

COMMUNITY ENGAGEMENT PLAN – PULLENVALE STATE SCHOOL

GOAL:

Working together to create successful learning (academic and social-emotional) outcomes for Pullenvale State School students.

COMMUNITY ENGAGEMENT PLAN

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

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.

This Community Engagement Plan details the current communication initiatives used at Pullenvale State School to engage and communicate between:

- Students
- Teachers
- Parents and carers
- Support staff
- Community industry and business groups.

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

1.COMMUNICATION

Effective communication between schools, parents, the community and students forms the foundation in developing and maintaining partnerships.

Pullenvale State School teachers are committed to communicating to parents and carers in a positive and meaningful about the learning development, challenges and successes of the students.

As a primary school, Pullenvale State School currently is developing opportunities to communicate with key industry and business partners.

Current PSS communication initiatives include:

Class list publication: class lists for the new school year are published outside the library for students and parents/carers before the new school year commences. The teachers are present in their classrooms to meet and greet their new students and their families.

Meet the Teacher: In Week 2 of Term 1, our parent Meet the Teacher information evenings are held over two sessions and will address information including:

- ☐ Teachers will present repeat 45-50 minute sessions (times TBC).
- ☐ Parents are able in this way to see two sessions. Where people are engaged with 3 or 4 classes, a movie is provided to release mum and dad (or grandparents) to cover more than two sessions.
- ☐ A movie will be running on the library deck with supervision for children.

Parent Teacher Interviews: Parent Teacher Interviews are held towards the end of Terms 1 and 3. During these interviews, teachers will be sharing with parents the progress of children at the midway point of Semesters 1 and 3.

The school sees this as a vital opportunity to address student achievement with parents. Meeting at this time allows an opportunity for teachers, students and parents to address learning goals prior to end of semester reporting. The interviews are held in strictly 10 minute intervals, however parents and teachers are able to schedule followup appointments to discuss any concerns in more detail.

Teacher accessibility

While formal Parent-Teacher Interviews are held, Pullenvale State School teachers and administration are highly accessible, available for informal discussions before and after school with prior arrangement.

Pullenvale State School teachers also encourage parental help in the classroom and welcome parents and carers with special skills that are able to enhance the curriculum being delivered.

Pullenvale news emails

Daily and weekly news bulletins are emailed to subscribers.

Website

The Pullenvale State School website is being developed as the centralized hub of information about the school and activities.

Professional Development of teachers

Pullenvale State School offers Professional Development opportunities for teachers, not only to further classroom skills, but also to assist them to effectively communicate with parents.

Class representatives

Class representatives assist in the co-ordination of class activities. A volunteer parent acts as a class representative. Parents are encouraged to take an active role in welcoming new parents to the school, assisting the teacher to organise help, monitoring class fundraising functions, being available for school excursions, consulting with the principal etc.

Weekly teacher correspondence

IM NOT SURE HOW/IF THIS IS INCLUDED**some teachers provide weekly emails to parents outlining – WALTs (We Are Learning Today) and WILFs (What I'm Looking For) to share curriculum details with parents and carers.**

Teachers share consistent and ongoing messages to students explaining WALTs (We Are Learning Today) and WILFs (What I'm Looking For) so that students are clear of the objectives of each lesson.

Take home notes

On some occasions notes will be sent home with the oldest/youngest??? child in a family to communicate important matters.

2. LEARNING PARTNERSHIPS

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.

These learning partnerships can be curricular, extra curricular and social.

Link with local catchment kindergartens

Pullenvale Environmental Centre

Kids Matter Team

Adopt-a-cop

KAOS – Kenmore Alliance of Schools

Urban Bushies

Science reference group

Parent education – promoting non traditional ways parents can support and collaborate.

Some 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?

Potential strategies:

- Build relationships with local early years services
- Include practical literacy and numeracy activities that involve parents in homework
- Provide parent/teacher workshops targeting areas of need or interest such as student resilience, literacy and numeracy
- Embed the practice of involving parents in goal setting and career planning discussions with their children
- Connect culture and learning by partnering with Elders in educational experiences
- Develop local strategies to support transitions between early childhood education and care, primary school and secondary school, higher education and the workforce.

3. COMMUNITY COLLABORATION

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.

Initiatives include:

Duke of Endinborough awards

Community Service initiatives of each class – assisting local community including, old peoples home, McIntyre Centre etc

Some 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 they help student learning?
- Are there genuine partnerships established between the school and Aboriginal and Torres Strait Islander communities and individuals?

Potential strategies:

- Generate and maintain contact with relevant health professionals in the area to support referrals
- Develop a school alumni group and other marketing materials such as school banners and fence signs
- Open school facilities for community use, including adult learning, community meetings and community interest groups
- Build networks to establish a community integrated student support/health/early childhood services hub, including Child and Family Centres.

DECISION MAKING

DECISION-MAKING

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.

Some considerations:

- Is consultation genuine, encouraging open and honest dialogues?
- 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?

Potential strategies:

- Consult flexibly to reach a cross-section of students, parents and community members, not just the most confident
- Ensure information regarding consultation opportunities is widely circulated in a variety of forms
- Offer training or skill development opportunities to parents and teachers
- Develop strategies to help teachers balance any time and workload issues that may result from their involvement with consultative decision-making
- Encourage active participation in the school council and/or the P&C and encourage student participation in decision-making processes.

PARTICIPATION.

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In a society where parents lead complex lives, opportunities to participate in a variety of ways, times and places is 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.

Some Considerations:

- How do parents and community members participate in school activities?
- How does the school community recognise and support volunteers?
- How can volunteers contribute to teaching and learning?
- Are parents notified about major events well in advance so they can plan ahead? How?
- Does the school celebrate significant cultural days?

Potential strategies:

- Load events, meetings and assessment calendars on the school website at the start of each term, semester or year
- Develop a database of parent and community skills, talents and availability to draw on when required
- Engage community members and business in designing learning experiences and extracurricular activities
- Invite parents and community members to become involved as guest teachers and speakers
- Regularly build parent engagement and/or involvement into staff meetings to strengthen commitment, knowledge and skills.

MARKERS OF STRONG PARENT AND COMMUNITY ENGAGEMENT

- 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

- Communication with parents provides information about where students are up to in their learning, what progress they have made over time and what they might do to support their children's further learning
- Respectful and caring relationships are reflected in the ways in which staff, students and parents interact and in the language they use in both formal and informal settings
- Schools have regular and ongoing ways of finding out what parents need to engage with their child's learning
- Parents can list the school's key expectations for behaviour, attendance, homework
- The principal and the teachers use many styles of communication appropriate for parents' cultural backgrounds, availability, working conditions etc
- The principal and teachers regularly connect with the parent/s of every child in the school
- There are mechanisms to build relationships with relevant members of the community.
- **CONTINUAL IMPROVEMENT**
- The *Teaching and Learning Audit Dimension 3 – a culture that promotes learning* provides a mechanism for schools to review their parent and community engagement.
- The School Opinion Survey also provides schools with valuable data to reflect upon the effectiveness of their parent and community engagement.
- School and Community Partnerships is one of the central elements for inclusion in the Annual Implementation Plan and School Plan.