

FAMILY COMMUNICATION POLICY

Partnerships between families and educators are the foundation of our centre practices.

Communication between families and Highland Grove Preschool is imperative to our program and the running of the centre. Family participation is an important part of making Highland Grove Preschool a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools.

EYLF. V2.0, 2022. p.14

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
111	Administrative space

157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

PURPOSE

Highland Grove values respectful, collaborative partnerships with families. We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, daily program, documentation, formal and informal meetings, emails, and conversations. The safety, rights and best interests of the child are the paramount consideration in all communication and decision-making within the Service.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the centre.

IMPLEMENTATION

Community partnerships that focus on active communication, consultation, and collaboration contribute to children's learning and wellbeing. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

At Highland Grove, we provide regular information about our centre and ongoing opportunities for families to contribute in our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER AND THE MANAGEMENT TEAM WILL ENSURE

- all families are welcomed and respected
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)
- the use of digital technologies, electronic devices and communication platforms will be managed in accordance with the centre's policies to ensure children's safety, privacy and professional conduct

- families are encouraged to ask questions and raise concerns, including any complaints about the handling of CCS. All concerns will be responded to respectfully and in a timely manner [see: *Dealing with Complaints Policy*]
- families are informed they can contact the regulatory authority if concerns are not resolved at the Service level
- educators provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at the education and care service
- families have access to their child's individual program outlining learning against the approved learning framework, as well as their strengths, developmental needs, and interests
- a weekly menu, which accurately describes the food and beverages provided each day, is displayed in a place accessible to parents
- families are notified of any incident, injury, trauma, or illness that affects their child whilst at the Service either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence.
- the early childhood environment has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families where assistance is required
- families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback

EDUCATORS WILL:

- develop collaborative partnerships with families that involve respectful communication about all aspects of a child's learning
- establish respectful and collaborative partnerships with families, recognising them as children's first and most influential educators
- provide families with regular opportunities to share information about their child's wellbeing, development, interests and cultural background
- only use Service- issued electronic devices to capture, store or transmit images or information related to children
- be available for families on arrival and pick up to communicate about their child's day through informal discussions
- use the 'Day Sheet' as a communication tool (as well as a platform for our curriculum)
- be available for longer conversations and meetings by appointment.

- be involved in special events including parent/families and the wider community. These may include, 'Australia's Biggest Morning Teas', S.I.D.S 'Red Nose Disco' and guest speakers.
- share insights and perspectives about each child with families (EYLF)
- acknowledge the diversity of families and their aspirations for their children (EYLF)
- engage in shared decision-making to support children's learning development and wellbeing (EYLF)
- encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment, and giving feedback on children's emerging interests and developmental concerns
- create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF)
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- encourage families to contribute to Highland Grove's continuous quality improvement progression through their involvement in the self-assessment and QIP review
- provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, Day Sheets, Family Involvement, Notice Boards and notes sent home
- use a communication book with families as required (for example, behaviour guidance and inclusion support plans).
- Support families through liaising with Allied health professionals, local schools etc

FAMILIES WILL

- provide accurate information during the enrolment process about their child including related medical and health information
- engage in respectful, open and collaborative communication with educators about their child's learning, development and wellbeing
- support a safe, inclusive and respectful environment for all children, families and staff
- notify educators when any information related to the education and care of their child changes (Medical Management Plans, Court orders-parental orders, authorised nominee)
- participate in informal and formal interactions with educators to discuss their child's learning and goals
- be encouraged to contribute to the learning program and share their culture, language and beliefs with others
- be invited to contribute to the quality improvement process
- be invited to events held periodically to help families network and develop friendships in the local community

- be invited to review our centre's policies and practices

SOURCE

Australian Children's Education & Care Quality Authority. (2026). [*Guide to the National Quality Framework*](#)

Australian Children's Education & Care Quality Authority. (2018). *Quality Area 6: Building Partnerships with Families Information Sheet* (with link: [QA6 Building partnerships with families.pdf](#))

Australian Children's Education & Care Quality Authority. (2018). *Quality Area 6: Enrolment and Orientation Information Sheet* (with link: [QA6 Enrolment and orientation.pdf](#))

Australian Government Department of Education. (2022). [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*](#). V2.0.

Early Childhood Australia (2016). *Code of Ethics*.

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#) (For NSW services only)

Raising Children Network Australia. (2024). [Effective communication with parents for professionals](#)

[Western Australia Legislation Education and Care Services National Regulations 2012](#) (WA Services only)

Yorganop Indigenous Professional Support Unit (2024). [A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings](#).

REVIEWED: 20/8/26