



Glenore Grove State School

Success through work



PACE

PARENT
AND
COMMUNITY
ENGAGEMENT

PURPOSE

The Glenore Grove State School Parent and Community Engagement framework is our commitment, as a school, to working in partnership with parents.

This framework outlines the five key elements of parent and community engagement and establishes the foundation for the development of quality parent engagement strategies. It provides us with a clear and shared understanding of what effective parent engagement practices look like. By way of this understanding, we can build on our existing practices and develop further strategies that will allow us to work together to maximise student learning outcomes.

WHAT WE MEAN WHEN WE SAY PARENT

At Glenore Grove State School, we recognise the diversity of our families, and that a range of care arrangements may exist for our students. In this document, when we say “parent”, we are referring to biological parents, legal guardians, or people who are primary caregivers, for example, relative carers, kinship carers, foster carers, and residential carers.

INTRODUCTION

Parents, carers and families and the broader community play a vital role in supporting successful learning outcomes for our children.

At Glenore Grove State School, we believe that the most meaningful partnerships are those where school, parents, students and the community work together to focus on student learning.

At Glenore Grove State School, we acknowledge that the education of our students is a shared responsibility, benefiting all students, our society and economy as a whole. Therefore, parents and the broader community have a reciprocal responsibility to engage with schools.

At Glenore Grove State School, we are better able to support student achievement through promoting and developing strong relationships with and between:

- *Students
- *Teachers
- *Parents and Carers
- *Support staff
- *Community industry and business groups

The quality of these relationships will determine the quality of learning.

What is the benefit of Advancing partnerships?

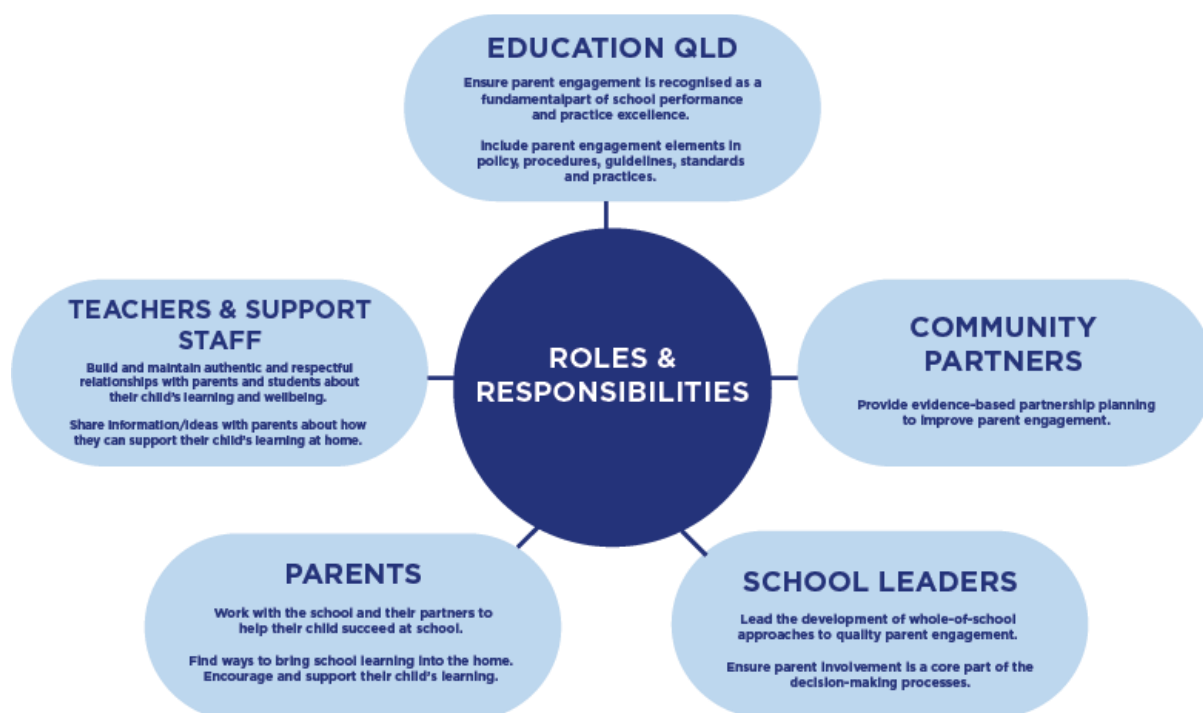
Effective partnership practices:

- increase student attendance and engagement in learning
- expand learning success, at school, at home and in the world around them.
- enhance the knowledge, professional skills and capacity of school staff.
- create a stronger, more diverse and inclusive school community.

Therefore, Glenore Grove State School seeks to promote and strengthen parent engagement to ensure that:

- The school genuinely values two-way communications 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.
- Every parent feels welcomed and valued as part of the school community, and is comfortable expressing their views.
- Every interaction 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.

ROLES AND RESPONSIBILITIES



THE FIVE KEY ELEMENTS



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.

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

For example:

- Schools seek advice from parents about their children's needs and aspirations
- Parents and teachers keep each other informed about students' progress
- Community members and groups share their unique knowledge and perspectives

Glenore Grove State School effectively communicates through:

Positive, accurate, meaningful and respectful communication to nurture a shared belief in high expectations for all students and celebrate success

- Monthly newsletter e.g., school's improvement agenda, school achievement data, behaviour statistics
 - Enrolment packages
 - Parent handbook provided to all families
 - Facebook Page
 - School website
 - Daily absence SMS
 - Parent Information sessions in the first six weeks of Term 1 and informal parent-teacher discussions throughout the year
 - Weekly assembly and celebrations of learning events - Academic, Behaviour and Principal Awards
 - positive examples of students' work sent home
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	<ul style="list-style-type: none"> • Newspaper articles re. special events/projects • classroom newsletters each term
<p><i>Encouraging parents to share knowledge, aspirations and concerns with their child's teacher</i></p>	<ul style="list-style-type: none"> • Parent teacher interviews offered each semester-scheduled by appointment • Teachers make themselves available through an open-door policy as well as communication with parents by Class Dojo, phone and email.
<p><i>A genuine desire to build understanding of students' backgrounds by creating an environment that provides opportunities for student and parents to share their stories and perspectives.</i></p>	<ul style="list-style-type: none"> • Interviews with all new families on arrival at Glenore Grove State School • Grandparent's Day • NAIDOC Week celebrations
<p><i>Ensuring 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.</i></p>	<ul style="list-style-type: none"> • Parent handbook • Class information session • Use of a range of communication tools and channels, including, communication books, Facebook, e-mail, Class Dojo, postcards and text messages. • The principal and teachers make themselves available through an open-door policy as well as communication with parents by phone and email. • School Calendar
<p><i>Making opportunities to communicate and engage with parents and children who have recently enrolled at the school</i></p>	<ul style="list-style-type: none"> • open afternoon and parent information sessions at the start of each year • Interviews with all new families on arrival at Glenore Grove State School • student induction sessions • review of Transition Statements, OneSchool information, transfer notes and any other information

available from previous education providers

Providing opportunities for parents to meet with their child's teacher to get to know each other and build respect and trust over time

- informal contact with parents and the community
- **social events** e.g., Grandparents' Day, Under 8s Day, and the end-of-year Christmas Concert.
- **P & C**

Inviting the wider school community to special event days at the school

- showcasing students' learning, for example weekly parades, Grandparents' Day, Under 8s Day and NAIDOC week.

PARTNERSHIPS WITH PARENTS

Partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.

Learning is not limited to the classroom. The beliefs, expectations and experience of parents is a powerful determinants of student achievement. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

Glenore Grove State School forms learning partnerships by:

Encouraging 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

- Volunteers-reading, uniform shop, banking

<i>Recognising, acknowledging and utilising the expertise of staff</i>	<ul style="list-style-type: none">• consulting with Indigenous staff for advice on engaging with indigenous cultures represented in the school community.• Pre-Prep program (Terms 3 & 4)• Youth Support Worker• Student Well-being Worker
<i>Working with parents to identify ways they can help their child's learning at home</i>	<ul style="list-style-type: none">• providing support/advice• parent information sessions to encourage parents to take a supportive interest in their child's progress and set clear expectations for outcomes• providing activities that parents can use to enrich learning in areas of interest or need• Communicating clear expectations regarding homework• including practical activities in homework that involve parents, especially in literacy and numeracy.

	<ul style="list-style-type: none"> • Parent teacher informal and formal meetings • Classroom newsletters each term
<i>Discussing parent engagement strategies and ideas</i>	<ul style="list-style-type: none"> • Staff meetings • Informal discussions • Encouraging parents/ caregivers to share their talents with the school community via flyers attached to the newsletter
<i>Conducting parent workshops and information sessions</i>	<ul style="list-style-type: none"> • How to help children read (Ready Reading) • Transitioning to Prep/ Junior Secondary. • Positive parenting
<i>Involving students and parents in the development of individual curriculum behaviour and/or personalised learning plans</i>	<ul style="list-style-type: none"> • Working with parents to identify and meet specific learning goals. • Complex case Conferences with all stakeholders
<i>Establishing a clear process for parents and teachers to provide feedback to the school; collecting and analysing feedback.</i>	<ul style="list-style-type: none"> • Surveys e.g. School Opinion Survey. • P & C Meetings • Staff Meetings • PLCs

COMMUNITY COLLABORATION

Relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.

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.

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.

Glenore Grove State School collaborates with the community by:

Determining 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

- SWELL
- AIP
- School Improvement Plan
- Collaborations with organisations such as Evolve, Family and Child Connect, Kambu and Queensland Health

Reaching out to the local community to determine potential partners

- Adopt-A-Cop
- Fundraising days e.g. pizza day, cupcake day, Mother's and Fathers Day stalls
- Open school facilities for community use, including community meetings and community interest groups - sporting groups

<i>Building networks that have the potential for long-term sustainability</i>	<ul style="list-style-type: none"> • CBA school banking • Linking G G State School with Laidley State High School. • Laidley cluster • Developing relationships with early education centres • Solid Pathways program • Impact program
<i>Considering how the school can formally recognise community partners or celebrate their mutual partnership</i>	<ul style="list-style-type: none"> • Parade • Newsletter • Special event days
<i>Using initiatives to invite partners to present workshops for students, parents and teachers</i>	<ul style="list-style-type: none"> • Fire Education • Indigenous elders/artists-NAIDOC celebrations • Positive Parenting Workshop • Guest speakers • Ready Reading Program
<i>Hosting school events</i>	<ul style="list-style-type: none"> • Anzac Day Service • Participation in ANZAC service at Laidley. • Harmony Day • Under 8's Day • Grandparents Day • Step-Up Prep Program
<i>Considering how successful past students can be involved in events</i>	<ul style="list-style-type: none"> • Award ceremonies

DECISION MAKING

Parents, students and community members play meaningful roles in school decision-making.

Including parents/caregivers and the community in school decision-making is critical to effective parent and community engagement. Providing opportunities for relevant consultation ensures 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.

Glenore Grove State School ensures decision-making is consultative by:

<i>Being open, accountable and transparent in decision-making</i>	<ul style="list-style-type: none"> • strategic direction, planning and review meetings
<i>Involving parents and the school community in developing plans to align the expectations of the school to community expectations and build a shared understanding of what is expected</i>	<ul style="list-style-type: none"> • Monthly P&C meetings • Annual Improvement/ Implementation Plan • School-Wide Positive Behaviour direction and focus • School Opinion Survey feedback
<i>Ensuring our consultation processes are flexible to reach a wide range of students, parents and community members. GGSS uses different modes of communication for parents who may find it difficult to engage in decision-making</i>	<ul style="list-style-type: none"> • Open and honest dialogue and a culture of respect for all stakeholders • Meetings, surveys • Acknowledging and responding to parent feedback
<i>Involving independent third parties in consultation activities to enable discussions of matters that are particularly sensitive</i>	<ul style="list-style-type: none"> • Evolve • Networks

Seeking feedback from the P&C to determine if it considers parent and community partnerships are influencing school decisions and improving student outcomes

- Monthly P&C meetings
- Requests through newsletters for feedback on school policies

SCHOOL CULTURE

Respectful relationships between students, parents and the school community are valued and enhance the promotion of student learning and wellbeing.

Parent and community participation in student learning and the school community should be acknowledged and recognised. Parent and community participation can contribute to school improvement in a number of ways, including:

- Sending clear signals to students about the value of education.
- Ensuring school decisions are broadly representative of the school community.
- Ensuring school activities and actions are respectful and representative of local cultures.
- Building mutual commitment with families to act in the home to support learning at school.
- Enabling teachers and school leaders to access expertise and perspectives that support curriculum.

Glenore Grove State School encourages participation through:

Modelling and demonstrating the importance of positive and caring relationships

- SWELL
- PBL
- Consistent messages shared on assembly, in the newsletter and in each classroom

Consulting key staff for advice on engaging meaningfully with cultural groups in the school community
Considering opportunities to be visible to parents and students

- Teacher and cultural invitations through school events
- Pick-up and drop-off times
- School events

Providing key dates where parent engagement is encouraged, including cultural events such as ANZAC Day that

- School calendar: Website & Newsletter

are relevant to the school and broader community

- Special event fliers

Building mutually respectful relationships across the school community and building relationships that will enhance student learning and wellbeing

- SWELL
- PBL
- Social club
- Morning Teas/lunches to acknowledge and thank volunteers, teacher aides, community partners

Providing guidance to volunteers about their obligations, school protocols and cultures represented in the school

- Volunteer induction and regular feedback