

GOOLLELAL

PRIMARY SCHOOL



PARENT - SCHOOL COMMUNICATION CHARTER 2026

Working together with trust, respect and a shared focus on every child.

Reviewed August 2026
To be reviewed August 2028

Our shared promise

At Goollelal Primary School, education is a partnership between families and a team of professional educators. Strong partnerships are built through the everyday choices we make when we communicate.

At Goollelal, families and staff promise to:

- raise concerns early rather than allowing them to grow
- communicate clearly, calmly and through the appropriate channels
- respect confidentiality, professional boundaries and each other's time
- work as one team with our students' learning, safety and wellbeing at the centre

This charter sets out:

- what parents and carers can expect from the school
- what the school expects from parents and carers
- the communication channels and response times we use
- how concerns can be raised and resolved constructively
- the boundaries that protect teaching time, privacy, confidentiality and staff wellbeing

The way we work together

Approachable We welcome questions, feedback and early conversations.	Clear and consistent We explain expectations, next steps and decisions as clearly as possible.	Professional We communicate respectfully, maintain boundaries and focus on the child.
Trust and respect We assume positive intent, listen to different perspectives and speak constructively.	Partnership Families and staff share information and contribute to solutions.	Confidential teamwork We protect privacy and involve only the people needed to support the student.

Every student, staff member, parent and carer has the right to feel safe and be safe at school. We all share responsibility for a safe, supportive and productive environment that is free from bullying, harassment, discrimination, threats and violence.

What parents and carers can expect from us

Our staff are committed to open, respectful and professional communication. We will work with families to support each child's learning and wellbeing, including when situations are complex or challenging.

You can expect	What this means at Goollelal
Early communication	We will raise serious, significant or ongoing concerns as early as practicable.
Clear expectations	We will explain learning, behaviour, attendance, safety and school-process expectations in language that is accessible and consistent.
Regular updates	Families will receive whole-school information and relevant classroom updates through Compass and Dojo.
Progress and success	We will report on academic progress and achievement via parent interviews in term 1 and provide formal reports at the end of each semester.
Approachable staff	Teachers and leaders will listen carefully, treat questions and concerns seriously, and respond in a calm and professional manner.
Opportunities to meet	Scheduled parent meetings will be provided, with additional meetings available by appointment when needed. We encourage parents to meet with their child's teacher at least once per semester.
Class notices	Each class will provide information on the week's area of focus for literacy and numeracy every week via Dojo.
Privacy and confidentiality	Student/parent information will be handled sensitively and shared only where there is a legitimate educational, wellbeing, safety or legal need.
Feedback and resolution	Families will have opportunities to provide feedback and can expect concerns to be addressed through a fair process where all parties are heard and respected.
Timely acknowledgement	Communication will normally be <i>acknowledged</i> within one working day and <i>responded to</i> within three working days. Complex matters may take longer; where this occurs, we will advise you of the next steps and anticipated timeframe.

Staff may communicate more frequently than these minimum expectations when it supports learning or wellbeing.

How Goollelal communicates with families

Use the channel that best matches the purpose of the communication. Approved channels help us keep records, protect confidentiality and respond consistently.

Channel	Best used for
Compass	Primary channel for whole-school information.
Qkr!	Payments, permission forms, and P&C transactions where applicable.
Email	Formal student reports and direct contact with a member of staff.
School office – 6207 2100	Urgent messages, appointments, changes to contact details, custody or access information, and matters requiring immediate administrative attention.
Class Dojo	Class updates and reminders, weekly notifications of literacy, numeracy and homework foci.
In person meeting	Complex or sensitive information/discussion required.
Facebook	Public-facing information about special events, enrolment dates and holidays.

What we ask of parents and carers

Positive school relationships are built through mutual respect. Parents, carers and visitors are asked to communicate constructively, model the behaviour we want children to learn and use school processes to address concerns.

Communicate early

Raise concerns as soon as possible with the appropriate staff member so that issues can be understood and addressed before they escalate.

Be respectful and kind

Use calm, appropriate language in person, by phone, in writing and online - even when views differ or emotions are strong.

Use approved channels

Contact staff through Compass, the school office, school or teacher email or a meeting process.

Respect time and availability

Request meetings by appointment, allow staff time to prepare and recognise that staff may not be immediately available while teaching or supervising students.

Share relevant information

Tell the school about changes in family circumstances, health, safety, behaviour or wellbeing that may affect your child at school.

Protect confidentiality

Do not seek information about other students or families. Avoid discussing confidential matters with other parents or posting them online.

Work toward solutions

Listen to the perspectives of others, contribute relevant facts, consider compromise and keep the child's best interests at the centre.

Support school expectations

Reinforce attendance, punctuality, behaviour, learning and safety expectations at home and help your child arrive ready to learn.

Model trust and partnership

Speak about the school and staff constructively in front of children and encourage children to seek help appropriately.

Maintain professional boundaries

Do not request staff members' private contact details or expect contact outside normal working hours, or during teaching and learning time.

Who should I contact?

Please note that staff are not expected to read or respond to messages after hours, including school/public holidays.

Your child's teacher

- concerns about academic progress, engagement, friendships or classroom behaviour
- changes in health, family circumstances or wellbeing that may affect learning
- clarification about classroom expectations, homework, routines or events
- requests for a meeting or the need to reschedule an appointment

The school office

- absence due to illness, medical appointments or planned absence
- changes to address, telephone number or emergency contacts
- custody, access, court orders or other legal documentation
- urgent messages, medication arrangements or immediate safety concerns

The Principal or Associate Principal

- a matter involving conflict, another family, staff conduct or significant dissatisfaction
- a concern that has not been resolved after discussion with the relevant teacher

- a serious matter involving student or staff safety
- a request for review of a school decision or support with the complaints process

Raising a concern

From time-to-time parents may have a question or concern that needs to be addressed and we encourage the following:

1. **Raise it early:** Contact the staff member closest to the matter and explain the concern, relevant facts and the outcome you are seeking.
2. **Allow time to understand:** The school may need to speak with others, review records or observe the situation before responding.
3. **Meet purposefully:** For complex matters, agree on a meeting time and purpose. Sensitive discussions should generally occur without children present.
4. **Agree on next steps:** Clarify actions, responsibilities, timeframes and how progress will be reviewed.
5. **Escalate appropriately:** If the matter remains unresolved, contact the Principal. Further information about the Department of Education complaints process is available from the school or the Department's website.

Communication and conduct that are not acceptable

- Speaking to, writing to or approaching staff in an offensive, insulting, threatening, intimidating or aggressive manner.
- Entering classrooms during teaching or preparation time or demanding an unscheduled meeting.
- Persistently sending demanding, excessive or aggressive messages after a matter has been acknowledged or a process explained.
- Using social media to target, criticise, identify or harass students, staff, families or the school.
- Contributing to gossip, speculation or engagement in judgemental discussions around members of the school community.
- Recording a conversation or meeting without the knowledge and agreement of those involved.
- Any form of harassment, discrimination, threat or violence.

Appropriate action will be taken when conduct affects safety, staff wellbeing or the operation of the school. This may include ending a conversation or meeting, directing future contact through a nominated staff member, restricting access to the site, or seeking support from the Department of Education or other authorities in line with the Department of Education's Connect and Respect Policy.

We may not always agree, but we will listen, communicate honestly and work together in the best interests of every student.