



Bibra Lake Primary School Parent/School Communication Protocols

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Introduction

Bibra Lake Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing.

Effective communication between Bibra Lake Primary School and families is essential for fostering a positive school environment and supporting student learning.

The purpose of this document is to outline the communication expectations and protocols between parents/carers and the school to ensure timely, respectful, and efficient communication.

Principles of Communication

1. Two-Way Partnership: The school and parents work collaboratively to support student achievement, engagement, accommodations and well-being.
2. Respectful and Professional: All communication must be conducted in a respectful and professional manner.
3. Clear and Timely: Information will be shared in a timely manner (e.g. emails will be responded to within two scheduled working days and within school hours).
4. Privacy and Confidentiality: Personal and sensitive information will be handled in accordance with Department of Education policies. See <https://www.education.wa.edu.au/web/policies/-/privacy-and-responsible-information-sharing-policy>
5. See the Connect and Respect Engagement (attached) PDF from the Department of Education for a summarised guide that Bibra Lake Primary School supports for all stakeholders.

Communication from the School to Parents

The school will provide regular communication through the following channels:

3.1 Whole-School Communication

- School Website: Maintains up-to-date information on policies, events, and important notices. This includes our live term planner for all to access up-to-date information.
- Compass: Used for updates on school-wide announcements, including carnivals, incursions and excursions, assemblies and celebrations.
- Text Messaging (SMS): Used to contact parents for urgent notices, absentee follow-ups, and critical emergency information.
- Term Planner: Shared with families at the start of each term. <https://bibralakeps.wa.edu.au/events/>
- Surveys: Conducted periodically to gather feedback from parents.
- Student illness/injuries:
 - Head knocks or significant injuries. Parents/carers will be contacted immediately to inform them of the incident and to determine any further medical action required.
 - injuries which may require further medical attention. Parents/carers will be notified via Compass on the nature of the injury and the treatment provided.
 - Illness. If a student becomes unwell at school, parents/carers will be contacted to collect their child.

3.2 Classroom Communication

- Parent Classroom Information: Sent at the start of the year and throughout the year as needed by the class teacher and specialist teachers.
- Class Updates via Compass: Teachers use Compass to share classroom updates and key reminders.
- Connect: there may be times that a teacher will use Connect to share class based updates and content with students.
- Parent-Teacher Interviews: A formal interview is scheduled for Week 7, Term 1 and a Classroom Open Night is scheduled for Week 7, Term 3 each year. Additional meetings

can be arranged upon request. Parents of students with special needs and adjusted plans will be contacted in accordance with the SAER policy.

- Student Reports: Sent at the end of each semester via Connect.
- Behaviour: concerns regarding student behaviour will be at point of need (including low level behaviour).
- Homework Diaries/Notebooks: At point of need and when necessary, used in some classrooms as a communication tool between home and school.

Communication from Parents to the School

Teaching Staff may be contacted via their school email, or alternatively, email at BibraLake.PS@education.wa.edu.au or through the Compass platform. If you would like to speak to your child's teacher with a concern or to discuss your child's progress, please make an appointment with the teacher. We aim for all stakeholders to be well informed of information to support maximum student engagement and achievement, and nothing should be a surprise for parents at report time, or for teachers during their teaching time.

4.1 Contacting the Classroom Teacher

Parents should contact their child's teacher for:

- Concerns regarding academic progress, participation or non-attendance, behaviour support and forward planning (including low level or playground incidents) or physical/social-emotional well-being.
- Updates about family circumstances which may impact learning.
- Questions about specialised learning programs, the learning environment, homework or class activities.

Methods of contact:

Respect for a teacher's working day/s and hours needs to be considered. Emails sent after work hours will not be answered by teachers in the evening. Likewise, emails sent by teachers to parents will respect this time.

- Teaching staff may be contacted via their school email, or alternatively, email at BibraLake.PS@education.wa.edu.au. Teachers will respond within two scheduled working days.
- Phone Message via School Office: Parents can leave a message at the office for teachers to receive.
- Scheduled Meetings: Parents can request a face-to-face meeting via email or through the school office.

What parents cannot expect:

- Immediate responses to emails or calls outside of school hours.
- Phone calls with multiple carers for the same matter.
- Meetings with teachers outside of working hours.
- Access to teachers' personal phone numbers or emails.
- Daily updates on student progress (formal reports and meetings provide this information).
- Communication with Education Assistants or non-teaching staff.

What parents can expect:

- An acknowledgement of contact within two scheduled working days.
- Meetings booked within school hours, as per teacher availability, please be patient with this.

4.2 Contacting the School Administration

Parents should contact the school office in person or on [6173 7100](tel:61737100) for:

- Absences, late arrivals, or early departures.
- Change of address or emergency contacts.
- Medical conditions or health concerns.
- Enquiries about school events, policies, or enrolments, we encourage you to see the website first.

4.3 When to contact Associate Principals

- If concerns remain unresolved after speaking with the classroom teacher.
- For discussing serious student welfare concerns or providing critical information.
- For feedback or complaints about school policies or procedures.

If a parent has a challenging issue to discuss:

1. Attempt to resolve the issue with the classroom teacher via email or message the front office to request a meeting.
2. If unresolved, request a meeting with the Associate Principal.
3. If necessary, escalate the matter to the Principal.

Communication Etiquette

At all times and in all formats, both written and verbal communication will be mutually respectful and professional. Aggressive, abusive, or inappropriate language will not be tolerated.

Documentation of all parent meetings (summary of key items discussed) will be signed by both teacher and parent/s. (See attached)

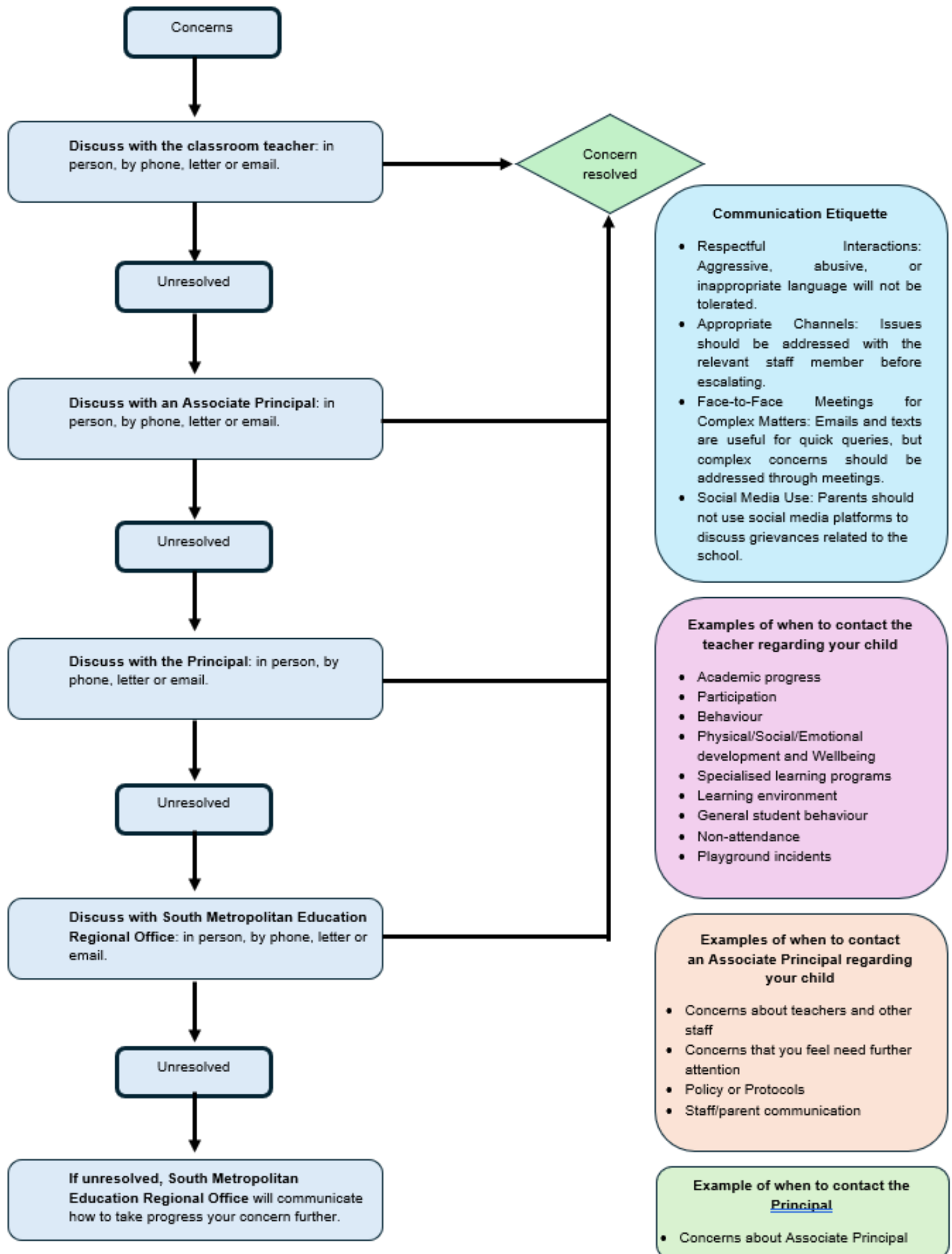
Face-to-Face Meetings for Complex Matters: Emails are useful for quick queries, but complex concerns should be addressed through meetings.

Social Media Use: Parents should not use social media platforms to discuss grievances related to the school.

Emergency Communication

- In an emergency, parents will be contacted via SMS or phone call. (Please ensure details are up to date)
- School closures or critical incidents will be communicated through official channels such as SMS, Compass and the school website.

Parent/Carer Communication Flow Chart






Connect and Respect Engagement

Expectations that promote learning, wellbeing and safety in all public schools in Western Australia.

Together we make a difference. We welcome parents and other members of our diverse community into schools across Western Australia. Student learning is strengthened when school staff, parents and carers are actively and positively involved in their education.

We all share a responsibility for providing a safe, supportive and productive environment, free from bullying, harassment, discrimination and violence.

Parents and carers and other visitors to schools support safety by ensuring communication and conduct at school and school activities is respectful. Every student, staff member, parent or carer has the right to feel safe and be safe at our schools.

Respectful engagement	It is expected that parents and carers and/or visitors to our schools will:	Parents and carers and/or visitors to our schools demonstrate this by:
<p>Culture</p> 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a respectful school culture • promote and model good behaviour • work together with staff to resolve issues or concerns • respect the right of staff to disconnect from work outside of school hours • share responsibility in creating safe and secure learning environments 	<ul style="list-style-type: none"> • respecting the diversity of our schools and the right to an education for every child • always communicating respectfully about our schools and our staff • not engaging in malicious or judgmental gossip in person, in writing, or on social media; about our students, staff and school community members • raising concerns early with a staff member, the principal or the Department of Education directly • understanding sometimes compromises are necessary, to find an acceptable solution to concerns raised • understanding that obstacles, barriers and disappointments are part of the growth journey • supporting children and young people to work through difficulties and build resilience
<p>Communication</p> 	<ul style="list-style-type: none"> • be mutually respectful • act as positive role models • actively help to solve concerns • use the school's communication channels and processes to address concerns 	<ul style="list-style-type: none"> • appreciating that school staff may not be available to respond immediately • knowing that staff will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about your child's education – allowing staff time to prepare and appreciating their time may be limited • not using offensive, insulting and derogatory language; and inappropriate conduct • being kind when interacting with others
<p>Collaboration</p> 	<ul style="list-style-type: none"> • work with the school to provide a safe and productive learning environment • ensure your child attends school ready to learn • know and support the school's Student Good Standing Policy • schedule meetings at an agreed time, for an agreed purpose 	<ul style="list-style-type: none"> • maintaining professional relationships that are open, honest and respectful • taking responsibility for your child arriving and leaving school safely on time every day • supporting your child to understand and follow the Student Good Standing requirements • scheduling an appointment to meet with the teacher or principal



Parent Meeting Record

Student Name: _____ Grade: _____ Date: _____
Teacher: _____ Parent/Caregiver: _____

Area/s of Concern:

- Literacy Numeracy Behaviour Social & Emotional Attendance Other
- _____

<u>Summary of Main Points/Facts</u> <i>e.g Appears to not hear instructions (repeated instruction required)</i>	<u>Action</u> <i>Sit child closer to teacher Check hearing</i>	<u>Who</u> <i>Teacher Parent</i>

Summary of Main Points/Facts	Action	Who

Caregiver/Parent's signature: _____ Date: _____
Teacher Signature: _____ Date: _____