



Inala State School

Parent and Community Engagement Framework

Working together to maximise student learning

PURPOSE

Parents¹ and the broader community play a vital role in supporting successful learning outcomes for our children. This framework is about schools engaging with parents and communities to work together to maximise student learning outcomes.

The research tells us that the most meaningful partnerships are those where schools, parents, students and the community work together to focus on student learning. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

This Parent and Community Engagement Framework identifies what our school community can do to strengthen learning outcomes for students – through effective partnerships between the Principal, the Deputy Principal, teachers, teacher aides, non-teaching staff, students, parents and the wider community. It establishes parent and community engagement as a key element of supporting student learning at Inala State School.

The overwhelming evidence is that parent engagement has a positive effect on student achievement.

“...there is strong consensus, supported by a variety of evidence dating from over 40 years, that positive parental engagement can and does significantly influence student academic attainment.” (Emerson, Rear, Fox and Sanders, 2012)

INTRODUCTION

The education of our students is a shared responsibility, benefiting all students, our society and economy as a whole. Therefore, parents and broader communities have a reciprocal responsibility to engage with schools.

The core learning priorities of Queensland state schools are articulated in the department’s agenda for improvement, *United in our pursuit of excellence*, and are framed through four key elements: school and community partnerships; school curriculum; teaching practice; and principal leadership and school capacity.

The role parents and communities play in the education of children is clearly recognised within the *United in our pursuit of excellence* agenda. It is also reflected in the Teaching and Learning Audits.

Schools are better able to support student achievement by developing strong engagement with and between:

- Students
- Teachers
- Parents and carers
- Support staff
- Community industry and business group

¹ Throughout the document, where the term ‘parent’ is used to refer to parents, carers and families.

The quality of these relationships will determine the quality of the learning. This framework outlines five key elements of parent and community engagement at Inala State School to make a positive difference in our students' education.

- **Communication** – At Inala State School teachers work to develop a shared language of learning with parents to communicate a shared set of expectations for learning and to discuss student progress and individual needs. Inala State School is a multicultural community and specific strategies and support personnel are employed to assist families from other language backgrounds.
- **Learning partnerships** – Teachers and parents work together to help children learn. Parents are supported to be positively involved with their child's learning through reading and homework assistance. Classroom volunteers and parent tutor programs are actively encouraged and celebrated within the school. Relationships are built between groups such as early years services, partnerships with the Inala Elders and other cultural leaders and community groups to connect culture and learning.
- **Community collaboration** – School facilities are open for use by community cultural and interest groups. The school partners with other local schools to connect with the Elders and has an ATSI parent reference group which meets each term. Students participate in cultural dance groups and produce a cultural student newsletter.
- **Decision making** – At Inala State School opportunities exist for parents to give feedback and express their opinions around decisions at a school level – eg. student leaders collect survey information from parents at the parent interviews. Newsletters, parent meetings and informal discussions between staff and parents are also opportunities for community consultation. Feedback from the Aboriginal and Torres Strait Islander parents reference group informs discussions around curriculum. Translators are employed as required.
- **Participation** – All major school events are advertised in the newsletter and on the electronic street signage. Cultural groups are encouraged to share aspects of their culture at a whole school level – eg at NAIDOC DAY, Harmony Day. Volunteers are celebrated at a special morning tea and by individual thanks. School assemblies to celebrate student academic and sporting successes are well-attended by parents.

