

# Advancing Partnerships

– Parent and Community Engagement Framework





# Parent and community engagement

Queensland celebrates its diverse community and recognises the integral role parents and families play as partners in their children's education. Our state schools play a critical role in supporting this diversity, engaging with the community, and modelling and fostering respectful relationships between learners and all members of the school.

## Parent engagement

Genuine parent engagement exists when there is a meaningful relationship between parents<sup>1</sup> and teachers with the shared goal of maximising learning and wellbeing outcomes for students.

Parents are generally a child's first teacher in their early years. A large body of evidence, spanning several decades, identifies the benefits of continued parent engagement throughout schooling for student learning outcomes. Parent engagement has been shown to improve students' self-esteem, school attendance, and behaviour at school. In fact, Hattie (2008)<sup>2</sup> estimated that effective parent engagement could add the equivalent of 2 or 3 extra years to a child's education.

Parent engagement extends beyond parent involvement in volunteering at the school, to having a deliberate focus on influencing and improving learning and wellbeing outcomes. Parents are provided with ideas and strategies and are encouraged to collaborate with the school and community to strengthen partnerships and directly assist in supporting their child's learning. Effective parent engagement creates authentic relationships valued by each party.

While the mode of engagement will vary with the child's age, stage of learning, school and teachers, it may include parents:

- ▶ being supported to understand ways to discuss learning goals and aspirations with their child
- ▶ being kept up to date with their child's learning in the classroom and how they can support this at home
- ▶ using appropriate games to improve their child's literacy and numeracy
- ▶ being assisted to arrange effective learning spaces for their child
- ▶ being assisted to develop effective strategies and techniques to enhance their child's wellbeing.

## Community engagement

Community engagement refers to the establishment of sustainable relationships with the local community to improve students' learning and wellbeing outcomes and assist students to understand their role in the broader community. Community partners may include child and health services, community organisations, sporting clubs, education and training providers, government organisations, local businesses and industry. Through these partnerships, schools may increase their ability to offer a range of experiences, real life learning opportunities, support and resources that are not available within the school to improve students' learning and wellbeing outcomes.

Community partnerships can open pathways to better health and wellbeing for students and their families, assist in providing access to support services, and improve students' future employment prospects and further education opportunities.

## Parents + Community

With less than 15 per cent of a student's time spent at school each year, there are many hours in a day, week and year, in which parents, families and the community can guide and influence students' learning opportunities and outcomes through simple, low-cost and even no-cost, interactions.

Schools and teachers that take the time to establish and strengthen effective relationships with parents and the community are finding that their efforts are being rewarded through improved outcomes for students and improved job satisfaction for teachers.

<sup>1</sup> Throughout the document, where the term 'parent' is used it refers to parents, carers, kinship and families.

<sup>2</sup> Hattie, J., 2008. *Visible Learning: A Synthesis of Over 800 Meta-Analysis Relating to Achievement*. Routledge.



## Diverse communities

Queensland comprises a diverse range of school communities, students, parents, families and teachers. Diversity should be celebrated and supported through an inclusive culture that promotes the skills and insights of all people irrespective of age, gender, ethnicity, generation, sexual orientation or disability.

Responding to diversity may require additional strategies and considerations when forming collaborative relationships to ensure that the needs of the individual are considered and information is targeted to the specific audience.

The effectiveness of any particular parent or community engagement strategy will depend on students' learning needs and a wide variety of factors including communication preferences of teachers and parents; resources available in the local community; the range of cultures represented in the school community, including Aboriginal and Torres Strait Islander cultures; the location of the community including rural and remote communities; and the proportion of working parents.

It is important that the strategies used within a particular school or classroom are an effective match with the needs of teachers, parents and students, and that there is genuine commitment to improving learning and wellbeing outcomes together.

## The Parent and Community Engagement Framework

Queensland schools already use a range of strategies to successfully engage with their communities. The quality of these relationships directly influences the quality of learning.

Notwithstanding current successes, parent and community engagement is an area in which schools can continue to innovate, renew and strengthen their approaches in recognition of the evidence that parent and community engagement has a positive effect on students' wellbeing and achievement.

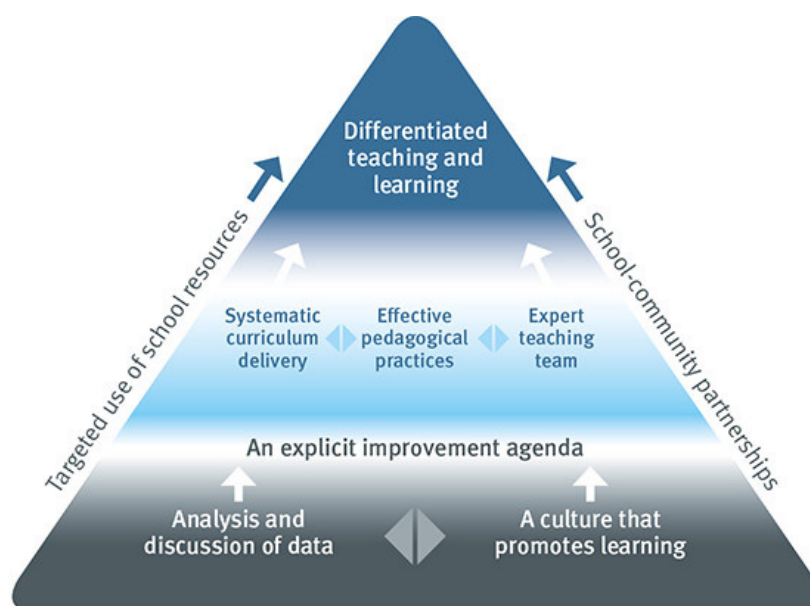
[Advancing Education: an action plan for education in Queensland](#) recognises *Partnering for success* as making a critical contribution to a cohesive society and economic prosperity.

School-community partnerships are recognised as a domain of the [National School Improvement Tool \(NSIT\)](#) which assists schools across Australia to review and reflect on their efforts to improve teaching and learning. Schools that successfully implement school-community partnerships (Domain 9 of NSIT) will:

*“actively seek ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children’s education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support, and intellectual and/or physical resources not available within the school...”*

Queensland’s [School Improvement Hierarchy](#) provides a model to guide schools in their improvement journey and incorporates the nine domains of the NSIT. Domain 3 of NSIT, a culture that promotes learning, is also highly relevant to parent and community engagement.

The Parent and Community Engagement Framework for Queensland state schools uses current evidence and best practice to provide a model that supports schools to enhance parent and community engagement.



**The School Improvement Hierarchy**

## 5 elements of the parent and community engagement framework

This framework outlines five key elements of parent and community engagement to make a positive difference in our students' education.

- 1. Communication** – Effective communication is an exchange between students, parents, communities and schools that is inclusive and involves information sharing and opportunities to learn from each other.
- 2. Partnerships with parents** – Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.
- 3. Community collaboration** – Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.
- 4. Decision-making** – Parents, students and community members play meaningful roles in school decision-making.
- 5. School culture** – Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.



## Markers of strong parent and community engagement

Schools seeking to assess their engagement success should consider whether:

- ▶ the school genuinely values two-way communication between parents and school personnel to ensure both parent and school knowledge is used to inform practice
- ▶ parents are part of the conversation about implementing inclusive school practices and provide input into school improvement planning (for example, through a school-based community liaison officer)
- ▶ every parent feels welcomed and valued as part of the school community, is comfortable expressing their views, and has means to contribute their views (for example, interpreters if required)
- ▶ every interaction occurring on the school grounds is respectful
- ▶ parents are encouraged to take a genuine and close interest in the work of the school, are acknowledged as the first teachers of their children, and engage as partners in their children's learning and wellbeing
- ▶ communication with parents provides information about where students are up to in their learning, what progress they have made over time and what they might do to support their children's further learning
- ▶ respectful and caring relationships are reflected in the ways in which staff, students and parents interact and through the language they use in both formal and informal settings
- ▶ the school has regular and ongoing ways of finding out what parents need to assist them to engage with their child's learning
- ▶ parents can list the school's key expectations for behaviour, attendance and homework
- ▶ the principal and teachers use many styles of communication appropriate for parents' cultural backgrounds, availability and work arrangements
- ▶ the principal and teachers regularly connect with the parent/s of every child in the school
- ▶ the principal and teachers connect with a wide range of community members
- ▶ there are mechanisms to build relationships with relevant members of the community.



# 1. COMMUNICATION

Effective communication between schools, parents, students and the community forms the foundation for developing and maintaining partnerships. To have a significant impact on student outcomes, communication needs to be focused on student learning and wellbeing. It must also be a genuine exchange of information and ideas between the student, the school, the home and the community.

Schools have a responsibility to help parents understand the ‘language of learning’ including the terms used by teachers in the classroom with students to communicate learning goals and expectations. This will assist parents to discuss learning with their child at home and to effectively communicate with teachers using a common language.



## Points to consider

- ▶ Is student progress communicated to parents in a positive and meaningful way? How? Are parents advised of student’s strengths as well as areas for improvement?
- ▶ Is it clear what teachers and parents need to discuss? How?
- ▶ Is the school using language that is clear and accessible to parents and students and helpful for exploring learning development, challenges and success?
- ▶ How can school leaders work with parents and the community to establish a shared set of expectations about schooling?
- ▶ What practices support communication between the school and parents’ individual circumstances including working parents, rural and remote parents and parents with a disability?
- ▶ What practices support communication between the school and parents from diverse backgrounds, including Aboriginal and Torres Strait Islander parents, and parents who have English as an Additional Language or Dialect?
- ▶ Do all parents feel comfortable communicating with school staff? Do parents know the school’s preferred communication channels? Is the school flexible with these arrangements? Does the school know parents’ preferred modes of communication?
- ▶ Is genuine communication occurring between the school and Aboriginal and Torres Strait Islander parents, families and community Elders?
- ▶ How does the school communicate with industry and business partners?

## Links with the NSIT

Communication aligns with the following aspect of Domain 3 of the NSIT:

- ▶ Interactions between staff, students, parents and families are caring, polite and inclusive.





## Achieving results: Ideas for improvement

### Every day

- ☒ Ensure communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students.
- ☒ Use language that is clear and accessible to parents and the community. Avoid or explain confusing educational terms. Find ways to educate parents in the language of learning (for example, through school newsletters, social media, and information or discussion sessions).
- ☒ Establish consistent expectations for how teachers communicate with parents to support student learning and wellbeing.
- ☒ Provide access to information in other languages and modes to meet the diverse needs of parents and community members (for example, in person through sign language, translators, easy English, in written languages other than English). This may include Aboriginal and Torres Strait Islander people and parents and next of kin for whom English may not be a first language.
- ☒ Show that the school is genuine in its desire to build understanding of students' backgrounds by creating an environment that provides opportunities for students and parents to share their stories and perspectives.
- ☒ Use assistive technology and other communication aids to better support inclusion of students and parents with disability.

### Early in the school year

- ☒ Take the opportunity to communicate and engage with parents and children who have recently enrolled at the school.
- ☒ Establish opportunities for parents to meet with their child's teacher/s.
- ☒ Encourage parents to share knowledge, aspirations and concerns with their child's teachers.
- ☒ Have cultural liaison staff available to welcome and assist families.
- ☒ Communicate with parents about the best times for them to talk with teachers.
- ☒ Ensure parents know about the various methods of communication the school will use, and what opportunities are available for parents/carers to formally and informally communicate with the school.
- ☒ Engage with parents and communities to establish relationships characterised by knowledgeable respect for all cultural groups in the school community.
- ☒ Consider every aspect of communication including non-verbal cues, the design of physical spaces in the school (especially the school office), signage and the processes used by staff to make parents and community members feel welcome and valued.
- ☒ Invite the Parents and Citizens' Association (P&C) to assist school staff to get to know their community.
- ☒ Ensure the P&C is reflective of the school community.

### Throughout the year

- ☒ Make informal contact a deliberate part of parent and community engagement. Spend time with parents and community members in informal settings and at social events so that school staff and family/community members can get to know each other and build respect and trust over time.
- ☒ For new students, review transitions statements, OneSchool information, transfer notes and any other information available from previous education providers.
- ☒ Send home positive examples of students' work regularly to show parents what their child has learnt.
- ☒ Invite the wider school community to special event days at the school to showcase students' learning for example, Grandparents' Day, Under 8's day, NAIDOC week, Career Expos.
- ☒ Promote good news and activities through newsletters, social media and local media.

### Once a year

- ☒ Develop a social media plan as an additional communication channel for parents and the community.
- ☒ Organise school open days to allow community members to tour the school, promote students' work and allow the community to experience how the school operates.



## 2. PARTNERSHIPS WITH PARENTS

Quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing.

Learning is not limited to the classroom. The beliefs, expectations and experience of parents are powerful determinants in students' achievement. Effective partnerships can help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

### Points to consider

- ▶ How do the school personnel build a whole-school commitment to engaging with parents?
- ▶ How can schools support parents to be positively engaged with their child's learning, at home and at school?
- ▶ How does the school ensure that it is inclusive of all parents in the school including parents with different cultural and educational backgrounds, working arrangements, and communication requirements?
- ▶ How can teachers and parents work together to help children learn?
- ▶ How does the school find out what would help parents?
- ▶ How do teachers seek to understand and learn about students, including their home situation and culture?
- ▶ How can parents better support teachers?



### Links with the NSIT

Building partnerships aligns with the following aspects of Domains 3 and 9 of the NSIT:

- ▶ Recognising parents and families as integral members of the school community and partners in student learning.
- ▶ Building partnerships with parents and families to improve opportunities and outcomes for students.
- ▶ Developing clarity around partner roles and responsibilities.







## Achieving results: Ideas for improvement

### Every day

- ☑ Encourage all staff to model best practice by being friendly, caring and welcoming to parents to create a supportive environment and positively influence the behaviour of students.
- ☑ Recognise, acknowledge and utilise the expertise of staff, for example, consult with key staff for advice on engaging with cultures represented in the school community.

### Early in the school year

- ☑ With consideration of the school community, work with parents to identify ways they can help their child's learning at home, for example:
  - provide advice about spaces and routines for homework
  - encourage parents to take a supportive interest in their child's progress and set clear expectations for outcomes
  - provide activities that parents can use to enrich learning in areas of interest or need
  - include practical activities in homework that involve parents, especially in literacy and numeracy.
- ☑ Consider a school-based community liaison officer to facilitate communication between parents, the community and the school.

### Throughout the year

- ☑ Offer professional development that gives teachers strategies to enhance communication with parents.
- ☑ Discuss parent engagement strategies and ideas at staff meetings.
- ☑ Involve students and parents in the development of individual curriculum, behaviour and/or personalised learning plans.
- ☑ Conduct parent workshops, information sessions or webinars on commonly asked queries, for example, how to help children read, coding and robotics, transitioning to Prep/high school. Offer specific workshops for targeted groups of parents who require more tailored and individual assistance for example, how to assist children with their homework for specific subjects. If staff members volunteer to deliver these workshops, provide Teacher Relief Scheme (TRS) to compensate for the preparation and delivery time and show that their expertise is valued and their time commitment is respected.

### Once a year

- ☑ Identify different aspects of parent participation occurring in the school and which staff members are responsible for supporting each aspect.
- ☑ Collect and analyse feedback from parent and teacher surveys.
- ☑ Establish a clear process for parents to provide feedback to the school about what is working well, along with suggestions for improvements.



### 3. COMMUNITY COLLABORATION

Schools do not exist in isolation – they are often the central hub of their community. Schools should leverage their position in the community to work together with other community members, for the benefit of all.

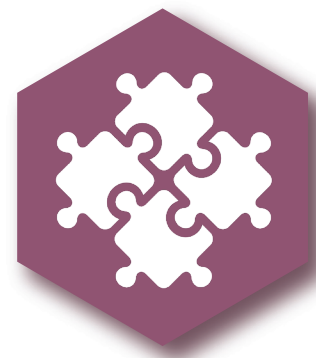
Effective collaboration provides opportunities for schools to develop a better understanding of their broader community and to build strong relationships within their local context.

Community members and organisations offer unique knowledge, expertise and perspectives that schools can use to enhance student wellbeing and make learning more authentic and connected.

Community approaches to improving learning make it possible for schools to form strategic partnerships with families and community organisations. This type of collaboration can help address issues external to the school and better support students' wellbeing and ability to come to school ready and able to learn.

#### Points to consider

- ▶ What are the key characteristics and strengths of the community (for example, demography, diversity, geographic location, local industries)?
- ▶ What can the community do to support the school in areas such as drug education, anti-bullying, civic responsibility and the development of social skills?
- ▶ What does the community, including local employers, expect from the school? How can they help students?
- ▶ How do community members/organisations show their commitment to working with the school? What is the purpose of the engagement?
- ▶ Has a genuine collaborative relationship been established between the school and Aboriginal and Torres Strait Islander communities and individuals?
- ▶ How can the school leverage community, industry and business knowledge and skills?
- ▶ Are there opportunities to develop relationships with the community that could deliver more innovative models of education and training?
- ▶ How does the school create clarity around roles and responsibilities in the relationships it forms with community organisations and groups?

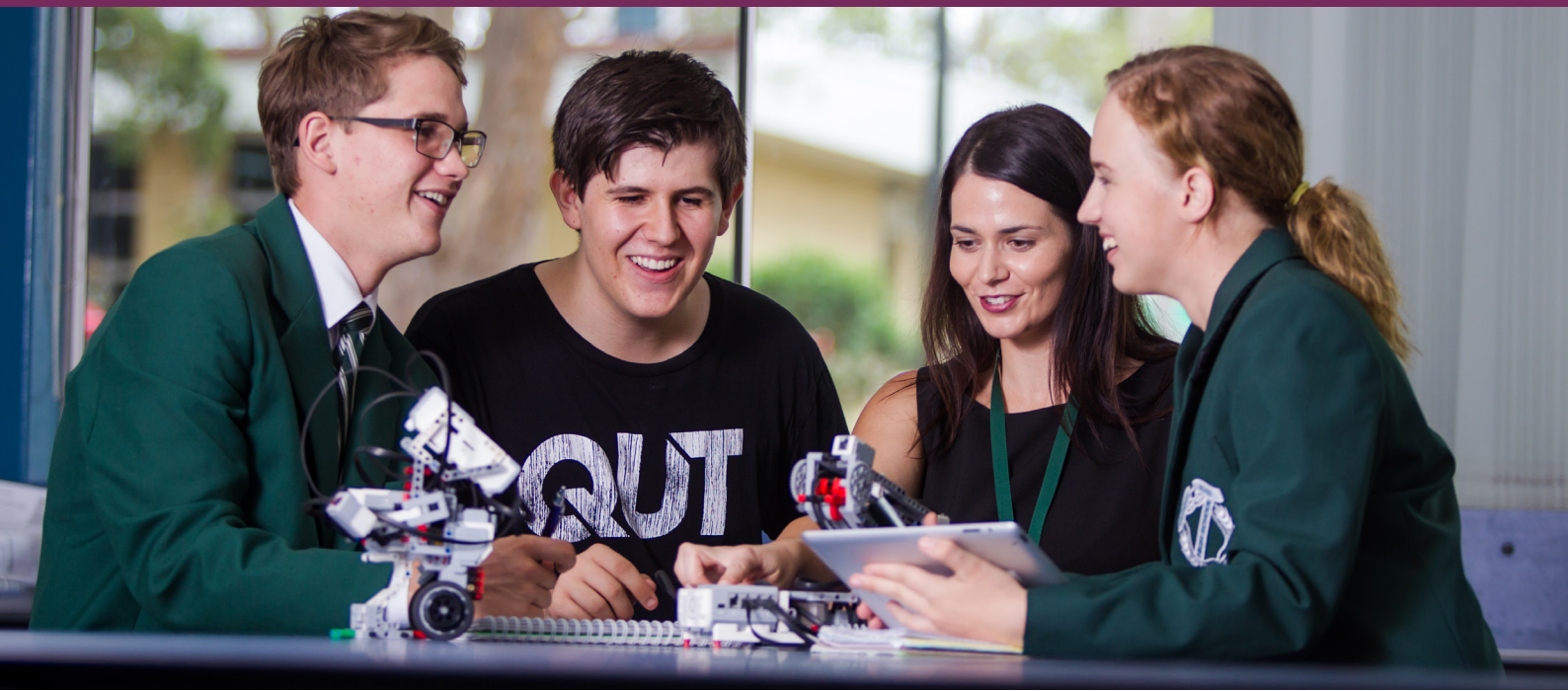


#### Links with the NSIT

Community collaboration aligns with the following aspects of Domain 9 of the NSIT:

- ▶ Identifying and building community partnerships with local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students.
- ▶ Planning community collaboration and developing commitment.
- ▶ Developing clarity around partner roles and responsibilities.
- ▶ Collecting evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students.





## Achieving results: Ideas for improvement

### Early in the school year

- ☑ Collaborate with staff and parents to determine a school vision to address students' learning, health and wellbeing needs, and to identify members of the local community who could complement and support the school to achieve this vision.

### Throughout the year

- ☑ Reach out to the local community to determine potential partners.
- ☑ Build networks that have the potential for long-term sustainability, for example:
  - establish a community integrated student support/health/early childhood services hub, including Child and Family Centres
  - link feeder primary schools with local high schools
  - establish connections with local businesses, tertiary providers, universities and sporting clubs.
- ☑ Establish relationships with community organisations, including disability organisations, to access expertise and perspectives that support improved learning and wellbeing outcomes for all students.
- ☑ Work with local community and business groups to develop shared policies and approaches to supporting effective learning and positive community outcomes - for example, anti-truancy measures or community volunteering.
- ☑ Develop relationships with key community personnel, for example, Elders to integrate cultural knowledge and protocols into the learning of staff and students.
- ☑ Work with local industry to develop opportunities to enhance student learning (for example, work experience and transition to work).
- ☑ If formalising a partnership with a community organisation, prepare meeting agendas and take minutes to record outcomes and actions.
- ☑ Include succession planning when developing partnerships, for example, who will continue the partnership and assist if the staff member transfers/retires.
- ☑ Consider options for guests to conveniently engage with the school for example, through online tools such as web conferencing or virtual classrooms.
- ☑ Consider how the school can formally recognise community partners or celebrate their mutual partnership.

### Once a year

- ☑ Design, develop or review community collaboration strategies that support learning and wellbeing appropriate for students at different ages and stages of development.
- ☑ Invite local businesses to be involved in a 'careers expo' to showcase career opportunities to students.
- ☑ Use initiatives such as Mental Health week and Deadly Choices to invite health and wellbeing partners to present workshops for students, parents and teachers.

### One-off

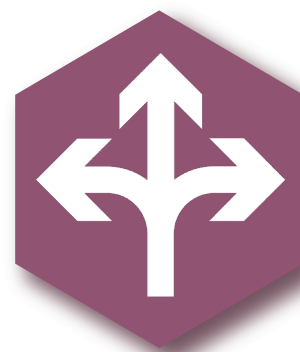
- ☑ Consider how successful past students can be involved in events such as award ceremonies or graduations.
- ☑ Establish school alumni to encourage ongoing support from past students, families and staff. This can be especially useful where alumni also represent local cultural communities (for example, Aboriginal and Torres Strait Islander communities).



## 4. DECISION-MAKING

Parent and community involvement in school decision-making encourages greater ownership and ensures local needs are reflected. Decisions about student needs should involve effective consultation and collaboration with stakeholders and open and transparent communication at all stages of the process.

To support informed decision-making, parents and community members need to understand the purpose, aims and background to the issue, as well as the findings of any relevant evidence-based research. Reciprocal trust and ownership of decisions assists in successful implementation.



### Points to consider

- ▶ To what extent are goals, progress and achievements systematically and regularly monitored and refined if required?
- ▶ Is consultation and collaboration encouraging, open and honest?
- ▶ Does the school offer training and support to build parent leadership capacity, empowering parents to participate effectively in consultation?
- ▶ Does the school collaborate with the community by consulting on formal/informal decision-making, reviews and new school policies (for example, assessment, reporting and curriculum changes)? How?
- ▶ Has the school considered how it will include local Aboriginal and Torres Strait Islander parents, Elders and community groups in decision-making processes?
- ▶ Are parents and community partners consulted as part of decision-making on issues in which they have particular expertise?

### Links with the NSIT

Decision-making aligns with the following aspects of Domain 9 of the NSIT:

- ▶ Major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise.
- ▶ Goals, progress and achievements are systematically and regularly monitored and refined as required.
- ▶ Partners are involved in collaborative planning and committed to the purposes and objectives of the partnership.





## Achieving results: Ideas for improvement

### Every day

- ☒ Be open, accountable and transparent in decision-making.

### Early in the school year

- ☒ Encourage active participation in the P&C, school council and other school decision-making groups.
- ☒ Involve parents and the school community in developing the [Student Code of Conduct](#) for students to align the behaviour expectations of the school to community expectations and build a shared understanding of what is expected.
- ☒ Enlist Indigenous education workers and community liaison officers to help build connections and to enable all parents and community members the opportunity to participate in consultation and inclusive decision-making. In particular, these staff may be able to help school leaders understand and engage with local protocols and processes about how communities make and communicate decisions.
- ☒ Offer training and skill development opportunities to parents and teachers to help them make the most of consultation opportunities.

### Throughout the year

- ☒ Ensure consultation processes are flexible to reach a wide range of students, parents and community members. Use different modes of communication for parents who may find it difficult to engage in decision-making and if needed, use different languages to ensure all respondents can participate. Organise interpreters if required.
- ☒ Encourage student participation in decision-making processes. Develop the capability of student leaders so they can participate effectively in decision-making, as appropriate.
- ☒ Discuss and review strategies being used to encourage parent and community engagement at school leadership team meetings.
- ☒ Consider involving independent third parties (for example facilitators) in consultation activities to enable discussion of matters that are particularly sensitive.
- ☒ Welcome a diversity of views, beliefs, behaviours and preferences within communities. For example, while some parents may feel comfortable attending a consultation meeting, others may prefer and need a more personal or confidential medium.
- ☒ Establish networks to link parent and community leaders to the broader school community.
- ☒ Encourage the school's P&C to review the P&Cs Qld website for ideas on how to work with school leaders and to contribute to collaborative decisions for example business operations, policies and procedures.

### Once a year

- ☒ Depending on the school community, formally or informally survey parents (for example verbally or in writing) regarding their satisfaction with, and suggestions on, their involvement in the school's decision-making processes and suggestions for improvement.
- ☒ Evaluate if:
  - consultative mechanisms about school priorities and needs have been effective
  - goals are mutually set to meet the school's vision.
- ☒ Seek feedback from the P&C and other partnership members to determine if it considers parent and community partnerships are influencing school decisions and improving student outcomes.



## 5. SCHOOL CULTURE

Respectful relationships between the school, students, parents and the school community need to be actively cultivated and valued.

Nurturing a culture that respects and values difference amongst the whole school community is vital in supporting the inclusive engagement of all families.

Parent and community participation in student learning and the school community should be acknowledged and recognised. This involvement sends a clear signal to students about the value of education.



### Points to consider

- ▶ How is the school welcoming and supportive of all children and parents?
- ▶ What opportunities are given for parents and community members to participate in school activities?
- ▶ How does the school support and maintain mutually respectful relationships across its community?
- ▶ How does the school appreciate and value students' varying cultural backgrounds?
- ▶ How does the principal and senior management team build the cultural competence of school staff?
- ▶ How can volunteers contribute to teaching, learning and wellbeing?
- ▶ How does the school community recognise and support volunteers?
- ▶ Are parents notified about major events well in advance so they can plan ahead? How?
- ▶ Does the school celebrate significant cultural days and events reflective of the broader Queensland community (for example, NAIDOC)?

### Links with the NSIT

A culture that promotes learning aligns with the following aspects of Domain 3 and 9 of the NSIT:

- ▶ All students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.
- ▶ School staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.
- ▶ The school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff.
- ▶ Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.





## Achieving results: Ideas for improvement

### Every day

- ☒ Model and demonstrate the importance of positive and caring relationships.
- ☒ Consult key staff for advice on engaging meaningfully with cultural groups in the school community for example Community Education Counsellors, regional and school-based Aboriginal and Torres Strait Islander Teacher Aides, and community liaison officers.
- ☒ Provide access to bilingual personnel for parent-teacher meetings, as appropriate.
- ☒ Consider opportunities for the leadership team and teachers to be visible to parents and students, for example, at school pick-up and drop-off times, in community areas of the school, at school events.

### Early in the school year

- ☒ Ensure staff have an understanding of inclusive education and the Department of Education's commitment to ensuring schools are supportive and engaging places for all school community members.
- ☒ Provide a school calendar outlining key dates where parent engagement is encouraged. Include cultural events that are relevant to the school and broader Queensland community.
- ☒ Discuss the physical, attitudinal, communication and social environment of the school with parents and the community and look at ways to improve inclusion of students and parents with disability, illness or other needs that require consideration.

### Throughout the year

- ☒ Collaborate with staff to build mutually respectful relationships across the school community and encourage staff to build relationships that will enhance student learning and wellbeing.
- ☒ Consider creating informal areas around the school where parents and teachers can meet for example, community courtyard, garden, or yarning circle.
- ☒ Seek advice from the community about the kind of school events and activities they value. Some communities may prefer more informal gatherings and opportunities to network with school staff rather than formal ceremonies, particularly early in the engagement process.
- ☒ Engage community members in designing and promoting learning experiences, school events and extracurricular activities.
- ☒ Invite and support a diverse range of parents and community members to become involved as guest teachers and speakers.
- ☒ Build parent, caregiver and community participation by offering activities, events and roles that are respectful and meaningful. Provide guidance to volunteers about their obligations, school protocols and cultures represented in the school.
- ☒ Formally recognise the contributions that volunteers make to the school (for example, thank you letters).

### Once a year

- ☒ Establish a clear process for parents to provide feedback to the school on their beliefs/experiences in relation to inclusivity.
- ☒ Provide professional development for staff in English as an Additional Language or Dialect support, and cross-cultural awareness and communication.
- ☒ Develop/update a database of parent and community skills, talents and availability to draw on when appropriate.



## Research and resources

A wide body of research and evidence supports the value of effective parent and community engagement strategies.

Practical tips, tools and guides for schools and parents are available on the [Parent and Community Engagement Framework](#) website.

## Continual improvement

Regular reviews of Queensland state schools are undertaken to ensure they are delivering quality education to students. A review occurs at least every four years in accordance with the [School Performance Assessment Framework](#).

School reviewers use the [National School Improvement Tool](#) developed by the Australian Council for Educational Research in consultation with states and territories, including Queensland. 'School and Community Partnerships' are assessed in Domain 9 of the tool, and through elements of Domain 3 which describe the importance of parents, the community and the school working together as partners in the promotion of student learning and wellbeing.

In addition, school-community partnerships are an integral element of the [School Improvement Hierarchy](#). The School Opinion Survey also provides schools with valuable data to reflect on the effectiveness of their parent and community engagement.

