

# School-Parent-Community Engagement Landscape Audit



The Landscape Audit is designed to provide the school with an opportunity to review current practice, to identify gaps and possible activities to focus on in the future.

This tool is based on the *Key dimensions of family-school partnerships framework*

**School name:**

**Grades:**

**Approximate school enrolment:**

- List current/planned school goals relevant to school-parent-community engagement
- Highlighting current practice and add notes

| Goals | Objectives |
|-------|------------|
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|       |            |
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|       |            |

# School-Parent-Community Engagement Landscape Audit



**Communicating:** *This key dimension emphasises that effective communication:*

- *is active, personal, frequent, culturally appropriate and multi- dimensional; is open to families' needs and attitudes*
- *is a two-way exchange between families and schools that involves not only an exchange of information, but also opportunities for schools and families to learn from each other*
- *makes clear that families are genuine partners and can help solve big problems.*

| Communicating : examples of strategies   | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>regular schedule of useful notices, e-mails, phone calls and other communications to families</li> <li>technology used to communicate between home, community and school, including signs, emails, blogs and SMS</li> <li>clear information on all school policies, programs, reforms, assessments and transitions</li> <li>clear information about selecting courses, programs and activities within the school</li> <li>positive phone calls from the school leadership team and teachers to families about students' achievements</li> <li>assistance to families to help them to understand their child's school report</li> <li>formal and informal structures in place to encourage families to initiate conversations with school leaders and class teacher</li> </ol> |                  |                 |            |

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| Communicating : examples of strategies   | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <p>8. professional learning activities for staff on ways to communicate with families from diverse backgrounds</p> <p>9. staff employed or given responsibility for building relationships between families and the school</p> <p>10. school newsletters written in families first languages</p> <p>11. language translators to assist families as needed.</p> <p>12. other strategies</p> |                  |                 |            |

# School-Parent-Community Engagement Landscape Audit



**Connecting learning at home and at school:** *This key dimension emphasises families and schools understanding:*

- *the overlap between the home and school environments*
- *the connection between successful partnerships and children's learning, including the importance of high expectations from both teachers and parents to children's success at school*
- *the importance of families and schools working together to create positive attitudes to learning, and of parents working with teachers in the educational decision-making process for their children*
- *the benefits of schools being venues and agents to parental self- growth, learning and the development of new skills.*

| Connecting learning at home and at school: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. family participation in helping students set academic goals each year and plan for higher education or work, e.g. Involving parents and students in reviewing performance and setting goals</li> <li>2. information for families on required skills in all subjects at each grade</li> <li>3. teachers using student tasks to involve families in student learning</li> <li>4. information on how to assist students with skills that they need to improve</li> <li>5. development of kits and resources to help families work with children at home</li> <li>6. families involved in setting goals for their children's learning (personalised learning plans)</li> <li>7. cultural activities, e.g. NADOC week, conducted for families and students</li> </ol> |                  |                 |            |

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| Connecting learning at home and at school: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <p>8. students and families work together on projects such as murals, art shows, kitchen gardens and research projects</p> <p>9. summer learning modules or activities</p> <p>10. other strategies</p> |                  |                 |            |

# School-Parent-Community Engagement Landscape Audit



## Building community and identity: *This key dimension emphasises:*

- activities that improve the quality of life in a community while honouring the culture, traditions, values and relationships in that community
- that the work of schools includes aspects of the social, emotional, moral and spiritual development of young people
- that schools can act as a focal point for communities to come together and engage in capacity building.

| Building community and identity: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. school-business and community partnership</li> <li>2. information on community activities that link to learning skills and talents</li> <li>3. information for students and families on health, cultural, recreational, social support, and other programs/services in the community</li> <li>4. access to family services through school partnerships with counselling, health, recreation, job training, and other agencies</li> <li>5. family-centred focus in school programs and activities</li> <li>6. Elders and other significant community members involved in developing inclusive curriculum practices</li> <li>7. activities scheduled for families and community members at times that suit them to meet staff, learn what is happening at school and celebrate children’s learning</li> <li>8. celebrations of traditions, achievements and school milestones involving families and community.</li> </ol> |                  |                 |            |

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| Building community and identity: examples of strategies   | Current programs | Target audience | Next steps |
|---|------------------|-----------------|------------|
| <p>9. specific space in the school to serve as meeting place for families and community</p> <p>10. culturally based community groups used to build networks to support families and celebrate cultural diversity</p> <p>11. workshops for staff and families on cultural awareness</p> <p>12. employment of teaching and non-teaching staff from different cultural groups</p> <p>13. employment of community development officer or staff member with responsibility for community liaison to coordinate activities</p> <p>14. community meetings to find solutions to issues that affect the school</p> <p>15. other strategies</p> |                  |                 |            |

## Recognising the role of the family:

*This key dimension emphasises that as primary educators of their children, parents and families have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and are also in a position to support school goals, directions and ethos. Parents look to schools to provide secure and caring environments for their children.*

| Recognising the role of the family: examples of strategies   | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. school vision and mission statement explicitly refer to working in partnership with families</li> <br/> <li>2. parent education and about child development at age and grade levels e.g. workshops on parenting related topics to assist families support their children's learning</li> <br/> <li>3. parent information about 'what's next' and other courses or training for parents to build their capacity to positively support their children's educational and career aspirations</li> <br/> <li>4. appropriately skilled parents, community and industry contacts facilitating workshops to develop parents' knowledge and/or skills</li> <br/> <li>5. family support programs to assist families with health, nutrition, and parenting, including food co-ops, parent-to-parent groups</li> </ol> |                  |                 |            |



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| Recognising the role of the family: examples of strategies  | Current programs | Target audience | Next steps |
|---|------------------|-----------------|------------|
| 6. home visiting programs or community meetings to help families understand schools and help schools understand families  |                  |                 |            |
| 7. surveying families at the beginning of the year for information about their children to help teachers tailor their programs to reflect family needs and priorities |                  |                 |            |
| 8. canvassing families for suggestions on how the school can support them in helping their children learn   |                  |                 |            |
| 9. school parent agreement document   |                  |                 |            |
| 10. other strategies  |                  |                 |            |

# School-Parent-Community Engagement Landscape Audit



## Consultative decision-making:

*This key dimension emphasises that parents are entitled to be consulted and to participate in decisions concerning their children. An inclusive approach to school decision-making and parental involvement/ engagement creates a shared responsibility among parents, community members, teachers and school leaders.*

| Consultative decision-making: examples of strategies  | Current programs | Target audience | Next steps |
|---|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. active parent and community organisations, advisory councils, or committees for parent and community leadership and participation</li> <li>2. families and community contributing to the development of school policies and programs e.g. including parent representatives on all school committees</li> <li>3. involving families and community in decisions about finance, curriculum and other aspects of school organisation</li> <li>4. community-based advocacy groups to advocate for school reform and improvements (eg disability, mental health, LGBITQ, refugees)</li> <li>5. affirmative action approaches to broaden the involvement of all cultural groups in school decision making processes</li> <li>6. networks to link all families with parent representatives</li> <li>7. promoting and supporting parents and groups</li> <li>8. creating advisory or consultative groups to support school leadership teams</li> </ol> |                  |                 |            |

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| Consultative decision-making: examples of strategies  | Current programs | Target audience | Next steps |
|---|------------------|-----------------|------------|
| <p>9. school staff using a variety of forums to engage in face-to-face discussions with families, teachers and families collaborating in the development and review of individual learning plans.</p> <p>10. other strategies</p> |                  |                 |            |

# School-Parent-Community Engagement Landscape Audit



## Collaborating beyond the school:

*This key dimension emphasises identifying, locating and integrating community resources which can strengthen and support schools, students and their families, and opportunities for schools, students and families to assist the community in return.*

| Collaborating beyond the school: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. strong partnerships with business and industry to provide learners with exposure to the world of work, including using parents and community members.</li> <li>2. identify and engage local community resources that can contribute to career education</li> <li>3. work placement opportunities or work experience in local businesses</li> <li>4. provide vocational education programs/ pathways, eg UTAS College, school based apprenticeships</li> <li>5. school membership on community groups</li> <li>6. school student, family and staff participation in community meetings, activities and events</li> <li>7. partnerships with cultural groups, government and non-government agencies and other organisations to support activities eg play group, school nurse, breakfast clubs</li> <li>8. partnerships with universities and other post school institutions to expose families and students to post school education and career options</li> </ol> |                  |                 |            |

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| Collaborating beyond the school: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <p>9. partnerships with NGOs, government agencies, universities and other organisations to support student learning</p> <p>10. community use of school facilities, e.g community rooms, library, computer rooms, halls and gyms</p> <p>11. linking families to support services</p> <p>12. being visible in the community, e.g. pop up shop in local shopping centre or precinct</p> <p>13. other strategies</p> |                  |                 |            |

# School-Parent-Community Engagement Landscape Audit



**Participating:** *This key dimension emphasizes that families' time, energy and expertise can support learning and school programs in multiple ways and that all contributions are valuable. This may involve:*

- *working with students on learning activities in classrooms*
- *participating in other school activities outside the classroom*
- *participating in activities outside the school itself*
- *supporting and valuing teachers*
- *ensuring that parental involvement/engagement is a recognised topic of staff meetings, professional development and in the induction of new staff.*

| Participating: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| <ol style="list-style-type: none"> <li>1. parent room or community centre for volunteer work, meetings, and resources for families</li> <li>2. annual survey to identify interests, talents, and availability of parent and community volunteers</li> <li>3. encourage all families to attend as daytime and/or evening audiences for students' performances</li> <li>4. training of family and community volunteers and local staff to facilitate programs and support students</li> <li>5. supporting families and community members to assist in classrooms, and school activities (excursions, gardens, kitchens, career activities etc.)</li> <li>6. building a directory of family and community skills and interests and providing opportunities for families to lead and participate in school activities</li> </ol> |                  |                 |            |

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| Participating: examples of strategies  | Current programs | Target audience | Next steps |
|--|------------------|-----------------|------------|
| 7. activities where the whole family, including siblings and grandparents, can participate.<br><br>8. other strategies |                  |                 |            |

**Notes:**

**Adapted from:**

**Key dimensions of family-school partnerships framework** which was prepared collaboratively by the Australian Council of State School Organisations (ACSSO), the Australian Parents Council (APC), the Australian Government, and other key stakeholders including State and territory government and non-government school authorities, and school principals’ associations. Department of Education, Employment and Workplace Relations 2008, *Family-School Partnerships Framework*, Australian Government, Canberra  
 Examples of Actions are taken from **Epstein’s six types of involvement** and **The Strengthening Family & Community Engagement in Student Learning Resource** found on the Australian Council of State School Organisations (ACSSO) website [www.acsso.org.au](http://www.acsso.org.au)