



CORNERSTONE
COLLEGE

Christ our Firm Foundation

COMMUNICATION PROCEDURES

Achieving desired outcomes for students, parents/caregivers and teachers;
one conversation at a time in accordance with our Community Code of Conduct.

We love. We learn. We grow.



We are a caring Christian community nurturing within students a growing relationship with Christ which promotes individual excellence, learning and responsibility, for life.

Mutually supportive and trusting relationships between teachers and parents/caregivers provide the foundation for optimal student learning development. Here is our two-part process as to how students, parents/caregivers and teachers can work together productively and respectfully.

Responsibilities of Parents/Caregivers

- Understand that teachers, parents/caregivers must work together for the benefit of students
- Build a strong community by supporting and showing respect for other students, parents, staff members and College activities
- Respect College staff, decisions the College makes as an organisation, and policies/procedures including the use of restorative practices
- Ensure students attend the College regularly and punctually, in correct uniform and with the equipment necessary to support their learning
- Remain calm, polite and respectful at all times when communicating with staff and other members of the College community
- Provide any formal and/or informal changes to parenting situations or parenting plans in writing as soon as practicable to enable appropriate support to be provided.

Responsibilities of Students

- Attend College regularly, on time, in correct uniform and well-prepared for the day's learning
- Learn and participate to the best of their ability
- Complete set tasks, homework, research and assessments on time and to the best of their ability
- Treat all community members with courtesy and respect
- Demonstrate care for our College community, buildings, grounds and resources without exception
- Accept responsibility for their behaviour choices and work towards restoring relationships when required.

Responsibilities of Teachers

- Provide a safe and supportive learning environment for students
- Have high yet realistic expectations of each student
- Build student and teacher relationships based on trust and understanding to support their learning
- Keep students, parents/caregivers and College administration well-informed of learning activities and intentions
- Work collaboratively with other College staff, parents/caregivers students and outside agencies to support student learning and wellbeing
- Forgive students for lapses in behaviour and engage in opportunities to restore relationships when required
- Be timely, open and honest in notifying College staff and parents/caregivers of achievements and concerns for students, their learning and wellbeing
- Work together with students, parents/caregivers and College administration in a respectful and professional manner when challenges arise
- Support the College's spiritual and educational culture and strategic goals.

Working in Partnership

What can be done if there are concerns about your child/ren?

We value open and respectful communication. When concerns arise it is best if those concerns are dealt with:

- At the earliest opportunity
- In the most informal way
- By the most appropriate people.

The following flow chart provides an overview of common matters and the preferred person for you to contact.



RELATING TO PERSONAL ISSUES

HOME GROUP
 Family Communication
 Friendship Issues
 Student Procedures
 • Attendance
 • Uniform
 • Student Behaviour
 • Student Relationships
 • Mobile Phone/ ICT Usage
 Restorative Practices



HOUSE LEADER
 New Student Support
 Student Wellbeing
 • Attendance
 • At Risk Behaviour
 • Family Concerns Affecting Learning
 Restorative Practices



MIDDLE / SENIOR SCHOOL WELLBEING LEADER
 New Student Induction
 Student Wellbeing
 Restorative Practices

RELATING TO LEARNING ISSUES

SUBJECT TEACHER
 Pedagogy
 • Homework
 • Progress/ Achievement Level
 • Work Program
 Student Progress
 • Achievement
 • Assessment
 • Learning Needs
 Student Engagement
 • Motivation
 • Expectations
 Student-Teacher Relationships



LEARNING AREA LEADER
 Subject Content
 Pedagogy
 Program Sequence
 Individual Student Progress



MIDDLE / SENIOR SCHOOL LEARNING LEADER
 Subject Counselling
 Curriculum planning

TWO CONVERSATIONS

Our preferred process for staff and parents/caregivers to communicate involves two conversations:

First Conversation

- Email or telephone the relevant teacher or parent/caregiver
- Identify the key concerns
- If necessary, arrange a face to face meeting to discuss the issue further.

Staff will endeavour to respond within 24-48 hours between 7.00am and 6.00pm on weekdays.

Second Conversation

Parents/caregivers and teacher then participate in a conversation that takes about 20 minutes using the principles of 'ADOPT'. This allows each person some certainty that the conversation will remain focussed on the concerns raised.

ADOPT	
Agenda	The agenda is set by all participants. State what you think the agenda items are for discussion.
Discuss	Discuss each agenda item using the 'FIX' model: FACTS – Using facts rather than emotion makes your point more effective. INFERENCE – Tell the other person what you think the problem is, based on the facts outlined. A useful phrase is "It seems to me that..." EXPLAIN – Ask the other person to explain their point of view.
Options	Explore as many options as possible. They need to be practical to implement.
Proposal	Make a proposal for moving forward. Advice may be sought from others. A follow up email is sent confirming agreed action to be taken, by whom and by when.
Time	Set a time to follow up



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