

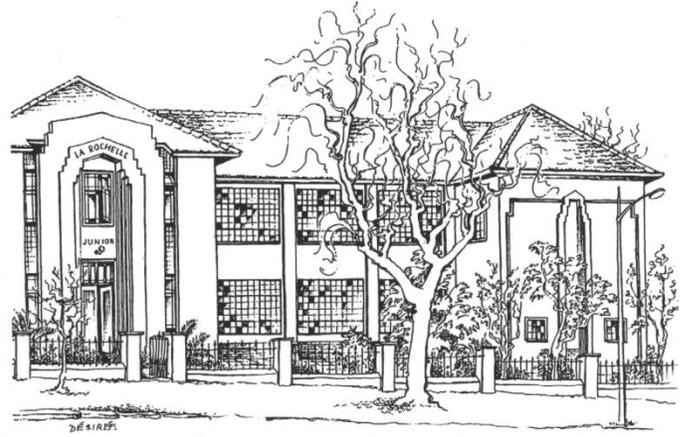
Laer Meisieskool

La Rochelle

Girls' Primary School

Parent Accountability

Revised on 24 January 2017



In this document, unless the context indicates otherwise, 'parent' means

- (a) the biological parent or legal guardian of a learner
- (b) the person who undertakes to fulfill the obligations the learner's education at school.

Introduction

Learning takes place best when there is shared effort, interest and motivation by parent, learner and school staff and a mutual recognition of the roles and responsibilities of the school towards the child and parent and vice versa. The school staff can carry out their teaching responsibilities successfully only if they receive the support of the parents. There should be a commitment to the success of the child in school and an undertaking both from the parents and the school to work together to promote learner achievement.

A parent's relationship with the school starts on the day that the parent decides to enroll the child at a particular school and thereby entrusts the child to the professional care of the school staff whilst she/he is at the school. Furthermore, the parent undertakes to underwrite the policies of the school.

Legal framework

This document is aligned with the regulations as stipulated in:

The Constitution of the Republic of South Africa, 1996 (Act 108/1996)

National Education Policy, 1996 (Act 27/1996)

The South African Schools Act, 1996 (Act 27/1996)

Western Cape Provincial School Education Act, 1997 (Act 12/97)

According to these policies all parents should:

- acquaint themselves with the policies of the school;
- be involved in the governance of the school;
- know and be aware of the content of the Code of Conduct for Learners;
- know and be aware of the content of the school's policies on language, religion and admission, as endorsed by the School Governing Body.

Furthermore will:

- all parents be obliged to support the school's activities;
- all parents know that the South African Schools Act makes school attendance compulsory for all children from the ages of 7 to 15 or until the completion.

General responsibilities as parents of enrolled learners

1. To support the learning process

- Communicate regularly with children.
- Make time to listen to them.
- Ensure that children are adequately prepared for school, i.e. well rested, fed, clothed, healthy, and clean.
- Ensure familiarity with the curriculum content, its demands and challenges, assessment and progression requirements.
- Show a keen and regular interest in children's schooling.
- Raise concerns at the school about children's progress.
- Guide and assist with instructional tasks.
- Attend progress meetings and interviews regularly;

2. To encourage and support homework;

3. To ensure and monitor learner attendance;

4. To ensure the safety and well being of learners;

5. To attend school meetings regularly;

6. To be acquainted with and support the school's code of conduct;

7. To support effective parent/school communication;

8. To support the governing body, principal and teachers;

9. To support extra-curricular activities offered by the school.

Communication between the parents and the school

The school uses the following modes of communication between the parents and the school, in other words between the educators and/or the principal and parents:

1. Le Petit Journal

The Le Petit Journal is issued in the form of a newsletter to parents and contains important information with regard to the school's activities, sport results and other relevant news. In addition, the school communicates policies to the parents by means of the Le Petit Journal. When Le Petit Journal issues are published, they can be accessed on the Communicator.

2. Website

Relevant information with regard to the history of the school, policies, dress code, sport programme, term and year planners, as well as school functions, etc are communicated to the parents in this way.

3. Communicator System

Important information is conveyed to parents through the Communicator system. Written notices will be given to parents who do not have access to the Communicator.

4. Parent evenings

Parent evenings are held once per term, except for in the fourth term. During these parent evenings parents have the opportunity to discuss their daughter's progress, behaviour, problems and/or uncertainties.

Written invitations to parent evenings are sent out to parents. Parents reply in writing by indicating whether or not they wish to attend these meetings. Reply slips make provision for different time slots. During the first parent evening (at the beginning of the first term), the parents of each class group elect a PTA representative. This person acts as the link between the parents, the educators and the school.

5. Communication with the Principal and Educators

Parent visits to the school are encouraged in order to establish a healthy relationship and partnership between the parent and the school. The school is committed to creating a welcoming environment for parents. Parent visits may under no circumstances disrupt the normal activities of the school.

In the event of a parent requesting to discuss an issue with the Principal, the following procedures should be followed:

1. The parent contacts the school's secretary and states the request
2. The secretary will then consult the Principal's diary and will notify the parent of an appropriate date and time.

Appointments with educators will be scheduled for, either before school starts in the morning, or at the end of the school day. Alternatively, appointments may be scheduled during an educator's administrative periods. The educator may ask the Principal to be present during a meeting with a parent. Parents are not allowed to see educators or learners during contact time.

All parents and visitors (including siblings and other family members) are required to report to the secretary on entering the school building. All visitors enter the building through the front entrance.

The following methods may be used when communicating with the principal:

- Telephonic discussions
- Appointments (Arrange with Secretary)
- Emails
- Written communication
- Anonymous letters, emails and telephonic discussions will, under no circumstances, be responded to.
- Confidential information will be discussed only in the presence of the parents or guardians of the learner.
- Relevant information are recorded in the Learner Profiles.

Special Forms:

- a) A form, informing parents about disciplinary action taken against their child, should be completed by the parent of a learner who had been referred to the disciplinary committee.
- b) Parents are notified in writing in the event of a learner needing academic support. Parents give written consent for remedial classes, speech therapy or occupational therapy.

6. Communication on a social level

Social interaction between educators and parents takes place during social events organised by the PTA.

7. Mobile Phones:

No learner may bring a mobile phone to school. Should the parent (on the rare occasion) wish the learner to bring a phone to school then the parent must write a letter to the principal stating the reason why. The mobile will be kept in the office for the day until the learner leaves school. Should a mobile be found on a learner without permission the phone will be confiscated until the end of the term.

In conclusion:

A meaningful partnership between the parents and the school will strengthen the learning environment and learner achievement.