

MAC Communication Plan

Version 1.00

MAC Communication Plan

**‘Whiria te Tangata’
Weave the people together**

This plan is a clear and detailed guide as to how we will engage with the Mount Aspiring College community. For clarity, the guide is divided into two sections:

- 1. Internal communication**
- 2. External communication**

The guide also contains an internal staff communication guideline document, that outlines the way in which the college expects staff to communicate as representatives of the MAC brand.

Internal Engagement

Objectives

- To improve communication, transparency, trust and overall staff wellbeing and engagement at all levels.
- Staff have the necessary information in a timely manner so that staff can do their job effectively.
- Staff feel part of a team working together with shared values and vision *“To be the best possible learning community”*
- We seek to encourage a team atmosphere within our staff and actively foster a mutually respectful relationship between all staff and students.
- To enact the Mount Aspiring Mission Statement (Kaupapa Matua):
“Our mission is to provide a unique, exciting and holistic learning adventure for individuals. We aim to provide a happy, innovative, inclusive and respectful environment in which to develop lifelong learners. In partnership with our community, we will help individuals to develop self-responsibility and the confidence to strive for personal and academic excellence in order to reach their potential as global citizens”
- In line with our inclusiveness statement *“Students and staff feel safe, respected, welcomed and able to achieve to their potential”*
- To enact our SOAR values.

Target audiences

1. Staff
2. Students

Key messages and actions

a. Head and heart

- At MAC we want all staff to enjoy being part of a fun and fulfilling workplace.
- At MAC we want all students and staff to be part of a *“happy, innovative, inclusive and respectful environment”*

b. Consistency

- We need consistency in our communication throughout MAC.
- We now have a communications advisor and the role of this person is to ensure that all of our communications (external and internal) follow a style guide (see attached).

c. Values

Staff and students will be encouraged to enact the school values in verbal or written (email) communication. These include;

- Self (Tika, Mana)
- Others (Aroha)
- Attitude (Ihi, Wehi)
- Respect (Mana, Ora)

Our learning vision for students is that *“our students will be creative, responsive, independent and resilient acting with kindness and respect”*

We will encourage staff and students to be present, kind, consistent and respectful with each other and in their communication and we will model that behaviour.

In line with our values are key messages/themes to:

- Be Kind
- Be Respectful
- Be Consistent
- Be Present

d. Behaviours

- We will communicate our expectations clearly to staff and students.
- Our policies and procedures will clearly set out our expectations.
- Staff communication guidelines are [detailed here](#) (accessible only to staff)
- The four communication themes fit nicely within our [MAC Code of Conduct](#) and as such we expect all staff and students to respect these four key behaviours when communicating. This could be students with other students, students with staff, staff with students or staff and other staff. Any behaviour contrary to this will warrant a conversation with the appropriate line manager or senior leadership.

e. Communication channels and flow

- Ensure we have good communication channels and a two way flow of information for both staff and students.
- Ensure there is an appropriate information flow and information channels - which go both ways - between BOT, SLT, and staff
- Ensure there is an appropriate information flow and information channels - which go both ways - between BOT, SLT, staff and students
- See MAC communications procedure flow sheet (attached)

Passive communication channels

- Email (daily)
- Newsletter (weekly)
- Briefing (weekly)
- The Friday (weekly)
- Student Notices (daily)

Active communication channels

- BoT to principal vice versa (monthly)
- BoT chair to principal to LSM vice versa (daily/weekly)
- LSM to business manager vice versa (semi regularly)
- Principal to business manager to comms advisor vice versa (daily)
- Principal to SLT vice versa (daily/bi-weekly)
- SLT to HOLA's vice versa (fortnightly)
- SLT to pastoral team vice versa (fortnightly)
- SLT to wider staff vice versa (weekly briefings/fortnightly staff meetings)
- Staff to students (daily)
- Student BoT Rep to BoT vice versa (monthly)
- Ongoing consultation with staff on relevant matters including day-to-day running of the school, annual implementation plan, policies/procedures and strategic planning
- Consultation with students on relevant matters relating to learning, student leadership and wellbeing via the student leadership committee and student exec meetings (fortnightly)

Weekly meeting cycle

- Weekly Meeting Cycle Week 1 HOLA meeting (curriculum focus) Full staff
Pastoral team meeting (full) Deans
- Week 2 Junior Pastoral/Deans Learning Area Meeting
- Week 3 Full Pastoral/Deans HOLA Full Staff (focus admin + PD)

Continuous Improvement

We have identified areas for improvement and will enact those. We will look to continuously review and improve our communication channels and flow.

We want to provide more opportunities for feedback to come from staff and students back to SLT and board through appropriate channels

f. Responsibilities for providing and sharing Information

- Ensure timely and effective two way communication to ensure good decision making

Communication between BoT and principal

- It is the responsibility of the BoT to make strategic decisions about the direction of MAC using data provided to them by SLT, they do this in accordance with the National Administration Guidelines (NAGs). The BoT will work closely with the principal to ensure that these NAGs are being carried out/met.
- It is the responsibility of the principal to provide assurance to the BoT via regular reporting that the NAGs are being carried out. To help with this the principal will extract information/data from the student management system, various surveys etc, look for trends and present these to the BoT for discussion and decision making.

Communication between BoT and SLT/staff

- The principal is also responsible for sharing the BoT's decision making with SLT and wider staff. The principal will meet with SLT two times each week and agendas of these meetings will include discussing information that the BoT has requested or implementing decisions made by the BoT.
- Members of SLT may attend board meetings in order to present information to the board and answer any questions.
- The business manager has the responsibility of liaising with the principal, the LSM and the BoT chair about finances, HR matters and staffing.
- The chair and LSM will regularly update staff on relevant governance matters through email communication
- The communications adviser has the responsibility of overseeing internal and external communications

Communication between SLT, HOLA and staff

- SLT is responsible for sharing the strategic information that is shared by the BoT as well as generated at SLT level with the wider staff via the middle leaders (HOLAs and pastoral team). These meetings take place on a fortnightly basis and all meetings have a generic template to follow which allows information to be shared down and up.
- HOLAs are responsible for sharing information that has come from SLT with their staff. HOLAs know that their role is one where they support the SLT in making some decisions as well as implementation of decisions that have been made further up stream. HOLAs also have the responsibility for driving their learning area and sharing information back to SLT from their team members.
- The pastoral team has the responsibility of sharing information that has come from SLT with their house staff. The pastoral team knows that their role is one where they support the SLT in making some decisions as well as implementation of decisions that have been made further up stream. The pastoral team also has the responsibility for sharing information back to SLT from their team members.

Communication between the BoT, SLT and students

- Students have the opportunity to engage in communication via the various mediums above and are able to discuss issues with staff at any level, including at the BoT level through the student BoT rep.
- SLT has the opportunity to present at BoT meetings.
- A mutual two way relationship will continue between the BoT and SLT, and the SLT and student leaders. This will flow on to the wider school community.
- There is no expectation for staff to respond to emails received after 5pm or on the weekends, and this will be left at each staff member's discretion.

Communication	Frequency	Responsible	Students	Staff	BOT
Emails/letters/videos	As required	BoT, principal, admin, teachers	✓		
Newsletter	Weekly	Communications advisor	✓	✓	✓
Board updates (in newsletter, incl. videos)	Monthly	BoT	✓	✓	
Social media	Weekly	Communications advisor	✓	✓	✓
Assembly	Bi-weekly	Principal	✓		

House assembly	Fortnightly	Deans	✓		
Whanau	Tri-weekly	Principal	✓		
Community engagement sessions	Once a term	BoT			
Wellbeing survey	Annually	BoT			
BOT annual report	Annually	BoT		✓	✓
Policy reviews	Monthly, rolling	BoT			
Charter review	Every 3 years	BoT	✓	✓	✓
Parent help (events)	As required	Principal/Teacher	✓		
Parent focus groups	As required	BoT/Principal			
Parent/teacher meetings	As required	Principal/Teacher	✓		
Hui	As required	Principal	✓	✓	✓
BOT elections	Every 18 months	BoT		✓	✓
Media releases/advisories	Proactive, every fortnight	Communications advisor			✓

Measurement

Staff wellbeing data (NZCER survey), complaints data (complaints register)

Resources Needed

Emails, newsletters, assemblies, daily notices, the Friday, comms adviser

External Engagement

The Mount Aspiring College board of trustees and senior leadership team believe that students will be better able to attain their highest levels of engagement and achievement outcomes when the school and community are working together.

How we will communicate

We will maintain an honest and open dialogue with key stakeholders of the college, celebrate our successes and be transparent about our challenges. In doing so we will build trust, strengthen relationships and engage positively with our community.

Why this is important

Our community should be involved and well informed, have confidence in the direction of the college, be satisfied with the learning environment and know that the staff are working together to support improved outcomes for all students.

Who we need to communicate with

- Parents and caregivers
- Wider school community
 - The Upper Clutha community
 - Alumni
 - Agencies and businesses directly involved with the school
 - Feeder schools
 - Whanau
- Media

Reasons for communication

An engaged audience is a vital component to a healthy and robust school community. In this context, there are five broad reasons for communication.

1. Communicating to Inform

Providing balanced and objective information and the reasons for the information. Providing updates around anything new relating to the learning environment and/or students.

2. Communicating to consult

Inviting feedback, alternatives, analyses and decisions relating to the learning environment and/or students. Letting the school community know how their feedback has influenced decisions.

3. Communicating to involve

Working with the school community to ensure their aspirations and concerns are considered at planning and decision making stages. Letting target audiences know how their involvement has influenced these decisions.

4. Communicating to collaborate

Enabling the school community to participate in every aspect of planning and decision making where appropriate.

5. Communicating to empower

Giving a target audience(s) the sole decision-making authority over a specific decision and allowing leaders to serve in a consultative or supportive role.

What our community expects from us when we communicate:

- **To have vision:** We have high expectations of ourselves and our students. To inspire higher achievement from all students.
- **To have ethical leadership:** We will model clear ethics, best practices and align our values with those of the school (SOAR).
- **To encourage inclusion and diversity:** We will foster an environment in which identity, language, knowledge, culture and values have a place in our school and learning.
- **To use evidence:** We will take concise, deliberate, thoughtful action, based on clear evidence, and what we know will work.
- **To be innovative:** We will listen to new ideas, harness suggestions and be receptive to discovery that builds on what we already know and do.
- **To be professional and flexible:** We will be inclusive by ensuring our communication is flexible and meets the needs of all students, and their families, the wider community and the media.
- **To be self-aware:** We will be open to learning as well as teaching, and will consistently reflect on our actions and the impact we have.
- **To work together as a team:** We will work with our community as a cohesive and dynamic learning partnership to achieve success.

Key communication objectives by audience

Audience	Communication objectives
Parents and caregivers	To improve trust, increase transparency and develop a two-way respectful and fulfilling relationship between parents/caregivers and the school.
Wider school community	To ensure the wider community is informed and involved with the school to improve student outcomes.
Media	To ensure a healthy flow of information to the media to celebrate success and be honest about our challenges.

Key messaging by audience

Note - this is meta-messaging. There will of course be key messaging around each particular piece of news or event.

Audience	Key messaging
Parents and caregivers	We want our parents and caregivers to maintain a sense of pride in the school, have an open and transparent relationship with teachers and senior leaders, and move forward as a “fulfilling, interconnected and genuine learning partnership.”
Wider school community	The wider school community contributes to the success of our students - we welcome positive relationships and a good, two-way flow of communication with our community.
Media	We want a positive, proactive relationship with media to help keep our community informed of what’s happening at MAC.

Key communications platforms and opportunities

This table over shows the reach and frequency of each communications activity, across all audiences.

1. We will ensure we have clear, transparent two-way communication with all students, parents/caregivers, the wider community and media.
2. We will ensure that key messaging is on brand, informative and delivered in a timely manner through the appropriate channel. See style guide (etc).

Communication	Frequency	Responsible	Parents	Wider Community	Media
Emails/letters/videos	As required	BoT, principal, admin, teachers	✓		
Newsletter	Weekly	Communications advisor	✓	✓	
Board updates (in newsletter, incl. videos)	Monthly	BoT	✓	✓	
Social media	Weekly	Communications advisor	✓	✓	✓
Assembly	Bi-weekly	Principal			
Whanau	Tri-weekly	Principal			
Community engagement sessions	Once a term	BoT	✓		
Wellbeing survey	Annually	BoT	✓		
BOT annual report	Annually	BoT	✓	✓	✓
Policy reviews	Monthly, rolling	BoT	✓		
Charter review	Every 3 years	BoT	✓	✓	✓
Parent help (events)	As required	Principal/Teacher	✓		
Parent focus groups	As required	BoT/Principal	✓		
Parent/teacher meetings	As required	Principal/Teacher	✓		
Hui	As required	Principal	✓	✓	✓
BOT elections	Every 18 months	BoT	✓	✓	✓
Media releases/advisories	Proactive, every fortnight	Communications advisor			✓

Overriding outcomes of all engagement

Parents and caregivers will:

- Understand the role of the board and SLT.
- Be aware of who to talk to, and have an understanding of how to engage.
- Feel confident in their child's teachers and the learning environment.
- Feel confident in the wider school environment.
- Feel secure in the knowledge that their child is safe, happy, and stimulated academically.
- Feel secure in the knowledge that their child can be themselves.
- Feel secure in the knowledge that their child's cultural identity will be celebrated.
- Feel consulted and informed in some school decisions that relate to their child's learning.
- Feel confident that they have a two-way transparent relationship with their child's teacher
- Feel part of the MAC family.

Wider school community will:

- Be aware of who to talk to, and have an understanding of how to engage.
- Have a good understanding of the direction of the school.
- Be enthusiastic about events where the wider community and school community are involved together.
- Connect with the school to help enhance our successes and face our challenges.

Media will:

- Be aware of who to talk to, and have an understanding of how to engage.
- Have a good understanding of the direction of the school.
- Report about the school and school community in a fair and balanced manner

Responsibilities for sharing communication

Communication engagement between the board, SLT and parents/caregivers

- It is the responsibility of the communications committee to ensure that strategic decisions made by the board are communicated to parents/caregivers in a timely and appropriate manner. The comms committee will delegate to the communications advisor, who will ensure that all comms meet the above requirements.
- It is the responsibility of the communications advisor to ensure that strategic decisions made by the SLT are communicated to parents/caregivers in a timely and appropriate manner. The comms advisor will ensure that all messaging meets the above requirements.
- It is the responsibility of the communications advisor to ensure that all high-level communication between teachers and parents/caregivers is aligned with key messaging.

Communication engagement between the board, SLT and the wider community and media

- It is the responsibility of the communications committee to ensure that strategic decisions made by the board involving the wider community or media are executed in a timely and appropriate manner.
- It is the responsibility of the communications advisor to ensure that strategic decisions made by the SLT are communicated in a timely and appropriate manner to the wider community and media (where appropriate). The comms advisor will ensure that all messaging meets the above requirements.
- Only individuals authorised by the board will communicate directly with the media about the school.
- There will be a regular item on every board agenda discussing what needs to be communicated to the community

School community engagement schedule

The communications advisor will develop and maintain a school community engagement schedule containing all scheduled engagement touchpoints (but not ad-hoc activities) to ensure that:

- a) The school is not over-communicating or under-communicating with any particular group, and
- b) There are not “clashes” of engagement touchpoints, and
- c) To allow the board, principal and staff to plan ahead where they need to engage with the school community.

Measurement

The communications advisor is responsible for measuring and reporting on engagement and communications with the school community. A simple dashboard will be developed and presented via the principal’s report at each board meeting.

This will include:

- High level email and newsletter metrics
- Complaints data
- Media coverage metrics
- Student wellbeing data