

Marsden State School

#successfulFutures



Parent and Community Engagement Framework

Working together to maximise student learning.



Purpose

Our parents and the broader community are crucial to supporting successful learning outcomes for our children. Our parent and community engagement framework identifies how Marsden State School strengthens learning outcomes for students, through reciprocal partnerships between principals, teachers, students, parents and the community. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.



Introduction

At Marsden State School the education of our students is a shared responsibility. We consult the Parent and Community Engagement Framework when developing whole school processes and planning around engagement. Marsden State School is better able to support students' achievement by developing strong reciprocal relationships using five key engagement elements: Communication, Partnerships with Parents, Community Collaboration, Decision Making, and School Culture.

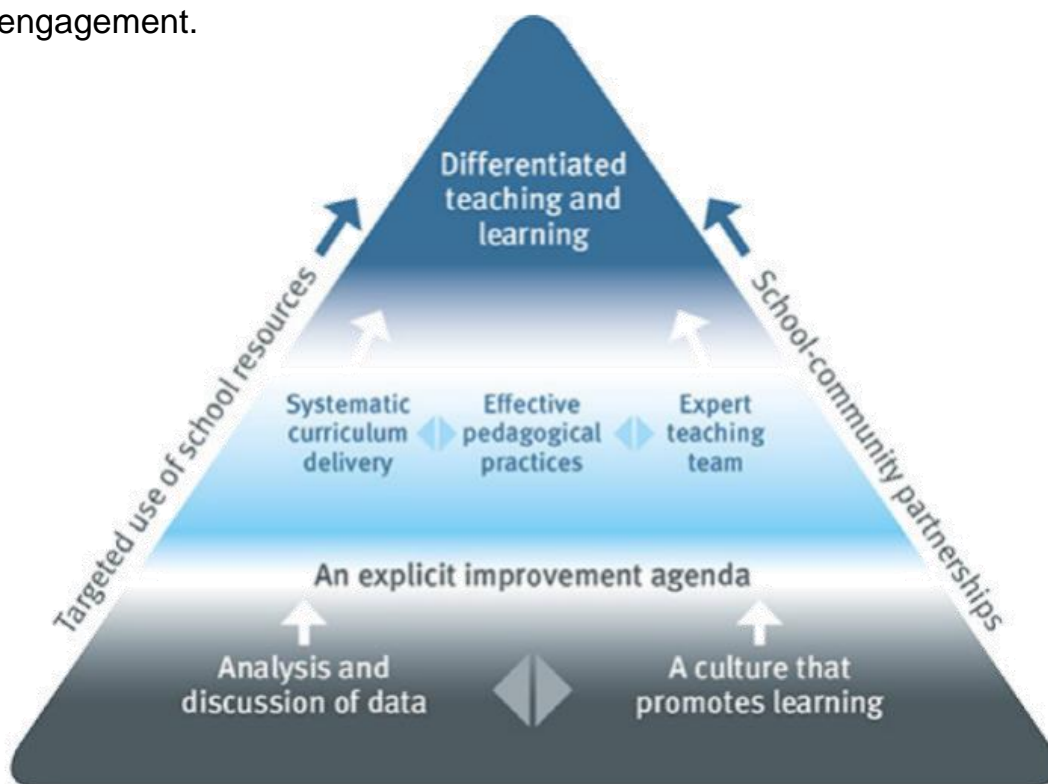


Diverse Communities

Marsden State School uses a range of strategies to engage with its community. It is an area that we agree can continue to evolve, renew and strengthen its approaches in recognition of the evidence that parent and community engagement has a positive effect on student wellbeing and achievement.



Marsden State School acknowledges that school-community partnerships are recognised as a domain of the National School Improvement Tool (NSIT) which assists schools across Australia to review and reflect on their efforts to improve teaching and learning. The Marsden State School Parent and Community Engagement Framework uses current evidence and best practice to provide a model that supports Marsden State School to enhance parent and community engagement.



The School Improvement Hierarchy



Communication

Marsden State School is committed to upholding a high standard of 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. Marsden State School has a responsibility to help parents understand the language of learning.



Links with the NSIT

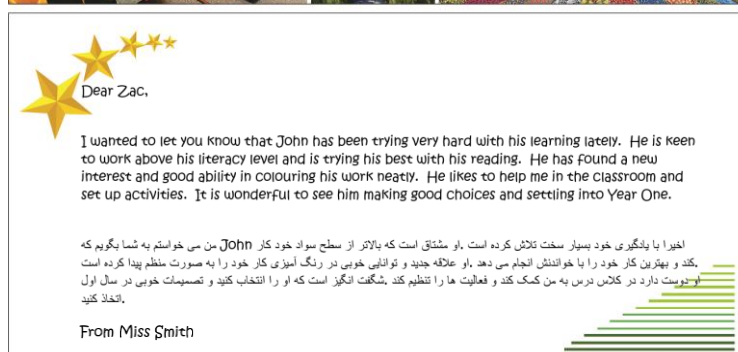
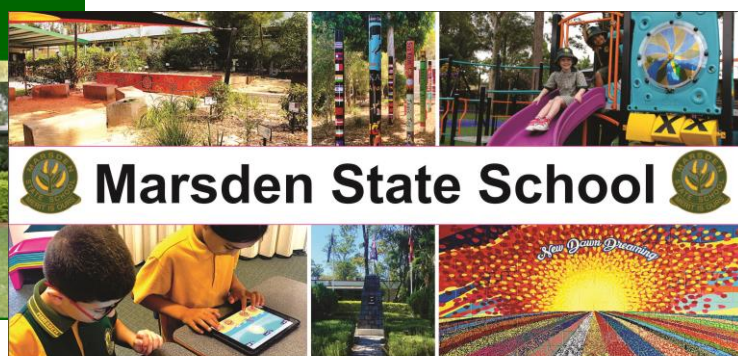
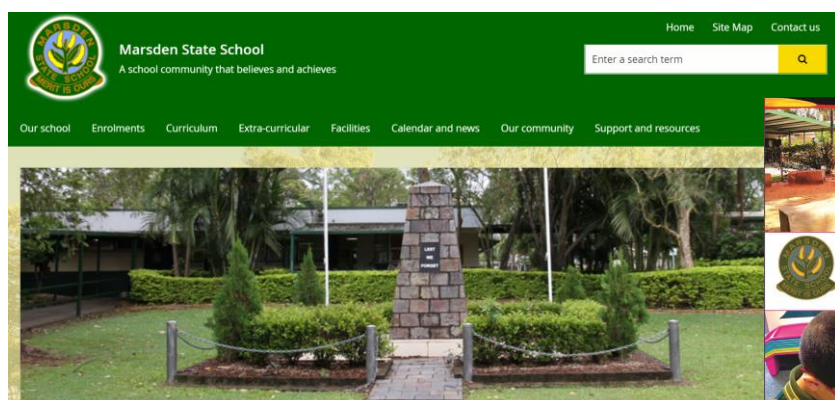
Communication aligns with the following aspect of Domain 3 of the NSIT:

- Interactions between staff, students, parents and families are caring, polite and inclusive.

Achieving Results

Every day, staff at Marsden State School seek to:

- ✓ Ensure communication is positive, accurate, meaningful and respectful to nurture a shared belief in high expectations for all students
- ✓ Establish consistent expectations for how teachers communicate with parents to support student learning and wellbeing
- ✓ Show that the school is genuine in its desire to build understanding of students' backgrounds by creating an environment that provides opportunities for students and parents to share their stories and perspectives
- ✓ Use assistive technology and other communication aids to better support inclusion of students and parents with a disability



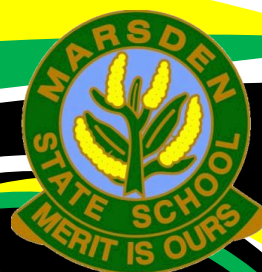
Communication

Effective communication between the parents and school is paramount to our foundation for building success. We actively look for innovative ways to foster this communication.

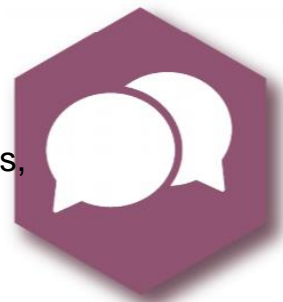


Marsden State School communicates with its stakeholders using the following range of communication tools and channels including:

- Opportunities for parents to meet with their child's teacher at 3-Way conferences. This whole school event occurs twice yearly, typically at the start of terms 1 and 3. Bookings are made using an online system with the added option of staff supporting parents to make these where access to the internet is limited.
- 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.
 - ✓ *Email*- Parents and carers are welcome to communicate with teachers and admin staff via email. This mode of communication often enables greater immediacy with messages and information.
 - ✓ *Facebook Page*- Managed by our school administration and community liaison officer, our school facebook page provides opportunities for real time dissemination of information to our parents and caregivers. Posts include, but are not limited to, local media stories, operational information, celebratory stories and work displays.
 - ✓ *School Website*- The hub for general information about our school.
<https://marsdenss.eq.edu.au/>
 - ✓ *LED Electronic Signs*- The ability to display multiple messages and change these at the click of a button on the internet allows our school to keep our community well informed with events, activities and celebrations.
 - ✓ *Term Calendar*- Outlining key dates in the school year for excursions, incursions, P&C meetings, assemblies, and formal/social events where engagement of parents and the community is vital.
 - ✓ *ID Attend*- The ability to send text messages/emails to whole school and family groups enabling greater immediacy with messages (eg. daily absence texts) and targeted information for groups of students (eg Indigenous families).
 - ✓ *Online Platforms*- Digital communication with parents and caregivers supports a productive partnership between home and school, to support students' social, emotional and academic development. Such platforms include; SeeSaw, Showbie, Class Dojo, and Vivo's.
- Ensuring the P&C is reflective of the school community by inviting parents, staff and friends of Marsden State School to be active members. The P&C meet formally up to 8 times per year, and hold regular informal conversations as needed.
- Supporting feeder high schools by advertising their communication to the wider school community.



Communication Cont.



- High School Transition- meeting the individual needs of children and families, including mutual information sharing between our staff and high school teachers.
- Celebrating student progress and personal achievements through positive postcards. Staff send either 5x hard copy or digital postcards home to parents per term.
- For new students, the school reviews Transition Statements, One School information, transfer notes, and any other information available from previous education providers and stakeholders.
- Prep Transition Programme- meeting the individual needs of children and families, including mutual information sharing between children, parents, Early Childhood Education Centre educators and teachers.
- Prep Orientation- helping children and parents become familiar with the school setting and administrative matters such as uniform, bell times.
- Staff make informal contact a deliberate part of parent and community engagement. Staff spend time with parents and community members in informal settings and at social events so that school staff and family/community members can get to know each other and build respect and trust over time. Social events include playgroup, Community HUB programmed events, Yarn and Eats, Autumn Festival, Multicultural Festival, Easter Bonnet Parade, Xmas Concert, Year 6 Graduation, Grandparents/Mothers/Father special afternoons, Volunteers Afternoon, New Parents Morning Tea.
- Personalising invitations to school identified Community Partners and Champions to special events showcasing students' learning and school celebrations for example NAIDOC Week, Reconciliation Week, assemblies, Under 8's, Multicultural Festival, ANZAC Day, Remembrance Day, graduation, VIP Breakfast of Champions.
- Sharing consistent and ongoing messages of high expectations for all students and their learning at before school duty, sector parades, enews email, and facebook.
- Building an understanding of students' backgrounds by creating opportunities for students and parents to share their stories and perspectives through the: Reconciliation Action Committee, Culture Club, Cultural Hub significant dates, Community Hub.
- Designing physical spaces within the school to make parents and community members feel welcomed and valued. These include: Diversity Pillars, Durithunga, Cultural Hub, various cultural murals, culturally appropriate signage, flags flown, cenotaph, The Hatch Patch. Chappy Chats, Breakfast Club, OSHC, Community Hub.
- Providing access to information in other languages and modes to meet the diverse needs of parents and community members. For example, organising translators to attend 3-way conferences, making multiple copies of the Stop, Drop and Go procedures with differing subtitles, sending positive postcards home that are google translated to mother language of the family, having support brochures in various translations.

Future Perfect: New Additions

- Q Schools App- coordinate rollout across whole school



Partnerships with Parents

Marsden State School values successful partnerships with parents, students and the school. Our school believes that reciprocal partnerships between parents, students and schools promote student learning, wellbeing and high expectations for student success.

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

Achieving Results

Every day, staff at Marsden State School seek to:

- ✓ Encourage 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.
- ✓ Recognise, acknowledge and utilise the expertise of staff, for example, consult with key staff for advice on engaging with cultures represented in the school community.
- ✓ Consult with key staff for advice on inclusive engagement with all families and students



Links with the NSIT

Building partnerships aligns with the following aspects of Domains 3 and 9 of the NSIT:

- ▶ Recognising parents and families as integral members of the school community and partners in student learning.
- ▶ Building partnerships with parents and families to improve opportunities and outcomes for students.
- ▶ Developing clarity around partner roles and responsibilities.



Partnerships with Parents



Schools have “an important role in helping parents to learn the language of schooling so that parents can provide every possible assistance to their children in terms of developing the child’s learning and love of learning, and in creating the highest possible shared expectations for learning” (Hattie 2009).

At Marsden State School, we support families to bridge the divide between home and school, to understand the culture and language of schooling and build parent capacity.

Marsden State School parents and staff work on a shared goal of maximising learning and wellbeing goals for students using the following range of tools and channels including:

- Involving parents in goal setting discussions with their children through face to face meetings eg. 3-way conferences, Attendance Process, SSS process.
- Involving parents in the development of Individual Curriculum Plans, Individual Behaviour Plans, and Educational Adjustment Plans as appropriate.
- Involving parents in decision making around their child’s participation in intervention programs, Homework Club, Excellence Programs.
- Having a highly structured transition program with our feeder ECEC’s from Kindergarten to Prep, destination high schools from year 6 to year 7.
- Leading Prep orientation and transition sessions throughout Semester 2.
- Leading events to celebrate student success and achievement such as Semester Academic Award parades, Student Leader Induction, Graduation.
- Actively encouraging parent engagement in our P&C.
- Discussing parent engagement strategies and ideas at staff meetings.
- Collecting and analysing feedback from parent and teacher surveys including the School Opinion Survey to assess perceptions and aspirations of the school.
- Identifying different aspects of parent participation occurring in the school and which staff members are responsible for supporting each aspect.
- Talking informally with parents before and after school in regards how students are progressing and how to help their child to achieve their goal.
- Sharing the excitement with parents when their children have achieved a particular goal through positive postcards, online forums, and phone calls.
- Providing hands on parent/teacher workshops learning how to best support their children with learning.
- Providing hands on adult workshops for Refugee families through the Community Hub such as English classes.
- Connecting culture and learning by partnering with local Elders, other cultural leaders and community groups to provide quality educational experiences.



Partnerships with Parents cont.



- Celebrating culture and history by partnering with surrounding schools, parents and community members to host our biannual multicultural festival, International Day of Tolerance, Cultural Hub displays, quarterly Yarn and Eats, ANZAC Day, Remembrance Day.
- Celebrating significant cultural dates through the school facebook page, Community Hub, and Cultural Hub.
- Visible and active parent involvement on the school's Reconciliation Action Committee
- High parent attendance at Marsden Young Explorers Early Years Playgroup two mornings per week

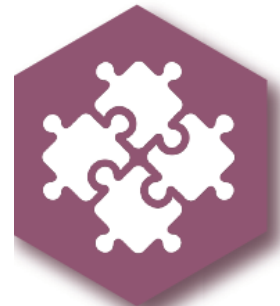
Future Perfect: New Additions

- Establish a clear process for parents to provide feedback to the school about what is working well, along with suggestions for improvement eg Suggestions Box
- Embed 'feedback' as a standing agenda item in the P&C Meetings
- Classroom/school volunteer and parent induction programs actively encouraged and celebrated within the school



Community Collaboration

Marsden State School values strong collaboration between the school and wider community. Effective relationships between the school and wider community strengthen the ability of schools and families to support student learning, wellbeing and developmental outcomes.



Achieving Results

Early in the school year, Marsden State School seeks to:

- ✓ Collaborate with staff and parents to determine 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.



Links with the NSIT

Community collaboration aligns with the following aspects of Domain 9 of the NSIT:

- ▶ Identifying and building community partnerships with local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students.
- ▶ Planning community collaboration and developing commitment.
- ▶ Developing clarity around partner roles and responsibilities.
- ▶ Collecting evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students.



Community Collaboration



Marsden State School does not exist in isolation. We leverage our 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. Effective collaboration provides opportunities to develop a better understanding of our broader community and build strong relationships within our local context.

Marsden State School operates on a community approach to improving student learning. Strategic partnerships with families and community organisations have formed through:

- Building networks to establish a student support services framework to support all students including: Family and Child Connect, Child Youth and Mental Health, STEPS, Bardon Road Behaviour Unit, Arts Therapy, Child Safety, NDIS, School Nurse, Speech Language Pathologists, Queensland Health, ATSICHS Logan Central
- Maintaining contact with relevant health professionals in the local area to support student referrals including: paediatrician, Paeds in a Pod, Accoras
- Developing collaborative alliances with other service providers that have the potential for long term sustainability:
 - ✓ *YMCA Breakfast Club*- Donating all items to provide free breakfast five mornings a week to any student.
 - ✓ *YMCA OSHC*- Providing on site before/after school and vacation care for our students.
 - ✓ *Access Community Services*- Providing financial support for the school based Community Hub proving to be a powerful vehicle providing free parent workshops, health services, social services and playgroup targeting our refugee and CALD families.
 - ✓ *Crestmead Police Station*- Adopt-a-Cop program supporting the school in the areas of drug education, anti-bullying, cyber safety, social skills and welfare checks.
 - ✓ *Scripture Union*- Providing chaplaincy services to the school 3 days per week.
 - ✓ *Woolworths Eat Up*- Donating 500 cheese sandwiches each month for those students without lunch.
 - ✓ *ARTIE*- Providing a school based ARTIE Coordinator two days per week to monitor Indigenous student attendance and provide tutoring programs.
 - ✓ *The Goodstart Program*- Providing a weekly session focused on nutrition for Pacifica families through the Community Hub.
 - ✓ *ATSICHS Logan Central*- Providing annual health checks on site for every Indigenous student within the school.
 - ✓ *Deadly Choices*- Delivering an hour workshop per week to Indigenous students from years 3 to 6 based on culture and physical activity.
 - ✓ *Solid Pathways*- Targeting those Indigenous students in the U2B from years 4 to 6.
 - ✓ *Active After School Sports*- Providing after school physical activity for students up to three times per week.
 - ✓ *Griffith University, Swinburn, USQ and QUT*- Providing preservice teacher programs supporting the development of Education Students
 - ✓ *Early Years Network and Logan Together*- Coordinating health awareness and community services to address the vulnerabilities within our community.



Community Collaboration Cont.



- Building networks in the local community to determine potential partnerships:
 - ✓ *Gospel Lighthouse Slacks Creek*- Donating weekly food hampers for those families experiencing short term financial challenges.
 - ✓ *Hope Centre Slacks Creek*- Donating weekly food hampers for those families experiencing short term financial challenges.
 - ✓ *The Cheesecake Shop Waterford West*- Providing financial sponsorship of interschool sporting teams.
 - ✓ *Aldi Marsden*- Donating weekly food hampers for those families experiencing short term financial challenges.
 - ✓ *Bunnings Browns Plains*- Donating goods and allocating community fundraising BBQ's to the school.
 - ✓ *Greenbank RSL*- Actively participating in annual ANZAC and Remembrance Parades. Providing financial sponsorship of biannual Multicultural Festival.
 - ✓ *Pick of the Crop*- Supporting and encouraging healthy lifestyle choices within and beyond the school community. A program run by Health and Wellbeing QLD.
- Building reciprocal relationships to support successful transitions; ECEC's, destination high schools.
- Establishing genuine partnerships between the school's Indigenous Champions and local Elders, SER Indigenous Team, Yugambah Library, and Paul Craft to develop and enact the schools Reconciliation Action Plan, Durithunga Bush Tucker Garden, NAIDOC Week. Reconciliation and days of significance.
- Actively participating in the Logan Education Alliance (LEA) in order to create consistency in practice and build a collective community understanding with neighbouring schools. This includes attending LEA Principal meetings, HOC meetings, coaching partnerships and excellence programs.
- Opening school facilities for community use including local church groups, karate groups.
- Encouraging community engagement with our school Parents and Citizens Association.
- Using initiatives such as Under 8's Week, Multicultural Festival, Yarn and Eats, PBL weekly focus and important days of significance to invite health and wellbeing partners to present work shops for students, parents and teachers.
- Formally recognising sustainable Community Champions and Partners through the Honour Board displayed in the school foyer. Community Partners and Champions are celebrated for their mutual partnerships with the school at the annual VIP Breakfast of Champions.
- Inviting Local, State, and Federal members to attend and support school events and initiatives both financially and in kind

Future Perfect: New Additions

- Engaging a cultural connector for Early Years transitions



Decision Making

Marsden State School encourages meaningful decision-making between parents, student, community members and the school.

We believe in providing genuine opportunities for consultation, to ensure that decisions reflect local needs. Encouraging greater community ownership of school direction and decision making, allows open and authentic consultation with all members of our parent, student, staff and wider community.



Links with the NSIT

Decision-making aligns with the following aspects of Domain 9 of the NSIT:

- ▶ Major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise.
- ▶ Goals, progress and achievements are systematically and regularly monitored and refined as required.
- ▶ Partners are involved in collaborative planning and committed to the purposes and objectives of the partnership.

Achieving Results

Early in the school year, Marsden State School seek to:

- ✓ Be open, accountable and transparent in decision-making.



South East Region Cultural Audit Checklist

Creating a Welcoming & Culturally Safe School Environment



With *Every Student Succeeding* as the shared vision for Queensland State Schools along with ensuring every student receives the support needed to belong, it is important for all education settings to provide a culturally safe and supportive learning environment whereby **all** students experience a sense of connection and belonging.

Education settings are places where students from all cultural backgrounds come together to learn, confidently reach their individual potential and experience academic and social success.



Decision Making



Positive communication, mutual respect, and transparency in decision making are the keys to developing and maintaining positive relationships with staff, students, families and the broader community. To support informed decision-making, parents and community members need to understand the purpose, aims and background to the issue, as well as the findings of any relevant evidence-based research.

Marsden State School fosters collaboration within the community through consultative processes. Informed decisions are made by:

- Ensuring information regarding consultation opportunities is widely circulated using a variety of communication tools, for example, email, facebook, school website and electronic sign.
- Encouraging active participation in the school Parents and Citizens Association and other school decision making groups, for example, PBL and Local Chaplaincy Committee.
 - ✓ Draft Policies and Frameworks are developed at the school level
 - ✓ Principal shares draft policy/framework at P&C Meeting and seeks feedback
 - ✓ Principal shares feedback with staff and collaborates to re-draft policy/framework
 - ✓ Final policy/framework is reshared to P&C for approval
 - ✓ Principal shares approved policy/framework with wider community via a variety of communication tools
- Encouraging active participation in the decision making process from student leaders at fortnightly student council meetings.
- Encouraging all stakeholders to complete the School Opinion Survey through reminders on facebook, email and text message. Reflecting on the current strategies being used as a whole staff to encourage parent and community engagement within the school.
- Participating in the School Review Process and analysing the findings.
- Enlisting of education workers from diverse backgrounds to build understanding around local protocols, and contribute to local decision making.
- Embedding sub committees such as an LCC, Reconciliation and Chaplaincy as inclusive modes to ensure a diversity of views, beliefs and individual preferences are gathered.
- Making online surveys accessible through social media to ensure those parties, who may find it difficult to engage in decision making can also be heard.
- Engaging stakeholders in local decision making through established strategic partnerships that expand opportunities and contribute directly to greater student success.
- Being responsive to the AEDC data through our involvement with the Jarjums Early Years Network in coordination with Logan Together
- Being responsive to the findings of the annual SER Indigenous Cultural Audit

Future Perfect: New Additions



School Culture

Marsden State School maintains high expectations for respectful relationships between students, parents, local community and the school; they are valued and enhance the promotion of student learning and wellbeing.

Parent and community participation in student learning and the school community is acknowledged and valued. This involvement sends a clear sign to students about the value of education.

Achieving Results

Every day, staff at Marsden State School seek to:

- ✓ Model and demonstrate the importance of positive and caring relationships.
- ✓ Model and demonstrate positive social behaviours and values
- ✓ Consider opportunities for the leadership team and staff to be visible to parents and students

Links with the NSIT

A culture that promotes learning aligns with the following aspects of Domain 3 and 9 of the NSIT:

- ▶ All students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.
- ▶ School staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.
- ▶ The school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff.
- ▶ Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.



School Culture

Marsden State School is built on honest, timely and professional communication. We promote genuine, confidential and positive interactions with students, their families and the wider community. It is expected these relationships are also reciprocated. Our school values and encourages learning about the significant diversity within the community.



Marsden State School is instrumental in supporting families to bridge the divide between school and home, and understand the culture and language of schooling by:

- Actively encouraging classroom/school volunteer and parent induction programs. The school provides guidance to volunteers about their obligations, school protocols and cultures represented within the school.
- Celebrating volunteers at a special morning tea in Term 4 and by individual thanks.
- Nominating volunteers who are seen as making a critical contribution to the overall improvement of the school culture to receive prestigious awards. These people are recognised as being partners in success at Awards Ceremonies conducted by both local, state, and federal members of parliament.
- Providing staff and parents with a school calendar outlining key dates where parent engagement is encouraged relevant to the school and broader community.
- Inviting parents and community members as guest speakers or to run an activity at school clubs/events, for example, Culture Club, NAIDOC Week.
- Celebrating student academic and sporting success with the school community, displaying student work, through parades, social media, and student representatives within the community.
- Encouraging cultural groups to share aspects of their culture at a whole school level, for example, NAIDOC Week, Cultural Hub displays of significant dates, Yarn and Eats, Multicultural Festival, International Day of Tolerance.
- Providing opportunities for students and their families to attend and engage with community and cultural events, including: Under 8's week, Early Years Explorer Playgroup, New Parents Morning Tea, ARTIE Launches, Yarn and Eats, ANZAC Parade, Remembrance Parade, Easter Parade, Sports Days, Multicultural Festival, VIP Breakfast of Champions, Volunteers Afternoon Tea, Xmas Concert, Community Hub, Cultural Hub, Prep Orientation/Transition, Community Gardens, State of Origin, Book Week.
- Building on parent capacity to overcome the effects of poverty and diversity on children's learning through the Community Hub delivering programs for our diverse families such as English classes, sewing, cooking, and gardening.
- Explicitly teaching social emotional programs within our curriculum as part of the PBL framework and our whole school approach.
- Developing a staff/student wellbeing sub committee.
- Creating informal areas around the school where parents and teachers can meet.
- Encouraging parents to attend 3-way conferences twice per year



School Culture cont.

- Keeping an updated school website with events, news and images
- Maintaining a shared responsibility in the understanding of acceptance, and tolerance. This is evidenced by the display of diversity pillars at the entrance of the school, and the murals within the school grounds representative of the many cultures that make up our school.



Future Perfect: New Additions

- Developing a data base of parent and community skills, talents and availability to draw upon when appropriate

