## Parent and Community Engagement Framework

### Communication
- Ensure communication is a shared and trusted process.
- Use language that is clear and accessible to parents and the community. Avoid or explain educational jargon.
- Develop a school calendar outlining key points in the school year where engagement of parents and the community is encouraged.
- Share consistent and ongoing messages of high expectations for all students and their learning.
- Make informal contact a deliberate part of parent and community engagement.
- Show that the school is genuine in its desire to build understanding through involvement and ensuring parents and community members feel welcome and valued.
- Make communication positive, meaningful and respectful, so that a shared belief in high expectations for Aboriginal and Torres Strait Islander students can be nurtured.
- Build the capability of staff to communicate respectfully.
- Include You Can Do It weekly focus and KidsMatter article in Newsletters.

### Learning Partnerships
- Build partnerships and work with families to develop learning partnerships that focus on a student's needs and future goals. Have high expectations.
- Work with parents to identify specific roles they can undertake to support the student.
- Ensure that learning partnerships or plans are respectful of students, their families and cultures.
- Build relationships with systemic and local service agencies in areas such as early years, literacy, curriculum and health.
- Expect that parents are active participants.
- Work with parents to identify ways they can help their children's learning, for example:
  - Provide advice about setting up spaces and routines for homework.
  - Encourage parents to take a supportive interest in their children's progress.
  - Have efficient and effective ways to provide curriculum support to parents to support students.
- Include practical activities in homework that involve parents, especially in literacy and numeracy.
- Connect culture and learning by partnering with Elders in educational experiences. Utilise Indigenous Schooling Support Unit.

### Community Collaboration
- Begin with effective communication strategies to establish a sense of mutual respect and trust - outreach into the communities, rather than waiting for the community to come to the school.
- Seek community collaboration that helps to build respectful partnerships between the school and the community that are meaningful and provide opportunities.
- Generate and maintain contact with local services that enable appropriate referrals and support the sharing of services and capability.
- Develop a school group incorporating EATSIIPS (Embedding Aboriginal and Torres Strait Islanders Perspectives) to encourage ongoing contributions from past students, families and staff.
- Open school facilities for community use, including adult learning, community meetings and community interest groups.
- Design and develop learning community collaboration strategies that are appropriate for supporting children at different ages and stages of development - playgroup.

### Decision-Making
- Make use of informal gatherings over time to build a sense of trust and mutual respect.
- Involve school staff and community members in consultation activities.
- Consider using independent third parties to enable discussion of issues, particularly those that are culturally sensitive or the subject of passionately held views due to poor prior experiences.
- Ensure information about consultation opportunities is widely circulated.
- Offer training or skill development opportunities to parents and teachers to help them make the most of decision-making opportunities. For example: active listening, encourage active participation and decision-making in the P&C for staff, parents and students.
- Develop and offer opportunities for parents and the community to participate in decision making in ways that are appropriate for supporting children. For example: conduct surveys to find out a range of opinions, encourage parents and community members to become engaged and invested in the vision and the direction of the school.
- Seek out parents who might feel marginalised and encourage their involvement.

### Participation
- Build parent, caregiver and community participation by offering activities, events and roles that are respectful and meaningful.
- Seek advice from the community about the kind of school events and activities they value.
- Respect the importance of place to Aboriginal and Torres Strait Islander communities, and seek advice about the best location for some school activities remembering it may not always be in the school. Look for ways of bringing the work of the school beyond the school gates.
- Respect the role of Elders and senior members of the community, particularly for cultural celebrations (e.g. NAIDOC week).
- Provide known events, meetings and assessment calendars on the school website at the start of each term, semester or year.
- Engage parents and community members in promoting learning experiences, school events and extracurricular activities.
- Build parent and community participation in school activities. For example: open classrooms, plan activities that involve parents.

## Parents and Community

### Take an active role in communicating with teachers and the school.
- Make your children's learning the main focus. Remember that this is the common goal you and the school share - to see your children succeed in their learning. In particular:
  - Find out what your child will be learning (subjects, topics, content) and how they will be learning (classroom activities, processes, technologies).
  - Remember that today's classrooms are different from your own school experience.
  - Use the range of communication tools and channels provided by the school, including newsletters, websites, parent/teacher interviews and P&C meetings.
  - Share with the school any special skills and knowledge you have (e.g. Dreamtime storytelling, cooking, gardening, art and craft, sport, etc.) that may contribute to learning with building partnerships with the community.
- Be part of your child's education:
  - Show an interest:
    - help your children with effective study habits - for example setting a time and space aside for homework and preparing tasks.
    - provide access to reading materials.
    - help your children seek assistance from their teacher.
    - encourage your children to share their experiences.
    - celebrate your children's achievements and efforts and encourage them to meet appropriately high expectations.
    - Ask school staff for practical activities that can support what they are learning in class.
    - Work with the school on goal setting and career planning for your children.
  - Discuss with the school the expertise, capability and services you can offer as an individual, community or organisation.
  - Work with the school to develop a holistic approach to supporting student learning and success. For example, if students in your community have issues with nutrition affecting their learning, then a joint "Healthy eating - healthy thinking" program may improve student nutrition and student learning.
  - Work with the school on shared policies and approaches that support effective learning and positive community outcomes - for example, youth community volunteering.
  - Work with the school on goal setting educational and employment goals.
  - Work with the school to explore the use of facilities for a community playgroup.
  - Get involved in activities for Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIIPS), such as sharing traditional culture and stories.
  - Help the school partner with cultural groups and Elders.
  - Participate actively in school consultation and decision-making activities.
  - Seek feedback from the school about the outcomes of consultation and how your input was used.
  - Make sure your input is constructive and considerate of the views of others.
  - Remember that a school community is a diverse place and there will be a range of views expressed on any issue.
  - Engage in decision making in ways that are appropriate for your children's ages and stages of development. For example: be an active member of the P&C, encourage other parents to be involved in the vision and direction of the school, take issues of concern or praise to share at the P&C meetings.

### Take an active interest and participate in the school's program of events and activities.
- Share your own interests, knowledge and skills with the school and discuss with your children's teachers how these could be support learning in the classroom.
- Volunteer to help out with school learning experiences, school events and extracurricular activities.
- Participate respectfully and constructively in discussions with other parents, in informal settings such as the school gate or through formal spaces that the school provides.