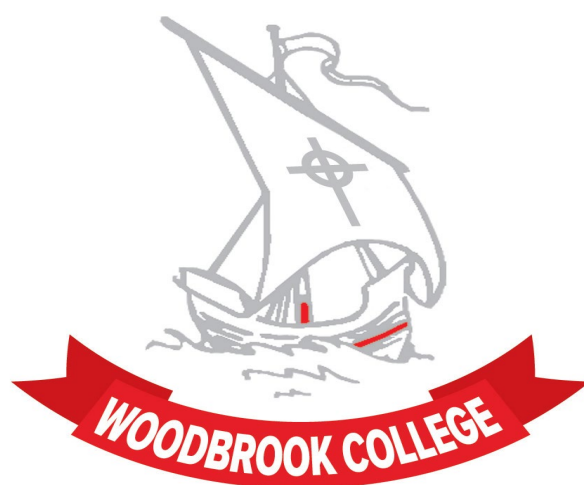


Woodbrook College Bray, Co. Wicklow



Home School Community Liason Policy

“Learning together for a better future”

1 School Philosophy and Mission Statement

- 1.1 At Woodbrook College, we are committed to excellence in all that we do. We are a co-education school in which we educate in an atmosphere that promotes respect, inclusion, community and honesty (RICH Culture). We are guided by Gospel-based values and, in keeping with our Catholic ethos and the principles of our founder Blessed Edmund Rice, we work as one inclusive community of Board of Management, staff, parents and students to provide a safe, caring and disciplined environment in which all of our students are challenged to reach their full potential in their academic, artistic, sporting and personal pursuits.

2 Introduction

- 2.1 The Home School Community Liaison scheme seeks to promote partnership between the home and the school, parents/guardians and teachers/staff. The purpose of this partnership is to enhance the students' learning opportunities and to promote their retention within the educational system.
- 2.2 This purpose is pursued by identifying and responding to parent /guardian needs by creating a greater awareness in teachers of the complimentary skills of parents in their children's education.
- 2.3 The Home School Community Liaison scheme seeks to promote active co-operation between home, school and relevant community agencies in the education of young people. The scheme focuses directly on the relevant adults in the students' educational lives and seeks indirect benefits for the students themselves; that is, to develop the parent/guardian as an educator.

3 Roles and Responsibilities

3.1 School Staff

- Be aware of the positive effects of the parent/guardian - teacher partnership.
- Keep parents informed of the students' progress, programmes and other school-related issues.
- Be aware of the importance of providing positive and constructive feedback to parents/guardians with regard to all areas of the school life of their son/daughter.
- Enable parents/guardians to actively participate in their child's education through informal meetings, encouraging contact, listening to suggestions and making relevant changes where possible and appropriate.
- Work closely, and provide regular feedback, to the co-ordinator as a support for the students' home.

3.2 Home School Community Liaison (HSCL) Co-ordinator

- Encourage, support and facilitate partnership between parents/guardians and teachers in the education of their children.
- Work with staff to develop an understanding of educational disadvantage and promote innovative approaches and methodologies to address it.
- Actively develop and promote parental/guardian involvement as an integral part of the school development/DEIS planning process and in their work, to support the development, implementation and review of the SEP (DEIS) Action Plan.
- Establish structures to identify the needs of parents/guardians.
- Work with parents/guardians to prepare and support them as a resource to their own children and also to the wider community.
- Visit the homes of students in order to:
 - Build bonds of trust between home and school.
 - Encourage parents/guardians to become involved in their child's education.
 - Provide and distribute information about the school and services available in the community.
 - Seek out potential parent/guardian leaders, who are willing to participate in the HSCL scheme's activities and to be a resource to other parents/guardians.
 - Monitor the effectiveness of intervention, which have been put in place.
 - Facilitate the provision of leisure, curricular, parenting and personal development programmes for parents/guardians.

- Work with Tusla Educational Support Services (TESS) and the School Completion Programme (SCP) in a unified way, to address issues, which impinge on the attendance, participation and retention of children at risk of educational disadvantage and early school leaving.
- Establish and maintain appropriate structures to facilitate the involvement of parents/guardians in their children's learning in school and in the home in areas such as literacy, numeracy, leisure/curricular courses, personal development, parenting etc.
- Liaise with voluntary and statutory agencies in the community.
- Establish/maintain/participate in the Local Education Committee which seeks to respond to school related issues at community level, that impinge on learning and to strive to address these issues, by working collaboratively with parents/guardians, students, voluntary and statutory agencies.
- Plan, monitor and evaluate HSCL interventions and programmes.

3.3 Principal/Deputy Principal

- Encourage both parents/guardians and staff to participate and support all activities and ideas in developing a whole school approach to the Home School Community Liaison scheme.
- Support the HSCL co-ordinator in the activities of the HSCL scheme.

4 Principles

4.1 The following outlines the principles of the Home School Community Liaison policy:

- The scheme consists of a partnership and collaboration of the complementary skills of home and school, of parents/guardians and teachers.
- The scheme is unified and integrated at both primary and secondary levels.
- The approach of the Home school community Liaison scheme is preventative rather than curative.
- The focus of the Home School community Liaison scheme is on the adults whose attitudes and behaviours impinge on the lives of children, namely, parents/guardians and teachers.
- The basis of activities in the scheme is the identification of needs and working to ensure these needs are met.
- The Home School community Liaison scheme develops teacher and school staff attitudes in the areas of partnership and a whole-school approach.
- The Home School Community Liaison scheme promotes the fostering of self-help and independence.
- Home visitation is a crucial element in establishing bonds of trust with families.
- Networking with and promoting the co-ordination of the work of voluntary and statutory agencies increases effectiveness, obviates duplication and leads to an integrated delivery of service to marginalised children and their families.
- The Home School Community Liaison co-ordinator is an agent of change.

5 The work of Home School Community Liaison scheme

5.1 Home Visitation:

- Home visitation is at the heart of the HSCL scheme's focus on partnership. The ultimate purpose is to maximise the student's involvement and their retention in the education system.
- Through home visits the co-ordinator endeavours to extend the welcoming and friendly face of the school through the context and circumstances of daily life.
- The HSCL co-ordinator aims to be friendly and non-judgemental in their approach while carrying out home visits.
- It is important for the co-ordinator to show a willingness to listen and to stay as long as is necessary.
- During the visits, the HSCL co-ordinator gives information and establishes a rapport with the parents.
- The HSCL co-ordinator aims to help parents express their fears around approaching school. And seeks to break down negative attitudes among parents/guardians towards school and

education.

- Referrals for home visits will come from the principal, teachers, pastoral care team and parents/guardians.
- Teachers who express concerns and would like a home visit to a particular family may refer to the HSCL co-ordinator.

5.2 Classes/Courses:

- A needs analysis meeting with a focus group of parents/guardians is held at the beginning of each school year.
- At these meetings discussions and suggestions are given by parents/guardians of courses they would most like to participate in.
- Parents/guardians can frequently identify both direct and indirect needs concerning their children's education. These courses will allow parents/guardians to improve their life skills, to foster their self-confidence and should develop the parents'/guardians' awareness of their capacities as educators.
- Scheme activities, which meet the parents'/guardians' needs include classes and courses –
 - Personal development courses such as parenting courses, assertiveness courses, etc.
 - Leisure activities
 - Educational courses such as basic literacy
- Essential duties of the co-ordinator will have a number of issues to consider, i.e., time, venue, availability of a tutor, funding, resources needed and suitability of the course for the parents. Essential duties of the co-ordinator include:
 - Setting up the venue
 - Organising refreshments
 - Purchasing resources
 - Inviting and contacting parents by text, phone call or letter
 - Networking with local community agencies

5.3 Cluster Meetings:

The HSCL scheme arranges local and family cluster meetings. The schools organise themselves geographically for family clusters and meet as a City and County cluster. These meetings help co-ordinators to share resources, to organise common courses for parents and to prepare transfer programmes.

Other Duties:

- To regularly communicate with the principal and school staff.
- To develop links with feeder primary schools.
- To liaise with the SCP Project workers.
- To liaise with feeder primary schools re transfer information.
- To deliver the Parents Transfer Programme "My Child – My Vision".

6 Health and Safety:

The health and safety guidelines for all HSCL activities are those of Woodbrook College. In addition to those, the following guidelines will be adhered to by the HSCL co-ordinator:

- A fully charged mobile phone is to be taken on all visits.
- The principal, deputy principal or school's secretary will be informed of all out-of-school activities, meetings, home visits etc.
- The HSCL co-ordinator will return or contact the school before going home at the end of the day.
- It will be the responsibility of the HSCL co-ordinator to strictly adhere to these guidelines.

7 Success Criteria

Success indicators will be:

- Teacher/parent/guardian/ community feedback.
- Greater involvement of marginalized parents/guardians in the education of their children.
- Improved communication between home and school.
- A more positive attitude towards the school from those at-risk families.
- Improved attendance.