Communication Strategy

This purpose of this communications strategy is to outline how effective communications at CHS can:

- engage effectively with stakeholders namely our parents, students and staff (current and prospective)
- ensure people understand what we are doing and why we do it
- demonstrate the success of our work, specifically the impact our core purpose has on the lives of students
- influence CHS culture and the perceptions of CHS

Introduction:

Cambridge High School is the state secondary school for the Cambridge area. Our core purpose is to develop fine young people who can navigate easily and competently into life beyond the school.

Our culture is a high performing school based on a shared vision, operational efficiency, innovation, respect for each other, teamwork, achievement, and contributing to the community.

It is our vision that students will have a sense of purpose and direction: they will understand who they are and where they are going.

We have enjoyed the support of our community over many years and are proud of the results for our students in academic, sports and culture and community service areas. We recognise that the Cambridge community is growing and the we need to continue to engage effectively with members as they join the CHS community, providing them with accurate and timely information about the school success and actively welcoming feedback.

Environmental factors:

We recognise that we live in a rapidly changing environment. Physically, Cambridge is changing and this PESTLE analysis conducted by our Board of Trustees find these factors will influence the school's operations now or in the near future.
The word of mouth and student voice is very supportive of the school and we need to make sure that this is encouraged. We also know that information and opinions are shared quickly via social media and other channels and we need to encourage constructive engagement and provide timely and accurate information. We have an opportunity to proactively share our story in this environment and encourage community engagement and feedback.

Stakeholders:

Staff need to know about our vision and purpose for the school's direction and decision. They also need detailed information about upcoming events and access to previous communications and information.

Students need to know about events which impact on their learning and their sense of ownership and engagement in school. To support our vision, they need to know about possible activities and future pathways as well as the events which will engage them further in school, such as house events. They will also have direct communication with their teachers receiving personalised feedback on their learning. They are our largest potential supporters and can share the positive experiences of life at CHS.

Parents need to be able to have confidence and trust in the school, that it is an excellent place for students "to develop into fine young people". This means sharing with them positive stories about the options open to students and student successes. They need to know what is coming up so that they can support their child(ren) and encourage positive engagement. Parents need to be encouraged to engage constructively

with the school, providing feedback to help with ongoing school improvement and the development of the learning experience at CHS.

The CHS community is broad and includes prospective and current members (staff students and families). This group includes alumni, potential donors, families considering moving into Cambridge, Police, MPs and other local agencies. They need to be kept informed of developments within the school and future plans.

Approach:

We will communicate principally via the following channels:

1. School website. It will be a live and dynamic site which stores up to date information and provides connections with our other communication channels. The CHS student media team will use it to share their stories and images of school life. CHS will use it to store documents relevant to prospective and existing staff and students. It will be a more formal and edited piece of communication.
2. Email. This direct method will be the primary method of targeted communication with parents, staff and students.
3. School Facebook. This will be used to share our more informal communication, promotion of upcoming events and to facilitate sporting and cultural groups. Other groups that include CHS students are likely to use the school name in their social media group. In this case the group must be closed. CHS will maintain a register of these groups and may require their closure if they could potentially harm the reputation of the school.
4. Local media. This is important for maintaining our reputation and the understanding of CHS, particularly with the CHS community. We recognise that many of these community members will not actively seek information about CHS, but will remain informed through local media.

In case of emergency our crisis communication will go through email, Facebook and SMS. We will prioritise the safety of students and staff on campus and update the wider community as best as is practicable in the situation. We recognise that in a crisis the informal 'back channel' communication is strong, but often emotional and partially accurate, and so will make it a priority to communicate the facts in a calm and clear manner with our CHS community.

Action plan:

	Staff	Parents	Students
Know what is coming up	Week ahead memo Staff briefings Staff meetings	Coming events Facebook Local media	School notices/display Email Form time Facebook groups
Demonstrate the success of our work	Staff meetings	School website Facebook Parent interviews Word of mouth Local media	Display screens School website Assemblies
Understand where CHS is going	Staff meetings Assemblies Email	School website CHS strategic plan Celebrations	Student leadership Assemblies Form time
Influence the perceptions of CHS and school culture	Engage with queries Staff meetings Word of mouth	Email Engage with queries Facebook School website	Positive role modelling

	Consistent message across leadership	Celebrations Local media	Leadership progression framework Celebrate widely examples of student success

Note: Student Media Team are students who create stories about their school. The intent is that students have an avenue to share real time stories about their school, communicating the success and high-quality learning environment of CHS. The team will be guided by a staff member and the students will have leadership roles in ensuring that high quality content is created and shared via the school website. This content will be proactively shared with local news agencies. This will have an annual training commitment to assist in developing the photographic and journalistic capability of our students.

Activity	Target audience	Who's involved	Timing
Week ahead memo	Staff	SLT	Weekly
Staff briefings	Staff	Lead by SLT	3 times per week
Staff meetings	Staff	Lead by SLT	1 hour, twice per 4 weeks
Coming events	Parents, Students	Angela Purdie	Weekly
School notices/display	Students, Parents	Carmen	Daily
Facebook	Students, Parents, Staff, CHS community	Carol Webb, Angela Purdie, Vanessa Tupp	As needed
School website	Parents, Students, Staff, CHS community	Student media team, SLT	As required
Display screens	Students, Staff	Sport and Culture team	Daily
Assemblies	Students, Staff	House Deans, SLT	Weekly
Email – communication from CHS	Parents, Students, Staff	SLT	As required
Email – direct communication	Parents, Students, Staff	Staff – direct communication with parents and students	As required
Form time	Students, Staff	WST	Daily
Celebrations	Parents, Students, Staff	SLT	As required
Leadership progression/development	Students	SLT, House Deans, WST	As required
Local media	CHS community	Student media team, Staff	Regular columns and as required by features or developments

Feedback/measurement:

Staff	Ongoing feedback is sought through: • Staff meetings (Full meetings and smaller targeted groups) • Exit interviews • Regular, targeted surveys	Measurement via:

	• Union bodies	
Parents	Feedback is sought through: • Inviting feedback on special events • Welcoming and engaging with all feedback • Annual survey reviewing trends • Approachable staff • Anecdotal information • Website data	
Students	Feedback is sought through: • School leadership connection with Student leadership roles • Board of Trustees representative • Targeted survey • Course feedback • Involvement in review of aspects of running the school • Anecdotal information • Website data	
Community	Feedback is received through: • Website traffic analysis • Enrolment process • Profile in community • Engagement with alumni	

All communication that is on behalf of the school or carries with it the school name and reputation, must fit in with our expectations around appropriate communicate and online behaviour. Policies which support this are on the school website. Of particular relevance are our policies related to use of social media, cybersafety and use of students images.