AIM

Provide a framework for effective communication across all mediums at Lalor Secondary College.

Date ratified by School Council: 15th November 2012
Review date: June 2014
RATIONALE

The Communication Policy focuses on the following:

- Building positive relationships between home and school and the community based on mutual respect and trust that results in success for all students
- Ensuring the wellbeing of students and improvement of their learning outcomes.

GUIDING PRINCIPLES

The Communication Policy aims to:

- Provide a framework for effective communication
- Create co-operative teamwork and partnership between school, parents/carers and students and the community
- Assist the best learning outcomes for students
- Ensure that the College Values are reflected through effective communication

Effective communication encompasses the exchange of ideas, where people feel they have been heard and their opinions valued, and where information is clear and accurate. Communication needs to be related to student performance, welfare and behaviour, as well as school related issues.

Communication should be respectful, timely and relevant, allowing for open and honest interaction. See Appendix A.

DEFINITION

This policy refers to the following forms of communication:

- Voicemail /Telephone Conversations.
- Diary Use
- Website
- Emails
- Letters
- SMS

SCHOOL APPROACH

Parent / Teacher Communication through Email:

As the purpose of email communication will differ with each case, it is expected that the guidelines will be adapted to the individual need.

If a parent/carer requests a school email address, teachers should provide them with either/or the teacher’s own lalorse email address or edumail address.

Should staff wish to initiate communication via email with parent/carers, they will need to record this on the Student Management Tool.

The guidelines have been developed to encompass most email communication situations.

Teachers writing email to Parent/Carer:

1. General:
   It is expected that staff respond to the email within two working days. If a staff member is unable to respond in full to the query made, then it is expected that a short email explaining that the matter is being looked into or information gathered is sent within the two working days.

   Teachers should avoid sending emails to parent/carers after 8pm and on weekends.

2. Home Group Teacher:
   A Home Group teacher may be emailed by a parent/carer to discuss their child’s welfare. It is the Home Group teacher’s responsibility to provide the parent/carer with the relevant information, in consultation with the Student Managers, Sub School Leaders other subject teachers and the Student Wellbeing Leader (if relevant).

3. Subject Teacher:
   If a parent/carer sends an email requesting information about their child’s progress, teachers are obliged to respond. Discussion about student progress is not exclusive to the Parent Teacher Conferences. It is the right of
parents/carers to ask about how their child is progressing at school. It is the school’s obligation to provide this information when requested. If a parent/carer requests an update on all their child’s studies, it is advised that they be directed to a relevant Student Manager or Sub School Leader.

4. Difficult email:
If the tone of email from the parent/carer is perceived as aggressive, it is recommended the staff member seek advice from the relevant Student Manager, Sub School Leader or the Assistant Principal.
   a. Do not respond in kind (i.e. aggressive).
   b. Be respectful in the tone and language used.
   c. Acknowledge the concern they have raised in the response and if possible address each of the issues separately.
   d. Student Managers or Subs School Leader should be asked to proof read the email.
   e. ‘Cc’ the response to the relevant Student Manager, Sub School Leader and Assistant Principal.

5. In all cases:
   a. Be respectful in the tone and language used. Re-read the email out loud to determine whether the tone or words could be misinterpreted.
   b. Ensure all concerns raised have been addressed – where this is not possible, staff members are to provide advice to the parent/carer of the person who will be able to assist them.
   c. In communication with parents/carers, staff members should not dismiss their concerns or use a dismissive tone – while the issue raised might appear minor at the school level, at the parent/carer level it is usually a priority.
   d. If unsure of the tone, the staff member should have a critical friend read the email or pass it by a Student Manager, Sub School Leader or Assistant Principal.

Parent/Carer writing emails to Teachers:
Parents/carers are encouraged to communicate with individual staff members via email (located on the school website) Link – Contact Us. If the parent wishes to initiate communication via email with a staff member they will need to outline the nature of the communication and include student name, Home Group and a subject heading in the email.

1. General
It is expected that the parent/carer will respond to emails within two working days. If a parent/carer is unable to respond in full to the email, it is expected that a short email be sent explaining that the matter is being looked at and/or that further correspondence or contact will be made either by appointment or by telephone within two working days. It is also suggested that parent/carers should avoid sending emails to teachers after 8pm and on weekends.

2. Emails to Home Group Teachers
When Home Group teachers are emailed by a parent/carer to discuss their child’s welfare, Parent/Carers are expected to allow two working days for the relevant information to be collected, in consultation with the Student Managers, Sub School leaders, other subject teachers and the Student Wellbeing Leader (if relevant).

3. Subject Teacher:
If a parent/carer sends an email requesting information about their child’s progress, teachers are obliged to respond. Discussion about student progress is not exclusive to the Parent Teacher Conferences. It is the right of parents/carers to ask about how their child is progressing at school. It is the school’s obligation to provide this information when requested.
If a parent/carer requests an update on all their child’s studies, it is advised that they be directed to a relevant Student Manager or Sub School Leader.

4. Difficult Email:
If the tone of email from the teacher/staff member is aggressive, it is recommended the parent/carer inform the relevant Student Manager, Sub School Leader or the Assistant Principal.
   a. Do not respond in kind (i.e. aggressive).
   b. Be respectful in the tone and language used.
c. Acknowledge the issue they have raised in their response and if possible address each of the issues separately.
d. ‘Cc’ the response to the relevant Student Manager, Sub School Leader and Assistant Principal.

5. **In all cases:**
a. It is expected that parent/carers are respectful in the tone and language used. Re-read the email out loud to determine whether the tone or words could be misinterpreted.
b. Ensure all concerns raised have been addressed.
c. In communication with staff members, parent/carers should not dismiss their concerns or use a dismissive tone.
d. If unsure of the tone, the parent/carers are encouraged to have a critical friend read the email.

**Student emails to Teachers**

Students are encouraged to communicate with individual staff members via email (located on the school website) Link – Contact Us.

If the student wishes to initiate communication via email with a staff member, they will need to outline the nature of the communication and include the student name and Home Group and Subject heading in the email.

All communication via email from student to teacher/staff member must be consistent with the aim, rationale and guiding principles outlined in the Communication Policy.

**In all cases:**

a. Be respectful in the tone and language used. Re-read the email out loud to determine whether the tone or words could be misinterpreted.
b. If unsure of the tone, the parent/carers are encouraged to have a critical friend read the email.
c. If the email by the student or teacher/staff member is aggressive in nature ‘Cc’ the email to a parent and the relevant Student Manager, Sub School Leader and/or Assistant Principal.

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**Diary Communication**

**Staff Diary Communication**

Diary communication needs to be:

- Written on the left hand side of the college diary (the lined side is for homework)
- Preferably written in the space allocated to the date of communication
- Brief and factual. E.g. Ancient Egypt assignment due 22/8 not received.

Staff members are expected to sign as acknowledgement of receipt any note in the student’s diary.

Staff members are expected to follow up parent signatures on notes written by them in student diaries. If the note does not have a parent signature, the member of staff may:

- Call the parent, or
- Ask the relevant level manager to follow-up.

**Note:**

1. Students are expected to have a diary which is taken to all classes and home each night.
2. Provision is made for the Home Group teacher and parents to sign the college diary weekly.
3. Positive comments are also encouraged.

**Parent / Carer Diary Communication**

Teachers may communicate with parents via the student diary. Parents may also use the diary to communicate with a teacher. Parents are able to make brief comments to teachers using the left hand side of the diary. Notes should be counter signed by the receiver to acknowledge receipt.

**Note:**

1. Students are expected to have a diary which is taken to all classes and home each night.
2. The college diary has provision for parents to sign on a weekly basis
**Telephone Communication**

**Calls from teachers to parents:**
As part of the VIT Teachers professional standards it is imperative that teachers communicate regularly with parents. One method which will assist in this ongoing and regular communication is the use of telephone calls and messages.

Teachers may communicate to parents by telephone by obtaining telephone details such as names of parents (primary and secondary caregivers), home numbers, business numbers and mobile numbers from the Level Managers.

Other important information may include any special communication restrictions between primary and secondary carers.

**Calls from parents to teachers:**
Parents contacting the teacher by telephone, will be directed to the teacher’s answering service which is connected to each staff members internet account. A message will then be left on the edumail account in the form of a voice file.

Staff are expected to check their edumail account on a regular basis and respond to telephone messages.

In the interest of protecting privacy, no teacher is to provide private or home telephone numbers to parents/guardians. All telephone communication is to be made to and from the school number.

Should staff wish to initiate communication via telephone with a parent, you will need to inform the Student Manager that you are doing so and briefly outline the nature of the communication if necessary. The Student Manager or the CASES Officer (CLA) will be able to provide telephone information provided to the school.

The guidelines have been developed to encompass most telecommunication communication situations.

On receiving a phone message from a Parent/Guardian:

1. **General:**
   It is expected that staff respond to the phone messages within 48 hours. If a staff member is unable to respond in full to the query made, then it is expected that a short courtesy call explaining that the matter is being looked into and that a time for meeting or another phone call will be made by a specified date.

2. **Home Group Teacher:**
   Parents may try to communicate with Home Group teachers to discuss their child’s welfare whilst at school. It is the Home Group teacher’s responsibility to provide the parent with the relevant information, in consultation with the Student Manager, other subject teachers (if relevant) and the Student Wellbeing Leader (if relevant).

3. **Subject Teacher:**
   If a parent leaves a telephone message requesting information about their child’s progress in your study, teachers are obliged to respond. Discussion about student progress is not exclusive to the occasion of Parent Teacher Conferences. It is the right of parents to ask about how their child is going at school. It is the school’s obligation to provide this information when requested.

   If a parent leaves a message to one teacher requesting an update on all their child’s studies, it is advised that the Student Manager respond. The teacher in question needs to inform the parent that the request will be forwarded to the Student Manager.

4. **Difficult Phone calls:**
   Should the tone of phone message the parent/guardian has sent be aggressive, it is recommended you seek advice from the relevant Student Manager or the Assistant Principal.
   a. Do not respond in kind (i.e. aggressive)
   b. Be respectful in the tone and language used
   c. Acknowledge the concern they have raised in your response and if possible address each of the issues separately.

5. **In all cases:**
   a. Be respectful in the tone and language used.
   b. Ensure all concerns raised have been addressed – where this is not possible, provide advice to the parent/guardian of the person who will be able to assist them.
c. In communication with parents/guardians do not dismiss their concerns or use a dismissive tone – while the issue raised might appear minor at the school level, at the parent/guardian level it is usually a priority

d. If you are unsure of the tone, have a critical friend listen to the message or pass it by a Student Manager or Assistant Principal

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**Short Messaging System (SMS)**

a) Silent Planning Room (SPR)

When a student is sent to the SPR a text message will be sent to the parent/carer.

b) Other purposes for SMS communication

Communication with parents/carers can be instigated using SMS. Any SMS sent to parents/carers will be completed by the Attendance Officer. SMS is a suitable communication tool and will be used in the following instances:

- Whole school, year level, class reminders or individual students, for example, parent teacher conferences, early finishes, Saturday detention reminders and excursion information.
- Messages to a parent/carer to contact the school if there is an issue and other forms of communication have been unsuccessful.
- Any SMS (apart from the SPR message) shall be approved by a member of the Principal Class.

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**Related Documents**

The Victorian Teaching Profession Code of Conduct

Student Engagement and Wellbeing Guidelines

‘Addressing Parents’ Concerns and Complaints Effectively: Policy and Guides (DEECD)

Lalor Secondary College Student Code of Behaviour 2012

Lalor Secondary College Student Engagement policy 2010-2012
## Communication Policy

### APPENDIX A

#### Staff

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>To be treated with respect and courtesy from students and parents at all times</td>
<td>To follow communication guidelines when communicating with students and staff</td>
</tr>
<tr>
<td>To feel safe and free from harassment or intimidation at all times</td>
<td>To treat students in a way that develops self-esteem and to communicate positively with parents and peers</td>
</tr>
<tr>
<td>To be able to teach and perform duties without interruptions and disruptions</td>
<td>To inform parents of students academic and social progress</td>
</tr>
<tr>
<td>To have instructions listened to and followed by students</td>
<td>To inform parents of disciplinary measures taken as per student code of behaviour is breached</td>
</tr>
<tr>
<td>To implement the Student Code of Behaviour</td>
<td>To provide updates on student progress if requested by parent</td>
</tr>
<tr>
<td>To feel supported by other staff, parents and students in achieving learning goals and implementing the Student Code of Behaviour</td>
<td>To inform parents of late submission of work, if homework is not submitted regularly, or their child is at risk of not passing</td>
</tr>
<tr>
<td>To be informed of relevant legislation and School Policies that they need to comply with</td>
<td>To mark role as required, so parents can be alerted if student absent or leaves school without permission</td>
</tr>
<tr>
<td></td>
<td>To inform parents if child becomes unwell or is injured during school hours – as determined by Sick Bay officer or Principal Class</td>
</tr>
<tr>
<td></td>
<td>To inform parents with at least 1-2 weeks’ notice of upcoming excursions and information sessions unless there are exceptional circumstances.</td>
</tr>
<tr>
<td></td>
<td>To alert parents if circumstances occur that pose a risk to the students well-being</td>
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<tr>
<td></td>
<td>To provide regular feedback to students on their progress.</td>
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<tr>
<td></td>
<td>To distribute school newsletter to all students</td>
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<td></td>
<td>To make appropriate arrangements for interpreters.</td>
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</tbody>
</table>
### Parents/Carers

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To expect that their child will be educated in a secure environment which is safe and supportive whilst offering quality education</td>
<td>To ensure students attend school regularly in correct uniform and with the correct equipment. To inform school when the student is absent</td>
</tr>
<tr>
<td>To be contacted when there are major concerns for their child in regard to safety, health (physical/emotional) or general well-being</td>
<td>To be respectful of staff in all forms of communication</td>
</tr>
<tr>
<td>To be informed ASAP if their child’s behaviour or well-being is of concern to other staff or students</td>
<td>To never threaten or intimidate staff members under any circumstance</td>
</tr>
<tr>
<td>To be given regular updates on their students’ academic performance via school reports and parent/teacher interviews</td>
<td>To follow the communication guidelines when communicating with the school</td>
</tr>
<tr>
<td>To be kept informed of general information via the school newsletter or SMS updates</td>
<td>To be clear and concise and to state the information required in all contacts with the school</td>
</tr>
<tr>
<td>To receive an SMS alert if their child is absent without approval</td>
<td>To keep the school informed of contact details, or any changes, for parents and emergency contacts</td>
</tr>
<tr>
<td>To be able to initiate contact with school if they have concerns regarding their child’s progress, well-being or safety</td>
<td>To read the school newsletter, check school diary and read any school correspondence sent home</td>
</tr>
<tr>
<td>To receive at least 1-2 weeks’ notice of upcoming excursions or information sessions</td>
<td>To advise the school if parent/carer are unable to speak or read English</td>
</tr>
<tr>
<td>To raise concerns about the impacts of school policies and procedures through the School Council</td>
<td>To contact the school to inform them if there are significant circumstances outside of school that may impact their child’s behaviour, progress, well-being or safety</td>
</tr>
<tr>
<td>To be contacted and permission sought for any detention beyond 15 min’s at end of the school day</td>
<td>To be available and willing to work in collaboration with the school to meet the needs of their child</td>
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</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be treated equally and fairly</td>
<td>To be respectful and courteous in all forms of communication with staff and other students</td>
</tr>
<tr>
<td>To seek information from staff to assist them in achieving their learning goals</td>
<td>To follow communication guidelines when communicating with staff</td>
</tr>
<tr>
<td>To inform staff of concerns they have regarding their performance, well-being or safety</td>
<td>To ensure all notices, newsletters are delivered to parents/carers</td>
</tr>
<tr>
<td>To advise staff if feeling unwell or injured during the school day</td>
<td>To take school diaries to/from school to enable communication between teachers and parents</td>
</tr>
<tr>
<td>To seek help from a staff member if feeling overwhelmed or unsafe by circumstances occurring outside of school</td>
<td>To not leave school grounds without parental and staff approval</td>
</tr>
<tr>
<td>To alert staff if being bullied or witnessed incidents of bullying</td>
<td>To never threaten or intimidate a staff member or other student under any circumstances</td>
</tr>
<tr>
<td>To raise concerns with staff and School Council through the Student Representative Council regarding the impact of school policies on the student body</td>
<td>To be respectful of staff and other students when using social media</td>
</tr>
<tr>
<td>To be informed of academic progress in their classes.</td>
<td>To report bullying incidents to staff</td>
</tr>
<tr>
<td></td>
<td>To be accurate and honest when communicating incidents and situations of concern</td>
</tr>
<tr>
<td></td>
<td>To comply with all instructions given by staff members as outlined in the Student Code of Behaviour</td>
</tr>
</tbody>
</table>
# APPENDIX B

## Who to contact about:

<table>
<thead>
<tr>
<th>Who to Contact</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal</strong></td>
<td>Concerns related to a teacher’s conduct in the classroom and towards students. Severe student misbehaviour resulting in pre-expulsion and expulsion. Last level of appeal regarding subject decisions made related to promotion, student outcomes etc. High level concerns about school policies, student / teacher conduct.</td>
</tr>
<tr>
<td><strong>Assistant Principal, Years 7 &amp; 8</strong></td>
<td>High level concerns from parents. Concerns related to the welfare of students in Years 7 &amp; 8. High level concerns regarding Level Two and Three student discipline, suspension. Issues/concerns regarding school facilities and Grade 6 to Year 7 enrolment. High level concerns regarding student progress in classes.</td>
</tr>
<tr>
<td><strong>Assistant Principal, Years 9 &amp; 10</strong></td>
<td>High level concerns from parents. Concerns related to the welfare of students in Years 9 &amp; 10. High level concerns regarding Level Two and Three student discipline, suspension. Issues/concerns regarding school curriculum. High level concerns regarding student progress in classes.</td>
</tr>
<tr>
<td><strong>Assistant Principal, Years 11 &amp; 12</strong></td>
<td>High level concerns from parents. Concerns related to the welfare of students in Years 11 &amp; 12. High level concerns regarding Level Two and Three student discipline, suspension. Issues/concerns regarding school policies and processes. High level concerns regarding student progress in classes.</td>
</tr>
<tr>
<td><strong>Sub School Leader, Years 7 &amp; 8</strong></td>
<td>Concerns related to the welfare of students in Years 7 &amp; 8. Concerns regarding Level Two and Three student discipline, suspension. General concerns regarding student progress in classes. Concerns regarding the implementation of the Student Code of Behaviour.</td>
</tr>
<tr>
<td><strong>Sub School Leader, Years 9 &amp; 10</strong></td>
<td>Concerns related to the welfare of students in Years 9 &amp; 10. Concerns regarding Level Two and Three student discipline, suspension. General concerns regarding student progress in classes. Concerns regarding the implementation of the Student Code of Behaviour.</td>
</tr>
<tr>
<td><strong>Sub School Leader, Years 11 &amp; 12</strong></td>
<td>Concerns related to the welfare of students in Years 11 &amp; 12. Concerns regarding Level Two and Three student discipline, suspension. General concerns regarding student progress in classes. Concerns regarding the implementation of the Student Code of Behaviour.</td>
</tr>
<tr>
<td><strong>Year Level Manager</strong></td>
<td>Concerns related to the welfare of students in the relevant year level and Home Groups. Concerns regarding student progress in classes for the relevant year level. Implementation of the Student Code of Behaviour for the relevant year level.</td>
</tr>
<tr>
<td><strong>Student Well Being Leader</strong></td>
<td>Concerns of a welfare nature you wish the school to be aware of and investigate provision of welfare support.</td>
</tr>
<tr>
<td><strong>Subject Teacher</strong></td>
<td>Discussions regarding student’s progress in a specific subject. Discussions about strategies that can be implemented at home to support learning in the particular subject.</td>
</tr>
<tr>
<td><strong>Bursar / Business Manager</strong></td>
<td>Questions about payments of fees, subject contributions, excursions, camps, EMA, incursions and other events.</td>
</tr>
<tr>
<td><strong>School Council</strong></td>
<td>Concerns, comments regarding school policies.</td>
</tr>
<tr>
<td><strong>Careers Advisor</strong></td>
<td>Advice on career paths, tertiary courses, TAFE courses, subject selection in Year 12, VTAC advice.</td>
</tr>
<tr>
<td><strong>IT Department</strong></td>
<td>Concerns, technical difficulties with student notebooks.</td>
</tr>
<tr>
<td><strong>Department Website</strong></td>
<td>General information on the Department of Education policies and practices.</td>
</tr>
<tr>
<td><strong>Lalor SC Website</strong></td>
<td>General information on structure, curriculum, policies and contact details.</td>
</tr>
</tbody>
</table>