

GETTING TO KNOW YOUR SCHOOL COMMUNITY

This tool provides a template for building stronger family and community engagement to lift student achievement.

WAYS OF KNOWING

Knowing by meeting

1. What is the composition of your school families? immigrant, indigenous, aspirational, struggling, cooperative, professional, blue collar, NESB, CALD
2. How are new teachers inducted into the school/community culture?
3. How is history/insight passed amongst staff? What about a new leader?

Knowing by building

4. When do you see parents – why – good news or bad news
5. Where do you see them – have you considered online meetings, home visits
6. Can they call you – what are your policies for interaction – does the staff know this

Knowing by doing

7. How do parents and teachers interface to problem-solve (learning difficulties)
8. Co-design (homework policies)
9. Contribute to school community (Aboriginal elders)

WAYS OF KNOWING OUR SCHOOL COMMUNITY	YES	No
1. We know our school community - our data offers insight into composition of parent population. <ul style="list-style-type: none"> ○ Immigrants from _____, refugees, indigenous, aspirational, struggling, cooperative, professional, blue collar, NESB, CALD? 	<input type="checkbox"/>	<input type="checkbox"/>
2. New teachers are inducted into the school/community culture <ul style="list-style-type: none"> ○ Term 1 staff meeting includes update on families at school that year (data) (changes) 	<input type="checkbox"/>	<input type="checkbox"/>
3. Population history/insight is passed amongst staff and new leaders? <ul style="list-style-type: none"> ○ There is a formal induction/handover process with new staff that includes background on parent community (past/present) (vital for change successful change management) 	<input type="checkbox"/>	<input type="checkbox"/>
4. We have regular processes for contacting parents <ul style="list-style-type: none"> ○ Teachers workshop ways to approach families for 'good' and 'difficult' conversations ○ Our parents and staff know the school policy and processes for contacting the school when they have a query 	<input type="checkbox"/>	<input type="checkbox"/>
5. We utilise a variety of approaches to reach parents through the year <ul style="list-style-type: none"> ○ Phone calls, Face to face ○ Online meetings (ZOOM, Google Hangouts, Microsoft Teams, messenger) ○ Dedicated Parent Liaison and Communications staff 	<input type="checkbox"/>	<input type="checkbox"/>
6. We clearly communicate the different ways that parents can contact our teachers/principal/staff and who to contact for what <ul style="list-style-type: none"> ○ Clear policies regularly communicated 	<input type="checkbox"/>	<input type="checkbox"/>
7. Parents and teachers collaborate to problem-solve on <ul style="list-style-type: none"> ○ learning difficulties ○ behaviour ○ wellbeing 	<input type="checkbox"/>	<input type="checkbox"/>
8. Parents and teachers co-construct <ul style="list-style-type: none"> ○ homework policies ○ reporting instruments 	<input type="checkbox"/>	<input type="checkbox"/>
9. There is a place for parents/carers/family to contribute to school community (e.g.) <ul style="list-style-type: none"> ○ Aboriginal elders ○ NESB ○ Trades and professionals 	<input type="checkbox"/>	<input type="checkbox"/>