

# ***Santa Sabina Dominican College***

## **Parent Charter**

(Parent is understood to refer to parent/guardian in this Charter)

Parents are an integral part of their children's education and as such, it is important that parents, students and school, work together to provide an educational experience of benefit to all parties. The school ensures that educational provision is carried out in line with best practice and procedure. Therefore, all parties subscribe to promoting and adhering to these practices and procedures which together, provide a caring and supportive environment for all.

The purpose of this Charter is to allow for parental input to complement the work of School Self Evaluation (SSE) which is rooted in the concept of ongoing reflection on the quality of the learning experience within our school. This Charter ensures that the voice of parents is heard and valued in that process. In doing so, the Parent Charter supports and strengthens the mission of the school by fostering collaboration, partnership and shared responsibility for the educational journey of our students.

### **Mission Statement**

*Santa Sabina Dominican College is a Catholic school which promotes the Dominican educational philosophy within the Le Chéile Trust.*

*We in Santa Sabina, aim to provide a holistic education for all students and to promote the qualities of truth, respect, responsibility and resilience in a caring, inclusive, supportive environment.*

*Working with all partners, our mission is to establish Santa Sabina Dominican College as a centre of excellence for educational achievement, wellbeing and personal growth.*

### **Charter Guidelines**

#### **Engagement with Parents.**

- Parents will, at all times, be treated with kindness, consideration and respect in all engagements with school personnel
- Confidentiality will be maintained when engagement concerns particular issues
- As part of student induction, parents have a one-to-one meeting with a member of senior management when their child has enrolled in the school
- Year Heads will maintain regular communication with parents to ensure continuous support and partnership
- Parents are encouraged to actively support the implementation of school policies and procedures, helping to ensure a positive environment for both students and the school community

#### **Consultation and Participation**

- Parents will be consulted and invited to help shape policies and practices that affect the school community
- The process used for consultation will involve the provision of draft policies for input by the Parent School Association (PSA)
- Questionnaires and surveys will also be used to gather input from the parent body, ensuring full inclusivity in the consultation process.
- Parents will actively support teaching and learning initiatives

### **Empowering parents with information**

Parents will receive regular updates from the school on operational matters.

Parents are also encouraged to contact the school directly for clarification with any queries.

Individual information about each child's school experience will be shared through end of term/year reports, parent/teacher meetings and other meetings as required.

Examples of information provided to parents include the following:

- School timetables and calendar of school closures and events
- School Policies
- Information on extra-curricular activities and clubs
- Updates on school management /governance issues as relevant
- Regular emails/bulletins from Year Heads
- Regular communiques from the Principal/ Deputy Principals
- School news via our school website and social media accounts and through the school App.

### **Accountability**

The school ensures accountability to parents in relation to performance and student attainment through:

- School reports and updates on student progress
- Annual reporting by the Board of Management on the School Improvement Plan, through the school SSE process and Department Inspection reports
- Information on the use of voluntary contributions will be shared

Parents are assured of the following:

- Parent representation on the Board of Management
- Compliance with child safeguarding procedures and vetting requirements
- Reporting on governance matters, including compliance with the Junior cycle framework, time allocation for subjects, school policies etc.
- Employment of qualified teachers.

### **Feedback and identification of concerns**

As a school, we are proactive in obtaining the views of parents. Feedback, both positive and developmental, is welcomed. Feedback is provided both formally and informally. Formal feedback is requested on such issues as the Transition Year programme and the operation of the school in general. In addition, parent/teacher meetings provide opportunities to discuss teaching and learning.

Our focus is on identifying improvements or changes needed to enhance the learning of the students and their general experience in the school and this informs school self-evaluation and future planning.

An important objective is the early identification of concerns so that they can be considered and responded to by the school, thereby minimising or avoiding reliance on a formal complaint process.

### **Responding to Feedback**

Any feedback from parents will be treated as valuable and where relevant and possible, will be used to inform improvements in learning and teaching.

As a school, we are committed to a quality assurance approach and pursuing continuous improvement to ensure optimum outcomes for students.

Where resources and budgets allow, we will address any identified deficiencies and continue to strive for excellence in the provision of education.

As a reflective school we are responsive to concerns raised through formal feedback or informal engagement. Our response may involve taking action to address the issue or, where the school holds a different perspective, providing a clear explanation of that position.

### **Grievance and Complaints Issues**

It is recommended that if a parent has a concern about his/her child settling in or experiencing relationship issues the first point of contact should be the relevant Year Head.

### **Teaching and Learning Concerns**

In the first instance, parents must raise the concern with the relevant subject teacher. It is hoped that, through dialogue, the issue may be rectified at this stage. The objective will be to ensure that any matter of concern is addressed in a fair and reasonable manner.

- In the unlikely event that the matter is not resolved, the parent may contact the Year Head who will arrange a phone call or meeting. The Year Head will outline any actions to be taken and provide feedback on how the matter has been addressed. A record of these interventions will be shared with the parent and the Deputy Principals.
- Should the concern persist, the next step is to contact the relevant Deputy Principal. Every effort will be made to ensure that all parties are treated fairly and a resolution is achieved before the formal Complaints Procedures are instigated.

### **Formal Complaints**

- The formal complaints procedure may be commenced when parents meet with the Principal. The Principal will explain the process of the formal complaints procedure.
- If the Principal determines that the matter raised, is vexatious or unreasonable, this will be communicated clearly and fairly, along with the school's position.
- If an issue is not resolved at this stage, it may progress to the Board of Management.

### **Contact**

Parents may make contact with any member of school personnel by contacting the school office.

### **Parent School Association**

Our Parent School Association (PSA) represents all parents and plays an active role in supporting the school's Mission Statement and policies. It also works to provide a programme of activities that encourage parental involvement. All parents are invited to take part in the work of the PSA, contributing to the enhancement of their daughters' educational experience in Santa Sabina.

PSA activities include:

- Providing and sourcing relevant speakers for the parent body which will allow parents to support their daughters' development and education.
- Working in association with school policies, to articulate parental support, commitment and responsibilities in advancing the academic, social and moral development of our students..
- Supporting initiatives such as our Literacy and Numeracy Strategy by encouraging an emphasis on literacy and numeracy in the home.
- Playing a supportive role in the implementation of our Wellbeing Policy, Attendance Policy and Code of Behaviour.
- Collaborating with the Guidance Department/ Transition Year Coordinator to arrange appropriate work experience for TY students and where possible, provide mock interview opportunities.

### **Conclusion**

This Charter aims to secure and promote the legitimate interests of parents in relation to the quality of student learning we provide. All parties working together can make our goal for our school to be an educational centre of excellence, a reality. This Charter reinforces our commitment to partnership with parents.

Parent Charter reviewed October 2025