

Communication at Windermere Primary



Staff Communication & Collaboration

Interschool Communication and Collaboration

Staff at Windermere Primary utilise multiple forms of communication to collaborate and drive continuous improvement in the school.

The Senior Leadership Team (ASTs, APs, Principal and SBM) meet weekly to build leadership capacity, discuss relevant school administration and management issues. Key information is then passed on to staff through Pod Leaders or relevant line managers.

As per the school's termly Professional Learning Calendar, all teachers meet from 3:15-4:30pm on Mondays and Wednesdays for professional learning aligned to the School Improvement Plan. Included in this schedule are termly meetings of Priority Teams (where all teachers work as part of a team to support the work of the Senior Leadership Team relating to the school's priority areas), and School Improvement Teams (scheduled twice a term of a Tuesday) to review progress made towards the School Improvement Plan. Teachers also meet in Mini PLC groups (two groups per pod) for 80 minutes weekly in timetabled sessions. Data Wise Norms are the standard expectation for behaviour and communication during these meetings, which are underpinned by our school values.

WPS uses Microsoft Teams to store all collaborative documents including collaborative planning and Mini PLC documentation, Risk Management Plans, Professional Development Plans and whole school schedules. These are stored in an organised and logical fashion to assist future staff in utilising current documentation.

All staff participate in frequent coaching conversations, walk-throughs, and peer observation of teacher sprints using the agreed upon school coaching process. These are based around goals identified in each staff-person's Professional Development Plan. Teaching Assistants and Support staff also meet with their line managers and other support staff at scheduled intervals.

Face to face communication or phone conversations are preferred, however key information is often communicated via email including weekly and daily memos from the Principal detailing important information for the week/day. It is an expectation that all staff check their emails within a 24 hour period.

Senior Staff are expected to communicate follow up regarding Level 4 behaviours with staff within 24 hours.

Communication with Departmental Business Units and Other Schools

Other areas of the Department and other schools form an integral part of our network for supporting the local community. These partnerships are values focussed and hold the vision of 'Learners First: Every Learner, Every Day' at the centre.

Communication with departmental business units and other schools occurs through face to face meetings, as well as via phone, email and Microsoft Teams.

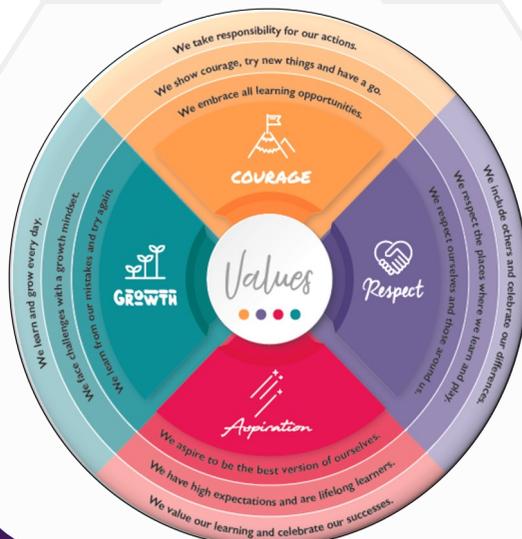
The Tasmanian Government Student Support System (SSS) is utilised to house student data relating to case management and is a means for departmental agencies to share specific student information. WPS is currently participating in the trial of the Case Management Platform (CMP) as a new means of sharing case management information between Schools and departmental agencies.

Purpose of Communication at WPS

At Windermere Primary School, we believe that **learning is a partnership between students, teachers, parents and the community. It is our aim to facilitate open, transparent and timely conversation about students' learning and the processes that guide decisions within our school. We believe that communication that involves listening has a significant impact on positive and mutually beneficial relationships.**

The values of Growth, Courage, Aspiration and Respect underpin all our actions and our communication with all stakeholders.

"It takes a village to raise a child"



Communication with Parents and Carers— Specific Students

Academic and Behaviour

WPS believes in open communication with parents regarding students' academic progress, wellbeing, successes and concerns. Teachers contact parents and carers using a variety of media (Class Dojo, SMS, email, phone) depending on the circumstances and the preferred communication method of the parent. WPS prefers that parents contact the school via the same media.

Parents are contacted to celebrate success within and outside of the classroom, as well as regarding areas of concern. WPS will contact parents by phone when their student has been involved in a serious incident within 24 hours (contact will be immediate for all head injuries) and via SMS when students have completed a Rethink session of a recess or lunch time. Parents may be asked to speak face to face with teachers, school leaders, and/or support staff regarding serious or ongoing issues.

Student Absences

Student attendance is a high priority. Therefore, parents will receive a text message advising of student absences on the morning the student is away. Carers may respond to this SMS to communicate the reason for their child's non-attendance. If students are away for an extended period of time, parents may be asked to provide a doctor's certificate or statutory declaration to explain the absence. Parents will receive a letter to notify them of 5, 10, and 15 days of unexplained absences. In addition, we collate late arrivals and early departures and send letters to advise parents when this becomes a pattern.

Reports

WPS provides formal reports twice a year for Prep to Year 6 students — a mid-year summative report in Term 2 and an end-year summative report in Term 4. Students will be given ratings according to a 9 point scale that reflects students' learning against the Australian Curriculum. Parents are encouraged to attend Learning Partnership Discussions twice a year to discuss their child's progress. Where possible, we aspire to include Grade 3-6 students in these discussions so they can become active participants in their own learning. For the Kinder students, there is only one report. This is a culmination of the students' learning and experiences throughout the year and is presented as a 'Celebration of learning'. In Term 2, all Kinder students participate in the Kinder development Checklist (KDC). During the Learning Partnership Discussions in late Term 2, the results of the KDC are discussed with parents.

Communication with Parents & Community— General

Group Communication

WPS communicates general information with parents via multiple media. Information is distributed to large groups through formal letters, as well as via Facebook and Class Dojo. Class specific information will usually be communicated to parents by the class teacher via Class Dojo. Where relevant, the school will send bulk SMSs to communicate concise information quickly.

Newsletters

The school's primary mode of formal communication is via the school newsletter. Newsletters are issued every three weeks and communicate key messages from the Principal and from Pod Leaders. All Pod Leaders discuss learning that is occurring in their pods and identify ways that parents can support their students.

Newsletters also communicate how the school is working to improve in each of its priority areas: Literacy, Numeracy, Wellbeing, Early Years, Quality Teaching and Learning, Student Support, and Community Partnerships. These priorities are communicated upon based on a rotating roster.

School Website

The Windermere Primary School website is a one way mode of communication, utilised to disseminate information about the school's values, priorities, and curriculum programs. The website is a general point of call for parents and the wider community to gain insight into teaching and learning at WPS, **including our Common Instructional Model, as well as the school's assessment cycles.**

As well as providing WPS's School Improvement Plan, the website **communicates key information for school improvement through each of WPS's priority areas (Literacy, Numeracy, Wellbeing, Quality Teaching and Learning, Early Years Learning, Support, and Community Partnerships).** It also provides an overview of Windermere's process for building staff capacity including information on the WPS coaching model, walkthrough process, and the purpose of peer observations.

Communication with Community Partnerships

External Partnerships

Windermere Primary values its partnerships with community. These partnerships are formulated and maintained through the school's Advanced Skills Teacher—Community Partnerships and other Senior Staff where relevant.

ASTs liaise with Community Partners and other relevant stakeholders to ensure that partnerships are collaborative, purposeful and driven by the improvement of student learning outcomes. **This is documented in the school's Parents and Community Engagement Framework.**

WPS's community partners include: PCYC, the Smith Family, MONA/24 Carrot, Colony 47, Rotary, After School Care (Playtime Sports) and Guilford Young College.

School Association

The WPS School Association is a valued aspect of the school community. School Association is relied upon to gauge parent voice and support the school's fundraising efforts. School Association meets termly. Dates for meetings are communicated through the School's newsletter and all parents are welcome to attend. New members of the School Association are able to join at the School Association's Annual General Meeting.

Channels of Communication with Parents

One Way

- WPS Facebook Page Posts
- WPS Class Dojo Posts
- Letters
- Newsletters
- Reports
- School Website
- Assemblies

Two Way

- Phone
- Email
- Class Dojo
- Learning Partnership Discussions
- School Office/Reception
- WPS Facebook Messenger
- MGM Text Message Service
- Parent Meetings
- Celebrations of Learning
- LiFT Open Classrooms

Communication with Parents & Community—Events

Whole School Events

Whole school events are integral to building school unity and school culture. As such, there are a large number of events and celebrations within the school including: the Term 1 Meet, Greet and Eat, Mother's Day Breakfast, Father's Day Breakfast, NAIDOC Week Celebrations, Book Week Celebrations, Literacy Week, Numeracy Week, Science Week

Whole school events are listed in the school calendar and key events are communicated via the school website. In the lead up to events, they are communicated via the school newsletter, Facebook, and Class Dojo.

Assemblies

School assemblies are a primary means for celebrating our four school values with our school community. The school is broken into three 'assembly groupings', with each group comprising of a range of classes from K-6. Each assembly group meets twice per term to celebrate and share and is led by the school's Grade 6 Wellbeing Leaders. Due to COVID-19 restrictions, only parents of award recipients are able to currently attend. Parents are notified by Class Dojo and/or SMS if their student is receiving an award.

LiFT Open Classrooms

All Pods schedule Learning in Families Together classroom open classrooms twice a year. These afternoons are informal opportunities for parents to become participants in their child's learning. LiFT afternoons are communicated to parents and carers via newsletter, dojo and paper-based invitation.

* Items in red are yet to be implemented.