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<td><strong>Effective communication between schools, parents, the community and students forms the foundation in developing and maintaining partnerships. Schools also have a responsibility to help parents understand the language of learning.</strong></td>
<td><strong>Learning is not limited to the classroom. The beliefs, expectations and experience of parents is a powerful determinant in student’s achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.</strong></td>
<td><strong>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.</strong></td>
<td><strong>Providing opportunities for relevant consultation ensure decisions reflect local needs – whether for an individual student or the school as a whole. Greater community ownership and trust of school directions and decisions can be developed through open and authentic consultation.</strong></td>
<td><strong>In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places are key to improvement. Parent and community participation in student learning and the school community should be acknowledged and valued. This involvement sends a clear signal to students about the value of education.</strong></td>
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**Considerations:**
- Is student progress communicated to parents in a positive and meaningful way? How?
- Is it clear what teachers and parents need to discuss? How?
- Is there a shared language of learning between teachers and parents to explore the learning development, challenges and successes of the students?
- How can schools work with parents and the community to establish a shared set of expectations about schooling?
- How do working parents or parents with language barriers communicate with the school?
- How does the school communicate with industry and business partners?

**Considerations:**
- How can schools support parents to be positively involved with their child's learning, at home and at school?
- How can teachers and parents work together to help children learn?
- How does the school find out what would help parents?
- How can the school leverage community, industry and business knowledge and skills?
- Are there opportunities to develop partnerships with parents or the community that could deliver more innovative models of partnership development, education and training?
- How do teachers seek to understand and learn about students, including their home and community contributions, their culture and what contributions it makes?

**Considerations:**
- What are the key characteristics and strengths of the community?
- 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 the school help students?
- Are there genuine partnerships established between the school and Aboriginal and Torres Strait Islander communities and individuals?

**Considerations:**
- Is consultation genuine, encouraging open and honest dialogue?
- Does the school offer training and support to build parent leadership capacity, empowering parents to participate effectively in consultation?
- Does the school arrange for the community to be consulted 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 consult with Aboriginal and Torres Strait Islander consultative groups?

**Strategies for the school:**
- Ensure communication is a shared process. For example, as well as providing information about school or classroom activities, teachers seek input from parents about the needs and aspirations of their children and their expectations for their children.

Use effective communication to build trust between school staff and parents. This includes clear and respectful messages, effective listening, following up on commitments and providing opportunities for 360 degree feedback

**Strategies for the school:**
- Design and develop learning partnership strategies that are appropriate for parents of children at different ages and stages of development. P-2
  - Offer parent training programs such as Parent Ready Reader.
  - Make contact with parents early in the school year and take steps to make them feel welcome into your classroom.
  - Encourage parents to read to children every night.
  - Consistently talk with students and parents about their high expectations for the student.
  - Communicate with parents about teaching and learning to build a shared language.
  - Discuss with parents how they can consistently reinforce appropriately high expectations, and stretch and challenge their child's learning at home.
  - Encourage parents to have children read aloud regularly from a variety of tests.

**Strategies for the school:**
- Generate and maintain contact with local services that enable appropriate referrals and support the sharing of services and capability.
- Open school facilities for community use, including adult learning, community meetings and community interest groups.
- Work with local industry to develop opportunities that enhance student learning.
- Work with local community and business groups to develop shared policies and approaches that support effective learning and positive community outcomes.
- Work with the parents and community to use facilities for community playgroup.

**Strategies for the school:**
- Consult flexibly to reach a cross-section of students, parents and community members. Use different media to ensure all respondents can participate - not just confident and articulate individuals who often benefit from face-to-face consultation meetings.
- Ensure information about consultation opportunities is widely circulated in a variety of forms.
- Develop strategies that help teachers balance time and workload issues that may result from their involvement with consultative decision-making.
- Work with local industry to develop opportunities that enhance student learning.
- Work with local community and business groups to develop shared policies and approaches that support effective learning and positive community outcomes.
- Work with the parents and community to use facilities for community playgroup.

**Strategies for the school:**
- Load events, meetings and assessment calendars on the school website at the start of each term, semester or year.
- Develop a contact database of parent and community skills, talents and availability to draw on when required.
- Engage community members in designing and promoting learning experiences, school events and extracurricular activities.
- Invite parents and community members to become involved as guest teachers and speakers.
- To reach parents and community members, select forms of media that they use, including where appropriate, online and social media. Provide support to school staff and parent/community leaders to ensure effective and appropriate use of different media.
Parent and Community Engagement Framework