

# COMMUNICATIEPLAN 'LIGHT'

Het meest compacte communicatieplan van Nederland e.o.,  
gericht op authentieke communicatie

2015 – 2019

een product van:



Onderwijs Maak Je Samen



# INHOUD

|    |   |    |
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| 1. | Analyse van de school en haar omgeving                  | 4  |
|    | a. Identiteit (met ingrediënten uit schoolplan (Light)) |    |
|    | b. Omgeving   |    |
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|    | d. Financiën  |    |
|    | e. Evaluatie  |    |

# 1. ANALYSE VAN DE SCHOOL EN HAAR OMGEVING

## 1.1 IDENTITEIT

Wie zijn wij, waar staat wij voor en waarin onderscheiden wij ons?

*Onze missie*

*Onze visie*

*Onze kernwaarden*

**Duurzaam** onderscheidend vermogen

*Onze school onderscheidt zich...*

## 1.2 OMGEVING

Scholen in de directe omgeving

School 1

Soort onderwijs:

Onderscheidt zich op:

School 2

Soort onderwijs:

Onderscheidt zich op:

School 3

Soort onderwijs:

Onderscheidt zich op:

|             | 2012 | 2013 | 2014 | 2015 |
|-------------|------|------|------|------|
| Onze school |      |      |      |      |
|             |      |      |      |      |
|             |      |      |      |      |
|             |      |      |      |      |
| Totalen     |      |      |      |      |

Wat opvalt...

## 1.3 IMAGO

Ouders (bron: oudertevredenheidspeiling)

*Sterke punten*

*Zwakke punten*

Personeel

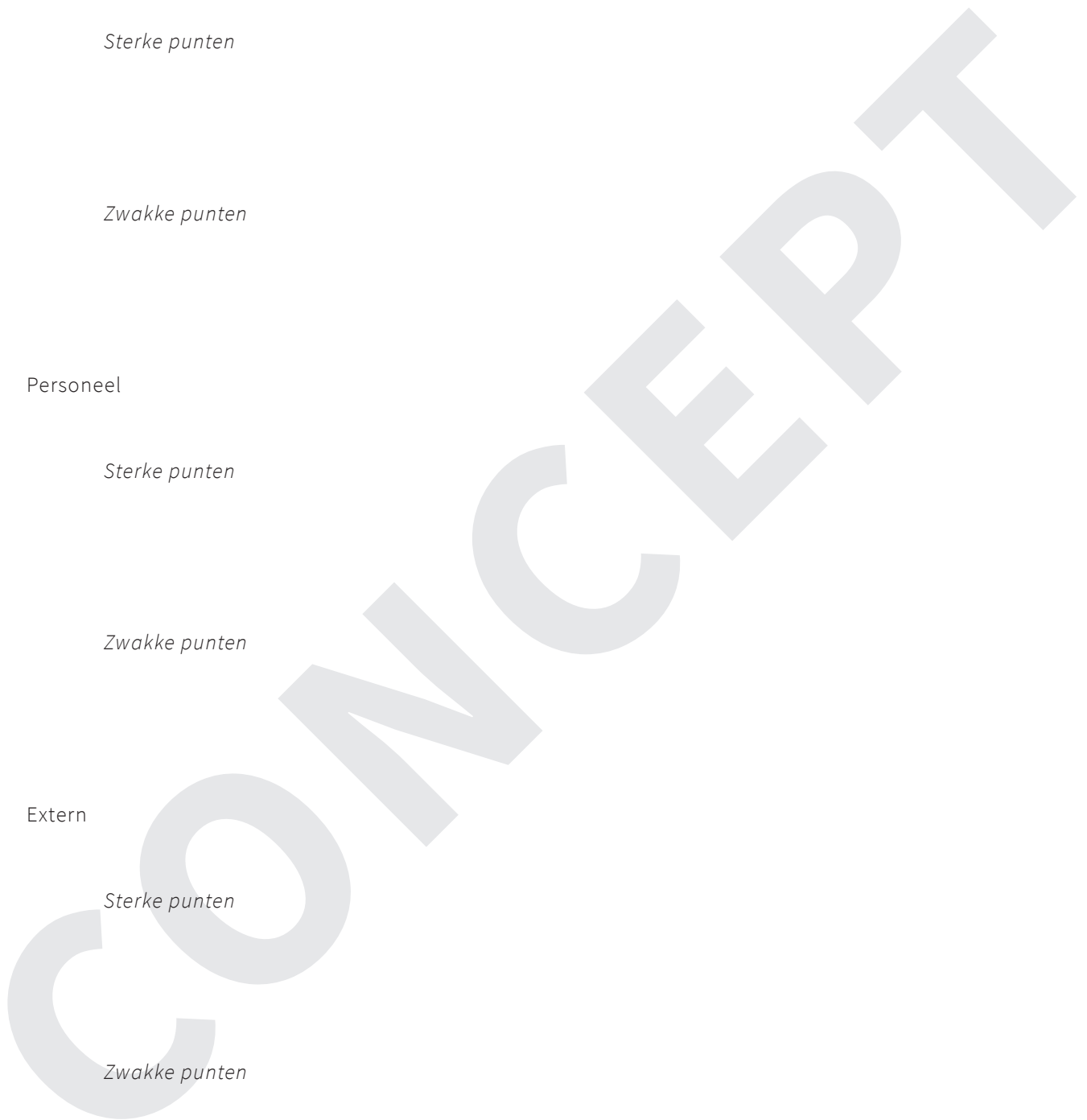
*Sterke punten*

*Zwakke punten*

Extern

*Sterke punten*

*Zwakke punten*



## 1.4 TOEKOMST

Welke veranderingen zijn er te verwachten in de komende vier jaar?

Leerlingprognose

|             | 2015 | 2016 | 2017 | 2018 |
|-------------|------|------|------|------|
| Onze school |      |      |      |      |
|             |      |      |      |      |
|             |      |      |      |      |
|             |      |      |      |      |
| Totalen     |      |      |      |      |

(Bron gemeente)

## 1.5 SWOT

*Sterktes – Zwaktes – Kansen – Bedreigingen*

Vanuit de analyse kan onderstaande SWOT matrix worden ingevuld.

|              | Sterktes  | Zwaktes   |
|--------------|---|---|
| Kansen       | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |
| Bedreigingen | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |

## 2. DOELSTELLINGEN

Leerlingaantallen

Imago

*Deze hoofddoelstellingen worden in hoofdstuk 6 vertaald naar subdoelen die meetbaar en goed te vertalen naar acties zijn.*

## 3. STRATEGIE

Wat wordt de globale aanpak om de geformuleerde doelstellingen te bereiken?



## 4. DOELGROEPEN

Ouders van huidige leerlingen

(Lokale) Media

Ouders potentiële leerlingen

## 5. COMMUNICATIEMIDDELEN

Website

Schoolgids

(rekening houdend met Artikel 13 wet op Primair Onderwijs)

Nieuwsbrief

Sociale media

Persberichten

Rapporten

## 6. ANALYSE VAN DE SCHOOL EN HAAR OMGEVING

### 6.1 DOELSTELLINGEN PER JAAR

| Doel 2018 | Doel 2017 | Doel 2016 | Doel 2015 | Acties 2015 |
|-----------|-----------|-----------|-----------|-------------|
|           |           |           |           |             |
|           |           |           |           |             |
|           |           |           |           |             |
|           |           |           |           |             |
|           |           |           |           |             |

## 6.2 JAARPLANNING (COMMUNICATIEMATRIX)

|               | Jan |   |   |   |   |   |   | Feb |   |    |    |    |    |    | Mrt |    |    |    |    |    |    | Apr |    |    |    |    |    |    | Mei |    |    |    |    |    |    | Jun |    |    |    |    |    |    | Jul |    |    |    |    |    |    | Aug |    |    |    |  |  |  | Sep |  |  |  |  |  |  | Okt |  |  |  |  |  |  | Nov |  |  |  |  |  |  | Dec |  |  |  |  |  |  |
|---------------|-----|---|---|---|---|---|---|-----|---|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|----|----|----|----|----|-----|----|----|----|--|--|--|-----|--|--|--|--|--|--|-----|--|--|--|--|--|--|-----|--|--|--|--|--|--|-----|--|--|--|--|--|--|
|               | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8   | 9 | 10 | 11 | 12 | 13 | 14 | 15  | 16 | 17 | 18 | 19 | 20 | 21 | 22  | 23 | 24 | 25 | 26 | 27 | 28 | 29  | 30 | 31 | 32 | 33 | 34 | 35 | 36  | 37 | 38 | 39 | 40 | 41 | 42 | 43  | 44 | 45 | 46 | 47 | 48 | 49 | 50  | 51 | 52 | 53 |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Weeknummer    |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Website       |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Nieuwsbrief   |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Schoolgids    |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Sociale media |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Persberichten |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Rapporteren   |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Brochure      |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| Kalender      |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |
| ...           |     |   |   |   |   |   |   |     |   |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |    |    |    |     |    |    |    |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |     |  |  |  |  |  |  |

## 6.3 TAAKVERDELING

## 6.4 FINANCIËN

CONCEPT

## 6.5 EVALUATIE

CONCEPT

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