
- Respond to feedback in the most appropriate manner for any issues raised
- Demonstrate change as a result of this process (we've listened)

Channels available for parents to engage with the school.

CHANNEL	WHAT	WHERE	WHEN
Class Teachers	<p>One-on-one discussion/engagement about your child (academic performance, social and emotional wellbeing, behaviour, homework, class work etc) – initiated by parent or teacher</p> <p>Post semester report meetings – initiated by parent or teacher</p>	<p>In person (organised via phone or email) Email or phone conversations Before and after school chats</p> <p>In person</p>	As required
Leadership team	<p>The Leadership team is readily accessible to parents to discuss any and all topics relevant to your child or the school in general including:</p> <ul style="list-style-type: none"> - WLPS Policies and procedures, Annual Report, Business Plan - General school business - Issues relating to an individual child (initiated by either party) - Request/notification of extended absence 	<p>For general school business: Morning tea with the Leadership team P&C meetings (Leadership attend) Incidental conversations before/after school</p> <p>For issues related to your child: In person (organized via email or phone)</p>	<p>2 each term Weeks 3 & 8 As required</p> <p>As required</p>
The School Board	Parents are invited to attend Board meetings as observers and meet with the Chair or Board Members to discuss the WLPS Business Plan, Annual Report, Policy documents and any other issues of relevance to the Board.	<p>Board meetings Emails / phone calls to Board members Meetings with the Chair or Board members</p>	<p>Weeks 2 & 7 As required As required</p>
School Admin team	<p>Excursion/incursion permission and payment Attendance notification General school information</p>	In person	As required
Class Rep	<p>Class Rep is there as the first port-of-call for information and answers related to: Regular class-based activities, information, events, reminders School-wide events, fundraisers and news Uniform shop and canteen news Other P&C events and activities. The Class Rep is also there as a support for new families or families that require assistance</p>	Email, phone, in person	As required

Engagement and Communications Framework

Channels available for parents to engage with the school.

CHANNEL	WHAT	WHERE	WHEN
End of year, Year Group Meeting	Class structures, priorities and planning for upcoming year will be communicated through the year level meetings in term 4. Parents can participate in a <i>What Worked Well/Even Better If</i> activity with the leadership team	Full year group information session	Term 4
Term 1 class meeting	Meeting at the beginning of term 1 held in the class and conducted by the teacher to outline curriculum and approach for the year, introduce staff and parents, nominate class rep and run through class specific information. Opportunity for parents to ask questions of the teacher as a group	Class information session	Term 1
Bespoke meetings / info sharing sessions	For specific programs, changes to the curriculum or anything that has particular relevance to a group of students, a dedicated information sharing session will be held. The BYOD iPad information sessions for year 3 – 5 parents are an example of these. Parents are invited to attend, raise questions and have concerns addressed by the school leadership team and staff.	Information sessions promoted through newsletter, email and App	As required
Morning tea with the Leadership Team	An opportunity for parents to get to know the Leadership team a little better, to share their aspirations for their children and the school, and to discuss any concerns that they may have.	Morning teas promoted through newsletter, email and App	
P&C meetings	Parents are invited to attend P&C meetings and join the P&C. The leadership team attends all P&C meetings. All issues related to P&C involvement in the school are up for discussion including fundraising, the allocation of funds raised to the school and general school updates	Open meeting held after-hours at the school	Bi-monthly
Learning Support	Case conferences available when Learning Support Coordinator, school psych, chaplain or outside agencies are involved in catering for a child's learning needs	Requested via email or phone call	As required

Engagement and Communications Framework

Communication. The essentials.

- Class reps will become the primary channel for regular/weekly information from the school, P&C and class teachers
- Teachers will send important/curriculum related emails direct to parents
- Strategy of directing parents to the SkoolBag App for all forms, notices, the newsletter and live calendar will continue (with a view to move to paperless communication by 2020)
- Newsletter will be structurally adapted to prioritise relevant information
- Noticeboards and school diaries may be used by teachers but will no longer be considered key communication channels
- We will continue to communicate our commitment to, and approach for, effective communication via the newsletter, website and school-wide email

This is how the school will distribute information to parents.

CHANNEL	WHAT	WHERE	WHEN
Class Representatives	<ul style="list-style-type: none"> General messages from your classroom teacher General messages from the school (events, information) General messages from the P&C Social events for the class / year group Announcing and welcoming new students 	Email (Facebook and WhatsApp – optional additions)	Weekly
SkoolBag App	<ul style="list-style-type: none"> Live school calendar Access to the newsletter Events Excursions / incursions Important school-wide notices Important individual class notifications and reminders 	<ul style="list-style-type: none"> In App Push notifications (to mobile) Email notifications 	Timely
Newsletter	<ul style="list-style-type: none"> Update from the Principal General school news / updates Important dates for the diary Photos of children and events/activities Other information (board update, P&C update, star students etc) 	<ul style="list-style-type: none"> SkoolBag App App notification Email from school 	Fortnightly
Website	<p>One stop shop for all important information/documentation for the school including:</p> <ul style="list-style-type: none"> - Strategic documents: Education Department strategic documentation, WLPS priorities, procedures & performance, Business Plan, Annual Report, Policy documents. - School and student information: BYOD iPad information, information booklets, whole school events, important dates, school updates and news, contacts, forms, notices etc.. 	Online	Access as required

Engagement and Communications Framework

This is how the school will distribute information to parents.

CHANNEL	WHAT	WHERE	WHEN
School Facebook	Photos and mini clips of interesting activities happening during the day. Webinars and parenting tips/advice School events such as 120 th Good channel to connect with past alumni	Facebook	On going
P&C Facebook	Facebook page managed by the P&C Reminders about school-wide events and activities Community events and anything of interest to the school community	Facebook	On going
End of year class meeting	Planning overview for child's year group for the year to come. Class structures, priorities and planning for upcoming year will be communicated through the year level meetings in term 4. [Please note, class lists will continue to be sent out only on the last day of school].	Full year group information session	Term 4
Term 1 class meeting	Meeting at the beginning of term 1 held in the class and conducted by the teacher to outline curriculum and approach for the year, introduce staff and parents, nominate class rep and run through class specific information	Class information session	Early Term 1
Class teacher	Term overview Emails at the beginning of the term related to the curriculum and significant class events	Email direct to parents	4 x per year
School admin	Extra ordinary events / news / changes for the school Class placements Important reminders	Email	As required

Engagement and Communications Framework

This is how the school will distribute information to parents.

CHANNEL	WHAT	WHERE	WHEN
Reports	Interim reports to give an early indication of how each child has settled in to class Semester 1 and 2 formal reports	Hard copy distributed Emailed to parents with link that remains active for one month	Week 7, Term 1
Classroom noticeboards	Outside classrooms to let students (and parents) know what is happening that day Managed by the teachers Not used consistently across the school Not considered a key channel for school-wide communication Not considered a key channel for important class communication	Classroom	Daily
School diary	Used by the teachers as they see fit Tool for students to record homework – not an official communications channel between teacher and parent	Individual student diary	Daily
Information booklets	Hard copy information booklets are available in the office Distributed when families first join the school (kindy packs) Not widely distributed but available as required Soft copies available on website	School Admin Office Website	As required

Appendix 1. Communication channel matrix

How we communicate with you.

Department of Education and Whole School information

Type	Method
Education Department Strategic documentation, WLPS priorities, procedures, performance etc communicated in documents such as the Business Plan, Annual report and policy documents	Newsletter Webpage
Class structures, priorities and planning for upcoming year will be communicated through year level meetings in term 4. (currently conducted for K and PP but will be extended to all year groups).	Year level meetings promoted through Newsletter, email and App with bookings required through Trybooking.com
BYOD iPad information sessions held for year 3 – 5 parents during term 4	Meetings promoted through Newsletter, email and App with bookings required through Trybooking.com
BYOD iPad information including how to purchase, apps required etc	Webpage Hardcopy booklet distributed at meeting
Information booklets for K, PP, years 1-6 (handbook)	Distributed at enrolment Website
Identified point of needs parent information sessions (eg, cybersafety, resilience, technology needs)	Newsletter Website App Trybookings
Extra-ordinary events (such as a safety issue, the tree limb falling, media event)	Email from Principal or school officer
Whole school events - promotion before and after the event (eg open nights, end of year concert, carnivals)	Newsletter Webpage App Facebook

How we communicate with you.
Year Group and Class information

Type	Method
Class placements for following year	Email
Class meetings held within first 3 weeks of term outlining broad level curriculum for the year group and classroom procedures	Year level meetings promoted through Newsletter, email and App Handout provided at class meetings and available from teachers for those who could not attend.
Term overview	Email from teacher
Excursions/Incursions	App Email from school officer Reminders from class rep Notes available on Website
Class volunteering opportunities	Class rep
Day to day reminders	Class rep
Student diary – student tool reminder students of homework and classroom requirements.	Students complete and checked by teachers.

NB: Some classes have Blogs and class webpages, however this is not consistent across the school and not an expectation (at this stage).

How we communicate with you.

Individual Child

Type	Method
Interim reports are distributed week 7 of term 1 to give an early indication of how each child has settled in to class.	Hard copy distributed
1 – 1 meetings All class teachers are expected to have held (or offered) a meeting with each family by the end of term 1.	A policy outlining these two items is available on our website. (Communicating Student Achievement and Reporting to Parents Policy) Email from class teacher
End of semester reports	Email from Department with link valid for one month.
Parent-Teacher meetings for children when more regular contact is required	Email of phone call from teacher
Parent-Leadership team meetings when required	Email of phone call from leadership
Case conferences – when Learning support co-ordinator (LSC), school psych, chaplain or outside agencies are involved in catering for a child's learning needs	Email of phone call from LSC

General School Information

Type	Method
Dates of events, class activities and school terms	Website Live calendar Events tab on app
School and student achievements	Newsletter Webpage Facebook

How you can communicate with us.

Department of Education and Whole School Information

Type	Method
Education Department Strategic documentation, WLPS priorities, procedures, performance etc communicated in documents such as the Business Plan, Annual report and policy documents	Board – shared and discussed with parent elected Board members. Business Plan and Annual report developed in collaboration with the Board. Parents can make contact with the Board by email regarding these matters. Parents can meet with the Board Chair or Board members. Parents can email or have a meeting with the Leadership team. Parents can attend Board meetings as observers. Contact details of Leadership team and Board are available on the school website and in Handbook. Morning tea with the Leadership team
Class structures, priorities and planning for upcoming year will be communicated through year level meetings in term 4. (currently conducted for K and PP but will be extended to all year groups).	These meetings will provide the opportunity for parents to participate in a WWW/EBI (What Worked Well/Even Better If) activity Morning tea with the Leadership team
General school business – thoughts, ideas and questions	Email or call the Leadership team Incidental conversations with Leadership team before and after school P&C – leadership team members attend each meeting

Year Group and Class Information

Type	Method
Class placements for following year Parents are provided the opportunity to email educational reasons for a class request at the beginning of term 4 for consideration. This opportunity is communicated via the newsletter	Email or meeting
Fundraising for a class activity (camp)	Class rep
Social activity for whole class (end of year social activity)	Class rep

How you can communicate with us.

Individual Child

Type	Method
<p>1 – 1 meetings</p> <p>All parents are offered meetings by class teachers during term 1. Parents may request additional meetings at any time</p>	<p>Email to class teacher</p> <p>Call school to book a time</p>
<p>Following the distribution of semester reports parents have the opportunity to attend meetings with the class teacher. This may be initiated by the teacher or can be requested by parents.</p>	<p>Email to/from class teacher</p> <p>Call school to book a time</p>
<p>Parent-Leadership team meetings when required</p>	<p>Email or phone call to leadership</p>
<p>Case conferences – when Learning Support Co-ordinator (LSC), school psych, chaplain or outside agencies are involved in catering for a child’s learning needs</p>	<p>May be requested by parents via email or phone call</p>
<p>Incidental conversations are welcome before /after school, however teachers may request parents arrange a time for a longer conversation.</p>	
<p>Attendance notification</p>	<p>Website</p> <p>Email teacher or admin</p> <p>App</p> <p>Phone office</p>
<p>Request/notification of extended absence</p>	<p>Meeting with Principal</p> <p>Email Principal</p>
<p>Excursion/Incursion permission and payment</p>	<p>App</p> <p>Email</p> <p>Hardcopy note to front office</p>

Appendix 2. Complaints Management Policy



WEST LEEDERVILLE
PRIMARY

Complaints Management Policy

Updated and shared with WLPs Board in August 2019

Objectives:

To promote the highest standard of professionalism in dealing with our community.
To ensure that complaints lodged at this school are resolved in a prompt and efficient manner.

Policy:

Staff at this school are responsible for managing the resolution of disputes and complaints lodged with us. We will make every effort to promptly resolve disputes and complaints lodged with us according to the principles of procedural fairness. Where we cannot resolve a complaint, the complainant, Principal or District Director can forward written complaints to the Director General of the Department of Education.

Before lodging a complaint:

If you have a concern about your child's education, you should raise it in the first instance with your child's teacher. If you still need further assistance, contact the school office and request an appointment with a member of the school leadership team. If, following these actions you feel your concern has not been adequately addressed, you may proceed by lodging a formal complaint.

Making a Complaint

Complaints can be made - 1. verbally 2. by letter 3. by email

Help is available at the school to support complainants to formulate, write and lodge a complaint. Complaints can be lodged with the school using any of the contact methods listed above. Written complaints should be addressed:

"PRIVATE AND CONFIDENTIAL".

The Principal
West Leederville Primary School
58 Northwood St
West Leederville
Western Australia 6007
Email: westleederville.ps@education.wa.edu.au

Minimum information when making a complaint:

You should provide the following information when making a complaint:

- your name and contact details;
- copies of any relevant correspondence or documents relating directly to the complaint;
- the nature of the complaint; and

In the case of a verbal complaint, where you do not want to be identified or to lodge the complaint in writing, we will endeavour to work directly with you to resolve the matter.

Responsiveness:

We will acknowledge written complaints within five school days. We seek to resolve local complaints within 14 days. If because of the serious nature of the complaint, it is deemed necessary to forward it on to another section of the Department, we will do this without delay.

In all cases you will be kept informed of the progress of your complaint.

Enquiring on a complaints progress:

You may enquire as to the progress of your complaint at any time, by directly contacting the appropriate person. At the time of lodging a verbal complaint, or in the acknowledgment letter for a written complaint, this person will be identified for you.

Outcome of a complaint:

We will advise you verbally or in writing of the outcome of the complaint. The outcome of all written complaints will be provided to you in writing.

When a complainant is unhappy with the outcome of a complaint:

If you are unsatisfied with our attempts to resolve your complaint, you may wish to express your concerns to the District Director.

To do this contact:

"PRIVATE AND CONFIDENTIAL".

Complaints Management

North Metropolitan Regional Office

Level 2,

1 Puccini Court,

Stirling

Western Australia, 6021

PO Box 1126

Innaloo City,

Western Australia, 6918

While this request can be made verbally, it is preferable that it is made in writing.

Rejecting a Complaint:

Complaints judged to be vexatious, trivial or without substance, or where it is judged to not warrant further action, will not be progressed. You will be advised of this decision in writing.

Definitions:

Complaint: The expression of dissatisfaction with any aspect of government education and training. It may be general in nature or relate to particular staff, a part of the organisation, a policy or a decision. Any person may lodge a complaint, however staff employed by the Department of Education cannot use this process if they are acting in an official capacity. A complaint must contain sufficient detail to enable it to be addressed and recorded.

Locally Managed Complaint: A verbal or written complaint made in relation to a school or staff member, and managed by the school.

Centrally Managed Complaint: A complaint lodged in writing with the Director General of the Department of Education and Training, and managed at Central Office may be redirected to the local level to be managed, if it is deemed appropriate.

Complainant: A person or persons lodging a complaint.

As outlined in the Australian Standards AS 4269-1995 our complaints handling policy demonstrates.

Commitment: We recognise your right to complain and to have your complaint dealt with seriously.

Fairness: We understand the need to be fair in our complaints handling processes.

Resources: We have adequate resources for effective handling of complaints.

Visibility: Our complaints handling processes are available from our website on: <https://wlps.wa.edu.au/>

Access: We accept complaints lodged by phone, in writing and via email.

Assistance: Upon request, we will provide a complainant with the support needed to formulate and lodge a complaint.

Responsiveness: Complaints will be dealt with quickly and efficiently.

Charges: There will be no charge to the complainant for the raising of a complaint with us.

Remedies: Where a complaint results in the identification of changes that should be made to our processes, those changes will be made.

Data Collection: Data about complaints lodged with our school is collected and recorded.

Systemic and Recurring Problems: Complaints are regularly analysed for the identification and addressing of systemic and recurring problems.

Accountability: We report our complaints handling processes against our documented performance standards.

Appendix 3. Communicating Student Achievement and
Reporting to Parents policy

Communicating Student Achievement and Reporting to Parents Policy

Updated March 2018



WEST LEEDERVILLE
PRIMARY

The Department of Education requires all teachers to provide parents with a formal, written report twice each year. There is also a requirement that teachers will offer parents the opportunity to have a formal interview/meeting to discuss student progress on two occasions each year.

To ensure parents are well informed regarding their child's learning program and achievement at West Leederville Primary School each teacher will:

	Timeline
Hold a parent information session for the purpose of providing parents with information specific to their child's class and year level. The focus of the meeting is to allow parents the opportunity to hear about the curriculum to be offered and procedural matters that relate to daily classroom operation.	By Week 3 of Term 1
Provide parents with an Interim Report. This report is intended to give an early indication of how each child has settled into their class. It is not a detailed formal assessment of individual learning areas but rather an indication of performance in areas which underpin future learning and values. (Appendix 1)	In Week 7 of Term 1.
Offer all parents the opportunity for a formal interview/meeting regarding their child's progress. Keep anecdotal records of opportunities offered and meetings conducted. (Appendix 2)	By the end of Term 1.
Offer parents of all students who are not achieving at the expected standard, or who will be receiving a significantly different grade on their report, a formal interview/meeting.	By week 4 of Term 2
Complete Semester 1 Formal reports.	End of Term 2
Offer parents of all students who are not achieving at the expected standard opportunities for ongoing communication.	Throughout Term 3
Open their classroom during the annual school open night. This is an opportunity for families to view classroom displays and student learning in an informal environment.	Book week
Offer parents of all students who are not achieving at the expected standard, or who will be receiving a significantly different grade on their report, an interview.	By week 4 of Term 4
Complete Semester 2 Formal reports.	End of Term 4
Following the distribution of the year's final reports parents are provided the opportunity for an interview.	End of Term 4