

MIAMI STATE SCHOOL



Parent and Community Engagement Framework



SCHOOL VISION

We believe that every student is capable of learning and given the right conditions for learning should demonstrate continual progress and readily experience success. By promoting high expectations for all students we challenge the notion that 'it is unreasonable to expect more from some students'.

At Miami State School we establish ambitious but realistic goals that promote high expectations for every student in our school. It is important that students take responsibility for their own learning too. As a TEAM, we do this by:

Getting the basics right:

- being safe, being respectful, being honest, being a committed learner;
- providing a positive, supportive approach to education using consistent language and maintaining clear goals and expectations;
- providing a formal curriculum (Australian Curriculum) where higher order thinking, explicit teaching and individual support are integrated;
- tracking and celebrating student success;
- having students working at levels appropriate to their learning needs.

Developing students as people:

- maintaining curriculum & teaching & learning which is relevant & negotiated;
- creating positive & open relationships between staff, students & parents;
- respecting and reflecting on each student's individuality and diversity.
- valuing co-curricular activities as an important method of contributing to social and emotional learning, and being active;
- celebrating success.

Preparing students for the future:

providing flexible pathways that develop and enhance life, problem solving and risk taking skills;

- recognising multiple intelligences & engaging students in higher order thinking;
- providing an integrated curriculum which is technology rich and based on real life to achieve life-long learning;
- taking responsibility for collective purposes.

Involving community partnerships:

- building unity and acceptance as a school community: promoting whole school activities;
- learning in a variety of community settings;
- promoting community awareness of school successes through a variety of media;
- providing a welcoming atmosphere for students, teachers, parents and the wider community;
- delivering a curriculum which is responsive and understood by the community
- acknowledging feedback and critique as a whole school community to enable continual reflection and renewal

PURPOSE

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

This Parent and Community Engagement Framework identifies what schools can do to strengthen learning outcomes for students – through effective partnerships between principals, teachers, students, parents and the community. It sends a call to action to our schools to focus on parent and community engagement as a key part of supporting student learning.

This framework uses current best practice to provide a model to support all partners in their quest to boost parent and community engagement.

INTRODUCTION

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.

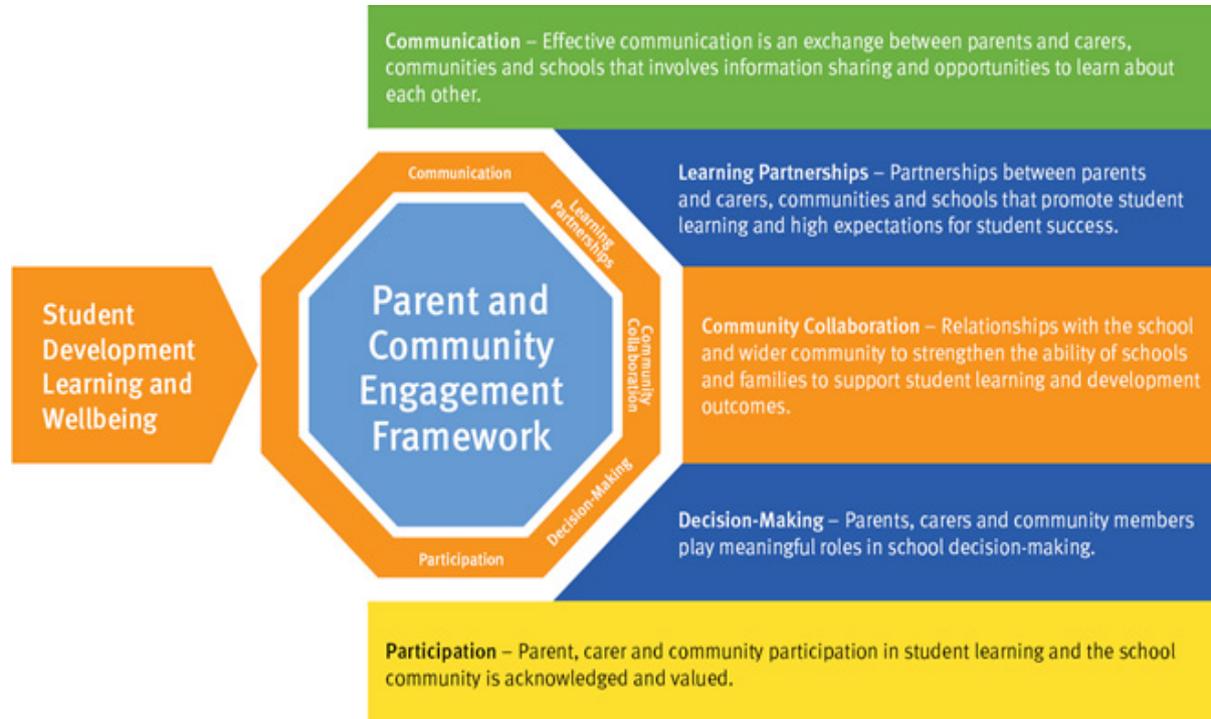
The core learning priorities of Queensland state schools are articulated in the department's agenda for improvement, *United in our pursuit of excellence*, and are framed through four key elements: school and community partnerships; school curriculum; teaching practice; and principal leadership and school capacity.

The role parents and communities play in the education of children is clearly recognised within the *United in our pursuit of excellence* agenda. It is also reflected in the Teaching and Learning Audits.

Schools are better able to support student achievement by developing strong engagement 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 the learning. This framework outlines five key elements of parent and community engagement to make a positive difference in our students' education.



COMMUNICATION

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.

At Miami State School we use a range of communication tools and channels, including:

- Fortnightly newsletter emailed with hard copy available
- School website with whole year calendar and all school documents attached
- Weekly upper (years 4 to 7) and lower (Prep to Year 3) school assemblies with class and group performances and 'Students of the Week' presented
- "Meet the teacher" evening in week 3 Term 1
- Year level curriculum newsletter at the beginning of each term attached to the newsletter
- Communication books and diaries used daily
- Classed studios
- Noticeboards outside classrooms
- Informal discussions with teachers available before and after school
- Noticeboard at the front of the school changed weekly to highlight upcoming events
- Phone calls to parents by administration and teaching staff with behaviour or attendance concerns
- Teaching staff allow email communication with a 24 hour response time
- Face to face meetings in Prep twice daily as students are delivered and collected from the classroom
- Individual Support Plan meetings between teaching staff and parents or carers

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.

At Miami State School we have in place:

- Two planned parent/teacher interviews each year
- Principal's awards each semester for:
 - Academic Excellence
 - Effort
 - Attendance
- Partnerships with Miami State High and Merrimac State High through:
 - Buddy reading program with Year 1
 - Year 7 Science Extension Program
 - Primary Links Dance Program
 - Lightning carnivals
- All students are enrolled in on-line programs:
 - Reading Eggs
 - IXL
- The close relationship with Indigenous elders allows authentic curriculum support.
- Classroom helpers are encouraged for literacy and numeracy program support.
- Home readers and assessment tasks are sent home for parent feedback.
- Homework tasks are set that encourage interaction with family members;
- Behaviour contracts are planned with parental input;
- Information evenings are held to inform parents and community members of the latest curriculum development.

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.

At Miami State School we have:

- A strong, positive relationship with PCYC, suppliers of our Out of School Hours Program.
- Quality relationships have been developed and maintained with community sporting clubs to support the Talented Sports Program and the Talented Arts Program.
 - Australian Defence Academy
 - Gold Coast Basketball
 - Total Football Academy
 - Signature Dance
 - Intensity Sports Aerobics
 - Impact Tennis
 - Surfgrons Surf Schools
 - Miami Swimming Club
 - Lakelands Golf Club
 - Gold Coast Titans
 - Gold Coast Suns
 - Mrs Red's Art Room

Partnerships with Gold Coast City Council:

- Move and Groove
- Active School Travel
- Local Preschool centres through Under Eights Day and Orientation Days.
- Life Education Queensland
- Titans Learning Centre
- Titans 4 Tomorrow
- Various churches through the work of our chaplain eg: the collection for Xmas hampers to assist our needy families
- Special Education Program is supported by:
 - OT's and other health professionals, Speech pathologists;
 - Gold Coast Gymnastics Club;
 - Autism playgroup.

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.

At Miami State School we have:

- A committed and informed P&C
- Year level coordinators meet with the Head of Curriculum each week
- Year level meetings 3 times a month
- Planning week in week 9 of each term to allow all members of the Year level team to meet with the Principal and Head of Curriculum

PARTICIPATION

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.

Parents and community members are welcome to be involved in our school:

- Classroom helpers are welcome and used in most classes to support Literacy and Numeracy
- All volunteers are presented with certificates at a morning tea ceremony
- Parents and community members are invited to performances on Assembly by Talented Sports Program Dance and Sports Aerobics groups. Also the school choirs, junior and senior bands, junior and senior strings ensembles perform regularly
- 'So You think You Can' is the school's talent quest competition held annually
- Optiminds
- Sports Carnivals – Swimming, Senior Athletics, Junior Athletics, Senior Cross Country, Junior Cross Country
- Sport, Cultural and Academic Awards Evening
- Concerts throughout the year include: Miami Musicale, Dance Showcase, Performing Arts At Miami
- Each semester the Talented Art Programs present a display for parents and community members: Drama performance, Guitar concert, Art exhibition, Photography exhibition and Musical Theatre performance

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.