

Communication Protocols:

Double check that what is communicated in any way is a statement of fact. Details to note when writing any document or communicating in the work context (and generally for that matter) follow:

1. Know Your Audience and Purpose

- Identify who will read the document: parents/carers, colleagues, support staff, therapists, administration.
- Match the language and tone to the purpose (e.g. informative, supportive, formal).
- Avoid jargon unless it is explained or commonly understood in your context.

2. Use Clear and Consistent Structure

- Stick to consistent formatting.
- Use headings and subheadings.
- Align sections (e.g. Introduction → Strengths → Needs → Goals → Recommendations).
- Maintain consistency in spelling, especially for Australian English (e.g. "behaviour" not "behavior").
- Use full sentences—avoid dot points unless the format calls for it.
- Be concise but complete: say what needs to be said, clearly and without repetition.

3. Use Correct Grammar, Punctuation and Capitalisation

- Avoid run-on sentences and sentence fragments.
- Always capitalise:
 - Names (e.g. "Jayden" not "jayden")
 - Specific programs or plans (e.g. "Individual Curriculum Plan", "General Capabilities")
 - School names and departments
- Use punctuation correctly:
- Avoid comma splices (joining two independent sentences with a comma).
- Use full stops at the end of complete sentences.
- Use apostrophes correctly (e.g. "student's learning" for singular, "students' learning" for plural).

4. Ensure Accuracy and Objectivity

- Avoid making assumptions—only report on observed or documented behaviours.
- Use specific examples, not generalisations:
 -  "Liam can follow a two-step instruction with visual support."
 -  "Liam is good at listening."
- Be strength-based but truthful; balance strengths and needs.

5. Use Professional, Respectful Language

- Use people-first or identity-affirming language depending on context:
- "Student with autism" or "autistic student"—whichever aligns with school or family preference.
- Avoid judgmental or emotional language:
 -  "Emily refuses to do work."
 -  "Emily currently requires support to begin tasks."

6. Proofread Carefully (More Than Once!)

- Read aloud to catch awkward phrasing or errors.
- Ask a colleague to review complex documents (e.g. ICPs, EAPs).
- Use spelling and grammar tools, but don't rely solely on them.

7. Include Data and Evidence Where Appropriate

- Reference assessment results, curriculum levels, goals, and observable behaviour.
- When writing plans such as ICPs or PBSPs, ensure evidence links clearly to goals and strategies.

8. Keep Timelines in Mind

- Start early—avoid last-minute writing.
- Leave time for:
 - Editing
 - Supervisor review
 - Uploading or submitting through school systems

9. Follow School Templates and Guidelines

- Use the correct template or platform (e.g. OneSchool, departmental formats).
- Stick to required word limits or format restrictions.
- Complete all required fields or sections.

10. Save and Label Your Work Clearly

- Use naming conventions that include date, student initials, and type of document.
- e.g., JS_ReportTerm2_2025.docx
- Store drafts in One Drive to support collaborative work.