



Ravensthorpe District High School Communication Policy

At Ravensthorpe District High School, we are committed to providing a safe, inclusive and supportive environment which promotes open communication, fairness and positive relationships where all members are respected and valued, and various needs are met. The relationship between home and school is a very important part of ensuring that children are happy, feel secure and are open to learning. Central to achieving this is trust and open, effective communication between all members of the school community. The policy will be reviewed annually to reflect and update the current operational communication processes at work in the school.

We aim to build a school community where communication is always respectful and effective by:

- Having open, honest, and timely communication processes that everyone can access.
- Handling confidential information responsibly, following community expectations, professional standards, and legal requirements.
- Providing clear, fair, and positive guidelines for raising and resolving concerns in a timely and respectful way.
- Encouraging two-way communication that is open and respectful, helping create a safe and supportive environment for everyone.
- Ensuring all members of our community feel confident to share their opinions and concerns, knowing they will be acknowledged.
- Fostering strong, positive partnerships that support the growth and success of every student at Ravensthorpe District High School.

SCHOOL TO COMMUNITY COMMUNICATION

Ravensthorpe District High School will use a range of strategies to communicate effectively with the school community. We will ensure that regular communication takes place through school social media, Compass, Connect, the termly newsletter, Community Spirit and the school website <http://ravensthorpedhs.wa.edu.au/>. Information will be provided through term planners, updates about a child's class (e.g. excursion, student teachers, special events), notes and leaflets for a range of purposes, and assemblies for parents to attend about three times a term.

Successful two-way communication between families and staff is essential to student progress. RDHS provides opportunities to connect through the distribution of a class information pack at the beginning of Term1, via formal semester reports and other times as required by appointment. Requests to meet with teaching staff can be made by contacting the school reception on 9852 3000.

School communication is also guided by the DoE WA Connect and Respect expectations for school communities. Our school values feedback and commits to providing opportunities for consultation such as with school-based surveys as per department guidelines. Our mechanisms used within the school community are outlined below:

COMMUNICATION MECHANISM	PURPOSE	ACTION	FREQUENCY
Connect	The Connect portal is available for current students, staff and parents/caregivers. Provide notices, calendars and other information. In the event of school closure, Connect is the primary contact mechanism to distribute important school information. Connect Classrooms are also used.	Admin to coordinate items. Teachers manage their own Connect classroom.	As required.
Compass	To provide school staff with the tools to manage internal school needs and to communicate with parents/caregivers/families around attendance, excursions, events.	Align with the Program Kaartdijin initiative and ensure updates are implemented as required.	As required.
Newsletter	To communicate key events, class summaries, ideas and achievements to the school community. The focus is to promote positive news stories from within our school to our community.	Staff submit articles as per social media schedule to our school officer by Thursday before newsletter released.	Newsletter distributed Week 9 in pdf format through Connect to parents/families.

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<p>School social media</p>	<p>To communicate with current students and families. Positive stories, snapshots.</p> <p>Posts from community groups that enable opportunities for students are welcomed and supported.</p>	<p>Admin to coordinate items and teachers to contribute as per social media schedule.</p> <p>Community posting is disabled in the group. Comments on Admin posts are enabled.</p>	<p>Social media post each term from each class.</p>
<p>Community Spirit</p>	<p>To communicate with the community our success stories. Focus is on quality not quantity, and those areas that have a strong involvement/effect on community.</p>	<p>Submissions chosen by Administration team.</p>	<p>As required.</p>
<p>School Council</p>	<p>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 compliance regulations.</p> <p>To promote the school within our community.</p>	<p>Elections are held annually if required. Position on school council held for two - three years.</p> <p>Terms of reference reviewed annually</p> <p>Meeting minutes are published on the website. Consultation tools may include surveys, questionnaires, meetings or open forums.</p>	<p>Meetings held at least once a term, option for two in Term 4</p>
<p>P&C</p>	<p>The P&C coordinate important tasks at our school including running the canteen, uniform shop, and fundraising activities. The P&C organise events for the school community that engage our students and also provide invaluable additional funds for the school.</p>	<p>For up-to-date information see the P&C Facebook page https://www.facebook.com/rdhspsc</p> <p>P and C communications promote and celebrate the school.</p>	<p>Meetings held twice a term</p> <p>Social media posts when required to promote and celebrate school or share valuable information e.g. canteen.</p>
<p>Student contact details</p>	<p>To ensure all student information, health issues and contact details are up to date.</p>	<p>Printout of student information sent home with each student for review by parents/caregivers to ensure contact details are accurate.</p>	<p>Early Term One</p>
<p>School website</p>	<p>Front end entry point for the community/new students/families. To provide information about the school and its programs, and direct enquiries to Appropriate.</p>	<p>http://ravensthorpedhs.wa.edu.au/</p>	<p>Ongoing updates when required.</p>

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<p>Student Induction and Transition Pack</p>	<p>To provide information about the school such as structures, timetable, dates, facilities, processes, School Council and P&C. Additional detailed information is also provided at points of transition such as Kindergarten and primary to secondary entry.</p>	<p>Provided to students/families when enrolling at the school and at transition points.</p> <p>Transition program is held in Term 4 for Kindy to PP and includes a tour of junior area and meeting for parents.</p> <p>Year 7 transition also runs in Term 4 for all students enrolled at RDHS for the following year. This program is usually scheduled during secondary Work Placement.</p>	<p>As required with packs typically provided no less than two months before the start of the first day of term.</p>
<p>Parents/Classroom Teacher Meeting (formal and informal)</p>	<p>To share relevant information to support individual students.</p>	<p>Meeting windows set aside twice per year which may include a scheduled whole school Learning Journey event.</p> <p>Parent/caregiver or teacher can initiate meetings.</p>	<p>To be determined at the beginning of the school year.</p>
<p>Semester written reports</p>	<p>To provide a comprehensive report about students' progress, achievements, social development and work habits.</p>	<p>Teachers complete assessment and moderation and prepare written reports in line with reporting processes.</p> <p>Reports are submitted to the leadership team for review</p> <p>Data is collected electronically and stored for data analysis</p> <p>Reports issued to parents at the end of Term 2 and Term 4.</p>	<p>Interim reports for secondary at end of Term One.</p> <p>Last week of Term Two and last week of Term Four.</p>
<p>Student Diaries</p>	<p>To provide students, teachers and parents/caregivers with an opportunity to share information and learning.</p>	<p>Diaries are an important means to contact families, especially in the younger years.</p>	<p>As required.</p>
<p>Whole School Assembly</p>	<p>To share and celebrate achievements and information with teachers, parents and students.</p>	<p>Assembly led by student leaders.</p> <p>Each class is hosted once per year to practice communication skills.</p>	<p>Three times a term focusing on the values of Care, Ambition and Respect</p> <p>Assembly days and times will be decided in conjunction with our P and C (parent body representation)</p>

SCHOOL COMMUNITY COMMUNICATION EXPECTATIONS

We rely on the local community, parents and families to partner with us in their children's learning journey and encourage open communication. We all share a responsibility for providing a safe, supportive and productive environment. Setting shared and respectful expectations helps us to create a culture of mutual respect. On occasion, you may wish to discuss matters concerning your child or the school with your Class Teacher, the Principal or Administration Team. We ask that Parents/Caregivers please keep in mind that we are always here to assist, listen or help support you and your children in our school and community.

School staff are provided with an official email account to improve the efficiency and effectiveness of communication both within the organization and with the broader community. Email is often an effective way for two-way communication between teacher and parent and a convenient way to distribute messages. Teachers read emails at different times of the day and experience high volumes of email traffic, so an immediate reply is not always possible. Your communication is important, and the teacher will determine how best to contact you by responding either by email or may telephone you to schedule a meeting. If your request is of an urgent nature and requires an immediate response, please call the school directly on 9852 3000 for assistance.

Mutually respectful communication ensures that school staff and families are positively connected with communication that does not interfere with teaching and learning. Our school is made up of dedicated staff who will listen, care about and respond to your concerns and work with you to resolve complaints. We have found that even the most challenging of circumstances can be worked through with a commitment to respectful communication.

Respectful communication expectations

- Approach discussion in an open, courteous and respectful manner
- Use attentive listening to concerns and seek clarification where necessary
- Offer the presentation of points of view in professional and objective terms
- Consult and seek support from administration or colleagues where necessary
- Take into consideration cultural and personal sensitivities and protocols when communicating with each other
- Ensure that language is appropriate.

Communication that interferes with teaching and learning

- Expecting to meet with staff during the school day without an appointment
- Speaking to staff disrespectfully or aggressively, especially in front of your child or other students
- Visiting the classroom during the teacher's preparation time before school
- Using social media platforms inappropriately or disrespectfully
- Talking to other parents rather than discussing issues directly with staff members. If the matter involves your child or is an issue of everyday class operation, parents need to make an appointment to see their classroom teacher, detailing the reasons for the appointment. Parents are encouraged to act before small issues grow into larger ones.

Resolving concerns

Ravensthorpe DHS strives to create a culture where communication between school and home is comprehensive as well as regular and helpful, but sometimes issues arise. We recognise that parents and staff both want the best for every student, and we welcome contact from parents when there is an issue at hand. We consider an issue or a concern to be a serious matter, but something that can be resolved with assistance from staff through an informal approach. Our primary goal as staff and parents is to resolve these concerns to ensure the academic, social and emotional wellbeing of our students.

Everyone in the Ravensthorpe District High School community has both rights and responsibilities. The table below highlights what these look like for different groups within our community. By understanding and appreciating these perspectives, we can build stronger, more respectful communication and relationships. Contact the school as early as possible if you have concerns. If you are not sure who to speak to, you can start with your child’s teacher. For some matters, it may be appropriate to talk directly to school administration staff or the principal. If you have used these approaches to address your concern and the issue has not been resolved school administration can provide you with assistance to further your concern.

STUDENTS have a Right to:	STUDENTS have a RESPONSIBILITY to:
<ul style="list-style-type: none"> • Learn in a purposeful, supportive and well-resourced environment. • Learn and play in a safe, friendly and clean environment. • To be treated fairly and respected. • To be happy, enjoy school and form positive peer relationships. • Equal treatment regardless of status, race, gender or physical ability. 	<ul style="list-style-type: none"> • Take responsibility for their own learning and behaviour • Engage in all activities to the best of their ability • Keep the learning environment tidy, organised and safe • Keep the play environment in good order by returning equipment to the appropriate place, placing food scraps and litter in the appropriate bins • Ensure their behaviour does not disrupt the learning of others • Be punctual to school and to scheduled classes • Be prepared for school, which includes bringing all equipment, completing set homework and returning notes and other documentation • Wear a full school uniform with pride, including hats • Demonstrate respect for self and others in our school community • Demonstrate respect for the environment • Engage in restorative practices to restore relationships • Report any matters affecting the rights of others to a teacher or the Administrative Team.
STAFF have a Right to:	STAFF have RESPONSIBILITY to:
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty. • Teach in a safe, friendly and clean environment. 	<ul style="list-style-type: none"> • Deliver an organised, engaging teaching and learning program which meets student needs • Develop and display clear expectations of behaviour for their classrooms and communicate these to students, specialist and relief teachers • Use visual displays to inform students of behaviour status

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<ul style="list-style-type: none"> • Teach in a supportive learning environment. • Cooperation, engagement and support from parents in matters related to their child's education. • Support from the school administration to carry out their duties. 	<ul style="list-style-type: none"> • Actively promotes positive student behaviour • Model respectful, courteous and honest behaviour and the PBS Matrix • Treat students and parents with respect • Ensure the learning environment is tidy, organised and safe • Establish positive relationships with students, parents and colleagues • Keep parents and administration informed of student progress and matters relating to student behaviour, academic achievement and well-being • Work collaboratively with other staff to implement, monitor and review Individual/Group Behaviour and Support plans for identified students.
<p>PARENTS have a Right to:</p>	<p>PARENTS have a RESPONSIBILITY to:</p>
<ul style="list-style-type: none"> • Be treated with courtesy, respect and honesty. • Be confident their children are learning in a safe, friendly and clean environment. • Be confident their children are being taught the expected curriculum in a supportive learning environment. • Be informed about curriculum and academic progress, receiving honest and fair feedback on a regular basis. • Be informed about behaviour management procedures, decisions and incidences impacting their child's wellbeing. • Confidentiality. • Be involved in and feel welcome as part of their child's education. 	<ul style="list-style-type: none"> • Demonstrate to their child they are interested in, and value, their child's education. • Ensure their child attends school punctually and regularly. • Ensure, to the best of their ability, that the physical and emotional condition of their child is appropriate for effective learning. • Ensure their child has the correct materials to make effective use of the learning environment. • Support their child to complete homework. • Engage in positive and proactive communication with the school by: <ul style="list-style-type: none"> ○ Contacting the school immediately should an issue or concern arise which impacts on their child. ○ Reading the school newsletters. ○ Reading classroom notices on CONNECT. ○ Accessing school information, policies and procedures as required from the school website or the school. ○ Return notes and complete surveys punctually. • Treat staff with respect, courtesy and honesty. • Model expected behaviours. • Respect the privacy of all, including other parents, students and staff.