

## COMMUNITY ENGAGEMENT IN LEARNING – Parents and carers as partners

**Definition:** Parent and carer involvement in their child's school contributes to improved student learning, health and wellbeing. Effective schools have high levels of parent and carer engagement and involvement. This involvement is strongly related to improved student learning, attendance and behaviour. These parent and carer partnerships are collaborative based on effective communication, mutual trust and respect and shared responsibility for the education of the students at the school. Impact is high where there are consistent positive relationships and students are included in the process of establishing expectations, rules and guidelines for student learning and behaviour in school and at home.

*The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.*

Essential Element 4	Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement		
Essential Element 5	Whole-school approach to health, wellbeing, inclusion and engagement		
Emerging	Evolving	Embedding	Excelling
<b>The school fosters communication and meaningful partnerships with parents and carers</b>			
<p>Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school.</p> <p>The school works on policies and procedures which are available to parents/carers on request.</p> <p>Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</p>	<p>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities.</p> <p>The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice.</p> <p>The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</p>	<p>Parents/carers are welcomed as partners into the school community and are involved in decision-making activities through mechanisms such as parent associations, committees and school council.</p> <p>The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing.</p> <p>Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>	<p>The engagement and involvement of parents/carers with the school is embedded in the school culture.</p> <p>Parents/carers have a visible presence in the school and their contributions are valued by staff.</p> <p>Parents/carers routinely promote the school and celebrate its achievements in the wider community.</p> <p>Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction.</p> <p>The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</p>
<b>Home learning connects with school learning</b>			
<p>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes.</p> <p>Parents/carers are regularly informed about their child's progress in learning, health and wellbeing.</p> <p>The school provides information to parents/carers about how they can support and monitor home learning effectively.</p>	<p>The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health, wellbeing and learning needs of their children.</p> <p>The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships.</p> <p>Parents/carers can contact teachers in a variety of ways and receive a timely response.</p> <p>The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>	<p>The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they can support these goals.</p> <p>Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their child's progress.</p> <p>Teachers contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students' learning needs.</p>	<p>Parents/carers uphold positive attitudes to learning and consistently support the school's expectations. They work with teachers in setting high expectations to improve outcomes for all students.</p> <p>Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss students' individual learning progress and needs, including strategies to support learning at home.</p> <p>The school develops programs for parents/carers, such as improving their own literacy and IT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>