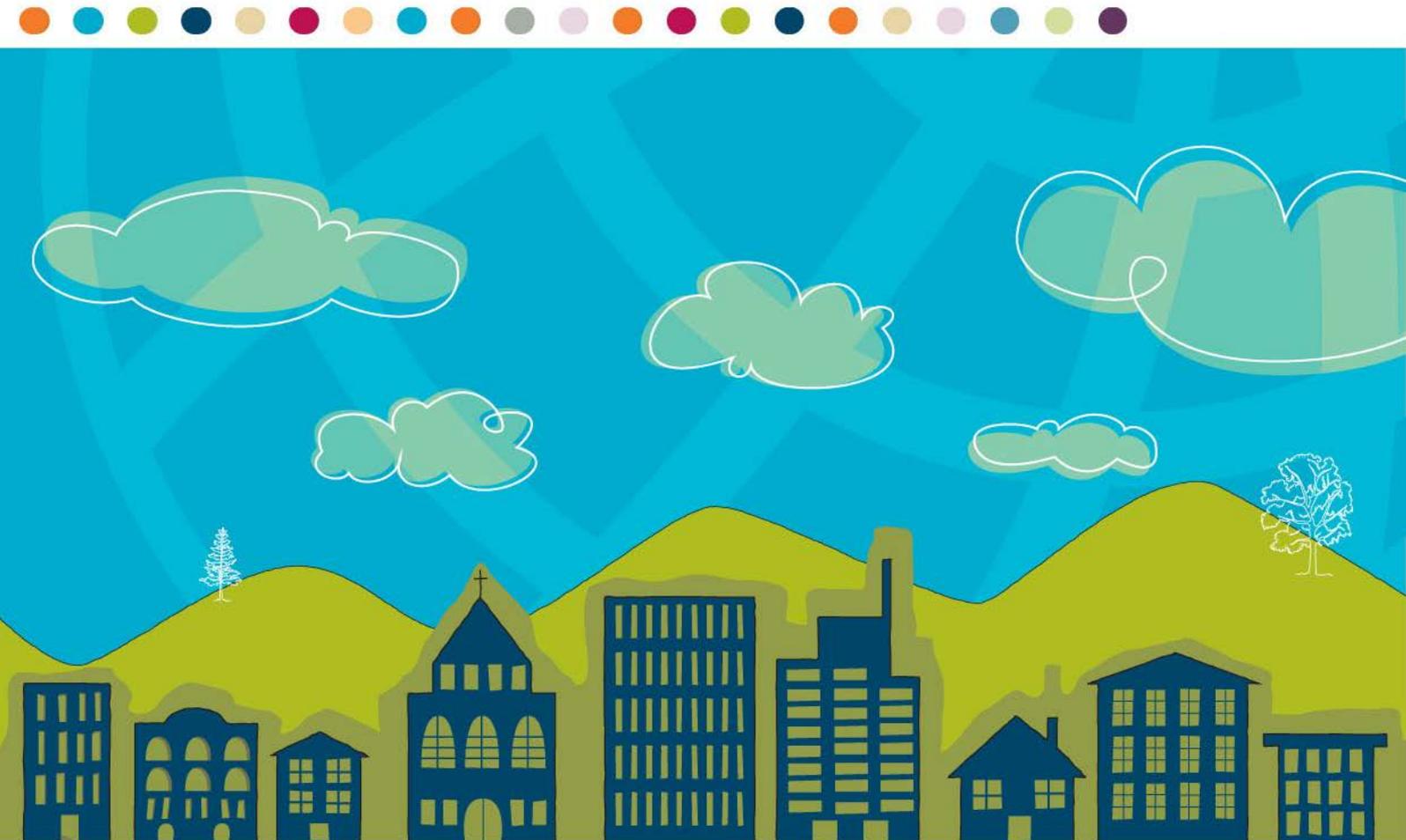




**CATHOLIC  
EDUCATION  
MELBOURNE**



# Parent Engagement in Action

A practical guide and toolkit for schools

**The Toolkit**

# PARENT ENGAGEMENT IN ACTION

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# PARENT ENGAGEMENT IN ACTION

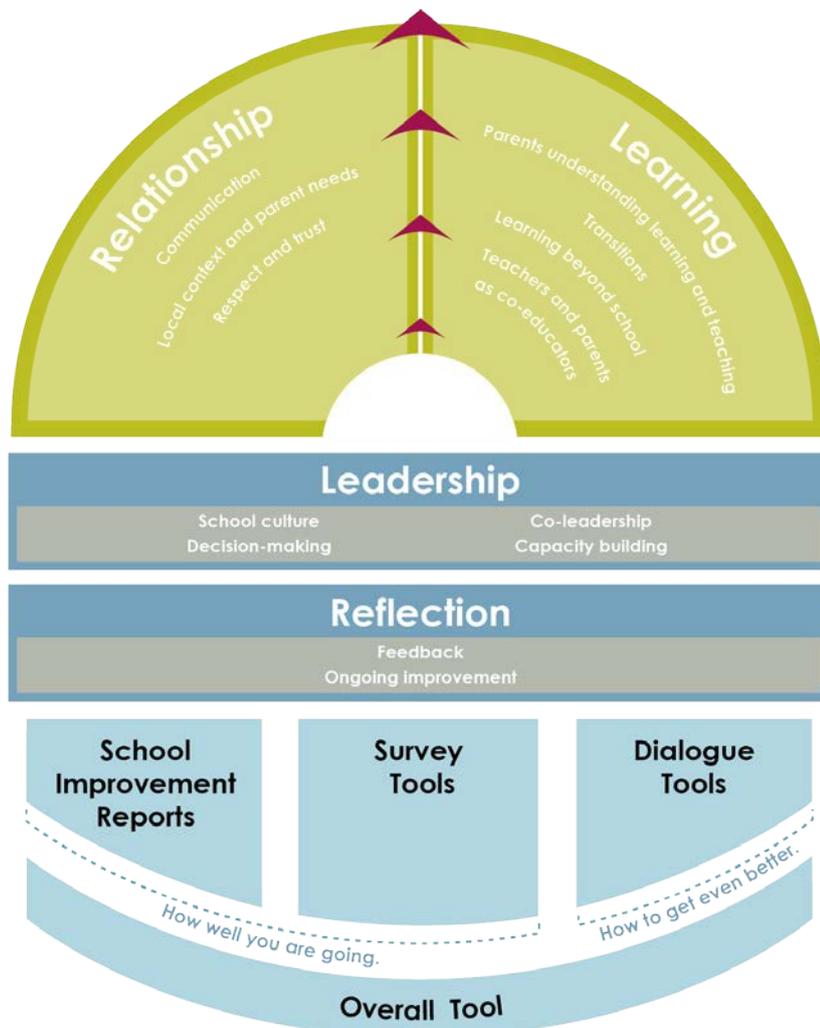
## Overview

Parent engagement is developing **relationships** with the primary caregivers of students to empower them as active partners in their child's **learning**.

**Leadership** and **reflection** are critical to being strategic with our activities.

There is always somewhere to start, and always somewhere to improve.

Below is a summary of our learnings, grouped into **key areas** of focus. Each key area has **themes** which help to define it. This Toolkit helps you measure and reflect on parent engagement. There is also a [Guide](#) that offers information and ideas about each key area.



# PARENT ENGAGEMENT IN ACTION

## About

This resource (the [Guide](#) and this Toolkit) helps you and your school know how well you are going with parent engagement, and how to get even better. This Toolkit includes:

- [An overview of the School Improvement Survey Supplementary Report](#)
- [Survey Tools](#)
- [Dialogue Tools](#)
- [An Overall Tool](#).

The tools are designed to be as simple or as in-depth as you wish. They can be used by you alone, or as a team or school.

**You can pick and choose between the tools. Don't do too much to begin with – start small!**

- Start by picking one key area in one of the tools (i.e. focus on the Learning section of one of the Dialogue Tools in an upcoming meeting)
- Build to using a broader suite of the tools as part of your review or planning processes.

The Toolkit is available as a Word document so that you can make the tools your own.

We encourage you to adapt the tools to your particular school context. This may include adding your logo, translating them to local community languages, or adding in questions about your particular parent engagement strategies. We encourage you to keep the difficult questions in – this will allow you to track progress over time but also to focus on what matters.

When using the tools, be clear about what you are seeking to find out. Also, be clear with people about how the information you collect will be used and who will see it. Make sure you have approvals from the principal for any research. For more suggestions please read the Reflection section of the [Guide](#).



# PARENT ENGAGEMENT IN ACTION

## School Improvement Reports

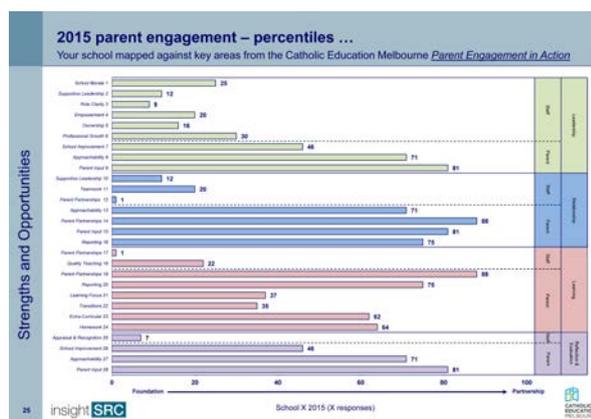
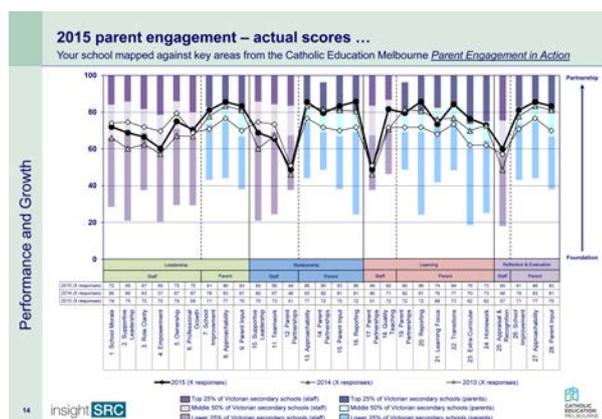
There is a School Improvement Survey Parent Engagement Report available for schools in the Archdiocese of Melbourne.

### How to use the Report

The Report has been developed to assist with assessing 'How well you are going with parent engagement'.

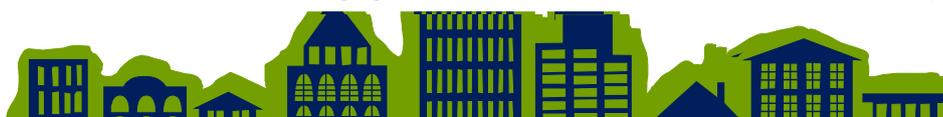
It maps School Improvement Survey data against the key areas of parent engagement. It provides a broad benchmark across years and compares your results with other schools. It can complement the Survey and Dialogue Tools to identify key areas to prioritise. It can also measure changes over time.

Larger samples of this Report are shown in the [Overall Tool](#) section.



### How to access the Report

Schools in the Archdiocese of Melbourne receive the Parent Engagement Interpretative Report as part of their School Improvement Report. Please contact Catholic Education Melbourne for more information. Please note: this report is only available for Catholic schools in the Archdiocese of Melbourne.



# PARENT ENGAGEMENT IN ACTION

## Survey Tools

### How to use the Survey Tools

These survey tools are for:

- [Principals and leaders](#)
- [Teachers and educators](#)
- [Parents](#)
- [Secondary students](#)
- [Primary students](#).

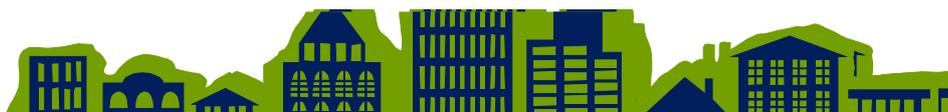
They have been designed to assist with assessing 'How well you are going with parent engagement' but also help with suggestions for improvement.

These survey tools can be used as a **self-reflection tool** or can be used **with your peers, parents or students**. They can be used **online, over the phone** or handed out in **paper form**. They can also be used as **individual reflection tools** to spark discussion in staff meetings, professional learning team meetings, workshops with parents or classroom discussions, etc. If you prefer, you can focus on one key area at a time.

They will help identify how your school is going with parent engagement activities across each key area. They can be used as a starting point and can be followed by the more in-depth dialogue tools. They can be used regularly or as pre and post tools, to measure changes over time.

When using these survey tools:

- Reach more parents by using a variety of formats (i.e. online, phone, paper, etc), translations and cultural liaison officers.
- Be clear about what you are seeking to find out and use this to determine which groups you survey. Also, be clear with people about how the data will be used and who will see it.
- Use a clear introduction. A suggested introduction is provided on the following page.



# Survey for principals and leaders

Notes:

- Parents = primary caregivers
- Yes = it's the norm (i.e. usually, most of the time, or at least regularly)
- No = it's not the norm (i.e. not usually, sometimes, occasionally, irregularly or never)

Leadership	Yes – it's the norm	No – it's not the norm
------------	---------------------	------------------------

## School Culture

The school's culture and values celebrate diversity	<input type="checkbox"/>	<input type="checkbox"/>
The school is accessible and welcoming for all parents	<input type="checkbox"/>	<input type="checkbox"/>
New parents to the school are welcomed	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel welcome in the school	<input type="checkbox"/>	<input type="checkbox"/>
Our school's parent engagement strategies provide multiple entry points for different parents at different times	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel a valued part of the school community	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel ownership of the school	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Decision-Making

The school's improvement planning prioritises strengthening parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
The school's processes, policies and infrastructure help parent engagement to happen	<input type="checkbox"/>	<input type="checkbox"/>
I make key decisions that affect parents after consulting with them	<input type="checkbox"/>	<input type="checkbox"/>
I involve parents in making key decisions that affect parents	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Co-leadership

I set responsibilities and expectations for parent engagement for all staff	<input type="checkbox"/>	<input type="checkbox"/>
I model positive behaviours and attitudes to parents	<input type="checkbox"/>	<input type="checkbox"/>
I encourage parent groups to form	<input type="checkbox"/>	<input type="checkbox"/>
Staff always model positive behaviours and attitudes to parents	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups actively help engage other parents	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups are representative of the school's whole parent community	<input type="checkbox"/>	<input type="checkbox"/>



Parent groups start initiatives in the school	<input type="checkbox"/>	<input type="checkbox"/>
Parents contribute to the school planning process	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Capacity building

I know staff needs regarding time, resources and support for parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I prioritise time and resources for parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I meet staff needs for professional learning about parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I build capacity for the school to undertake parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
Our school's professional learning includes parents with staff	<input type="checkbox"/>	<input type="checkbox"/>
The school has partnerships with the parish priest to meet staff, parent and student needs	<input type="checkbox"/>	<input type="checkbox"/>
The school has partnerships with other schools to meet staff, parent and student needs	<input type="checkbox"/>	<input type="checkbox"/>
The school has partnerships with local organisations to meet staff, parent and student needs	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses: \_\_\_ / 27 = \_\_\_ %

The key strength of our leadership of parent engagement is...

The key challenge we face as leaders of parent engagement is...

Relationship	Yes – it's the norm	No – it's not the norm
--------------	---------------------	------------------------

### Communication

I have regular conversations with parents	<input type="checkbox"/>	<input type="checkbox"/>
The school's structures support staff to have frequent one-on-one contact with parents	<input type="checkbox"/>	<input type="checkbox"/>
The school's communications with parents are easily understandable	<input type="checkbox"/>	<input type="checkbox"/>



The school's communications with parents happen often/regularly	<input type="checkbox"/>	<input type="checkbox"/>
The school's communications with parents are delivered in multiple formats	<input type="checkbox"/>	<input type="checkbox"/>
The school's communications with parents are delivered in local community languages	<input type="checkbox"/>	<input type="checkbox"/>
Information events, parent-teacher interviews and reports are accessible to all parents	<input type="checkbox"/>	<input type="checkbox"/>
I provide regular opportunities for parents to give me feedback	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel comfortable to give me honest feedback	<input type="checkbox"/>	<input type="checkbox"/>
I listen to parents	<input type="checkbox"/>	<input type="checkbox"/>
Across the staff group, relationships exist with all of the school's parents	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Local context and parent needs

The school supports staff knowing parent needs and preferences, including their work hours, contact details, language needs and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>
I know students' preferences for how their parents can be involved	<input type="checkbox"/>	<input type="checkbox"/>
Staff are familiar with the local community	<input type="checkbox"/>	<input type="checkbox"/>
We trial parent engagement strategies based on parent needs	<input type="checkbox"/>	<input type="checkbox"/>
Parents understand how the school operates	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement strategies meet parent needs	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement strategies are accessible to all parents (including at home)	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Respect and trust

I give invitations to parents to engage with me that are personalised and use first names	<input type="checkbox"/>	<input type="checkbox"/>
Each interaction with parents allows for parent feedback and builds a one-on-one relationship of openness and respect	<input type="checkbox"/>	<input type="checkbox"/>
I am open and non-judgemental with parents and expect staff to show the same respect	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering opportunities exist in the school for parents	<input type="checkbox"/>	<input type="checkbox"/>
One-on-one relationships of openness and respect exist between staff and parents	<input type="checkbox"/>	<input type="checkbox"/>
Difficult conversations with parents end constructively	<input type="checkbox"/>	<input type="checkbox"/>
The school encourages parents in the school to know each other	<input type="checkbox"/>	<input type="checkbox"/>



Parents in the school help run parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I see parents as people first and parents second	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff partner on joint projects	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses: \_\_\_ / 28 = \_\_\_ %

The key strength of our relationships with parents is...

The key challenge of our relationships with parents is...

Learning	Yes – it's the norm	No – it's not the norm
<b>Parents understanding learning and teaching</b>		
The school knows its students' learning needs	<input type="checkbox"/>	<input type="checkbox"/>
The school knows its students' development stages	<input type="checkbox"/>	<input type="checkbox"/>
Learning is consistently visible throughout the school	<input type="checkbox"/>	<input type="checkbox"/>
I explain the language of learning/schooling (i.e. education specific terms) to parents using parent friendly language	<input type="checkbox"/>	<input type="checkbox"/>
I explain the school's practices and strategies to parents	<input type="checkbox"/>	<input type="checkbox"/>
I explain to parents strategies for meeting student learning needs	<input type="checkbox"/>	<input type="checkbox"/>
I explain to parents strategies for responding to student development stages	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Transitions	Yes – it's the norm	No – it's not the norm
The school provides information to parents regarding student educational transitions	<input type="checkbox"/>	<input type="checkbox"/>
Staff ask parents to explain their child's learning needs at key transition points	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff work together to prepare students for further education	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



### Learning beyond school

I regularly acknowledge that learning happens everywhere (including at home)	<input type="checkbox"/>	<input type="checkbox"/>
The school supports teachers to use learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>
The school supports teachers and parents to discuss the learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>
The school supports parents to contribute to learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Teachers and parents as co-educators

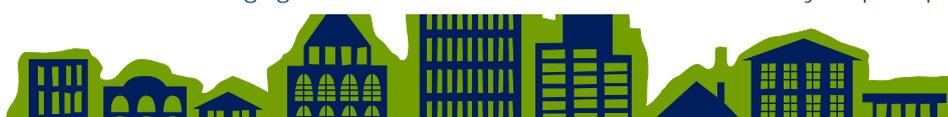
I celebrate parents as the students' primary educators	<input type="checkbox"/>	<input type="checkbox"/>
I celebrate students' learning achievements	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to share their strategies/knowledge for meeting the individual needs of students	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to contribute to the learning in the school's classrooms	<input type="checkbox"/>	<input type="checkbox"/>
Staff regularly engage in learning with parents on strategies to meet individual student learning needs and development stages	<input type="checkbox"/>	<input type="checkbox"/>
Staff invite parents to be partners in the students' learning	<input type="checkbox"/>	<input type="checkbox"/>
Parents, students and staff partner on joint learning projects	<input type="checkbox"/>	<input type="checkbox"/>
The school is a learning community for all	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses:  / 22 =  %

The key strength of our focus with parents on the students' learning is...

The key challenge of our focus with parents on the students' learning is...



Reflection	Yes – it's the norm	No – it's not the norm
<b>Feedback</b>		
I self-assess my attitudes, skills and support needs regarding parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I consult regularly with staff and peers for feedback about the school's parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I invite staff and peers to give me feedback on my attitudes and skills regarding parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I consult regularly with parents and students for feedback about the school's parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to give me feedback on how well I engage with them	<input type="checkbox"/>	<input type="checkbox"/>
I know in what ways I can still develop my parent engagement attitudes and skills, and how to develop these	<input type="checkbox"/>	<input type="checkbox"/>
We regularly host conversations for parents and staff to help with reflective practice	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Ongoing improvement</b>		
The school defines the purpose and targets for parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
The school adopts an action learning approach to parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I know the results of our school-wide data and school reviews	<input type="checkbox"/>	<input type="checkbox"/>
The school's parent engagement strategies are based on consultations with staff	<input type="checkbox"/>	<input type="checkbox"/>
I act upon feedback from staff about parent engagement and the results are shared with staff	<input type="checkbox"/>	<input type="checkbox"/>
I know in what ways the school can still develop its parent engagement strategies and how this can be achieved	<input type="checkbox"/>	<input type="checkbox"/>
The school's parent engagement strategies are based on consultations with parents and students	<input type="checkbox"/>	<input type="checkbox"/>
I act upon feedback from parents and the results are shared with parents	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement decisions are evidence-based	<input type="checkbox"/>	<input type="checkbox"/>



We know our parent engagement strategies are effective and high impact



Comments:

Percentage of 'yes' responses: \_\_\_ / 17 = \_\_\_ %

The key strength of our reflection on parent engagement is...

The key challenge of our reflection on parent engagement is...



# Survey for teachers and educators

Notes:

- Parents = primary caregivers
- Yes = it's the norm (i.e. usually, most of the time, or at least regularly)
- No = it's not the norm (i.e. not usually, sometimes, occasionally, irregularly or never)

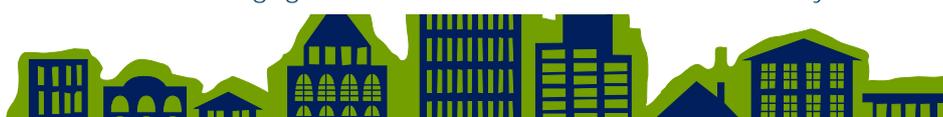
Leadership	Yes – it's the norm	No – it's not the norm
<b>School Culture</b>		
The school's culture and values celebrate diversity	<input type="checkbox"/>	<input type="checkbox"/>
The school is accessible and welcoming for all parents	<input type="checkbox"/>	<input type="checkbox"/>
I engage with my students' parents	<input type="checkbox"/>	<input type="checkbox"/>
I work with my year level or subject area team/s to engage with the students' parents	<input type="checkbox"/>	<input type="checkbox"/>
My classroom/year level/subject area's parent engagement strategies provide multiple entry points for different parents at different times	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel a valued part of the school community	<input type="checkbox"/>	<input type="checkbox"/>
My students' parents feel ownership of the school	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Decision-Making</b>		
The school's improvement planning prioritises strengthening in parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
The school's processes, policies and infrastructure help parent engagement to happen	<input type="checkbox"/>	<input type="checkbox"/>
If a key decision about my classroom affects parents, I consult with them before making the decision	<input type="checkbox"/>	<input type="checkbox"/>
If a key decision about my classroom affects parents, I make the decision with them	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Co-leadership</b>		
My responsibilities for parent engagement are clear	<input type="checkbox"/>	<input type="checkbox"/>
The expectations of the school about how much I engage with parents are clear	<input type="checkbox"/>	<input type="checkbox"/>
The school leaders model positive behaviours and attitudes to parents	<input type="checkbox"/>	<input type="checkbox"/>



I model positive behaviours and attitudes to parents	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups actively help engage other parents	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups are representative of the school's whole parent community	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups start initiatives in the school	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Capacity building

I know my needs regarding time, resources and support for parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
My needs regarding time and resources for parent engagement are met	<input type="checkbox"/>	<input type="checkbox"/>
My needs regarding professional learning for parent engagement are met	<input type="checkbox"/>	<input type="checkbox"/>
I have the necessary support to undertake parent engagement with all of my students' parents	<input type="checkbox"/>	<input type="checkbox"/>
My classroom/year level/subject area's professional learning includes parents with staff	<input type="checkbox"/>	<input type="checkbox"/>
The school has partnerships with the parish priest, other schools, or local organisations to meet staff, parent and student needs	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses:  / 24 =  %

The key strength of my leadership on parent engagement is...

The key challenge we face as leaders of parent engagement is...

Relationship	Yes – it's the norm	No – it's not the norm
<b>Communication</b>		
I have regular conversations with parents	<input type="checkbox"/>	<input type="checkbox"/>
The school's structures support me to have frequent one-on-one contact with parents	<input type="checkbox"/>	<input type="checkbox"/>



The school's communications with parents are regular and easily understandable	<input type="checkbox"/>	<input type="checkbox"/>
The information events, parent-teacher interviews, and reports I provide for parents are accessible to all parents	<input type="checkbox"/>	<input type="checkbox"/>
I provide regular opportunities for parents to give me feedback	<input type="checkbox"/>	<input type="checkbox"/>
Parents feel comfortable to give me honest feedback	<input type="checkbox"/>	<input type="checkbox"/>
I listen to parents	<input type="checkbox"/>	<input type="checkbox"/>
Across the staff group, relationships exist with all of the school's parents	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Local context and parent needs

I know the needs and preferences of the parents of my students, including their work hours, contact details, language needs and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>
I know my students' preferences for how their parents can be involved	<input type="checkbox"/>	<input type="checkbox"/>
I am familiar with the local community	<input type="checkbox"/>	<input type="checkbox"/>
I trial parent engagement strategies based on parent needs	<input type="checkbox"/>	<input type="checkbox"/>
Parents understand how my classroom / year level / subject area operates	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement strategies meet parent needs	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement strategies are accessible to all parents	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Respect and trust

I give invitations to parents to engage with me that are personalised and use first names	<input type="checkbox"/>	<input type="checkbox"/>
Each interaction I have with parents allows for parent feedback and builds a one-on-one relationship of openness and respect	<input type="checkbox"/>	<input type="checkbox"/>
I provide information to parents regarding student educational transitions	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to explain their child's learning needs at key transition points	<input type="checkbox"/>	<input type="checkbox"/>
I work with parents to prepare students for further education	<input type="checkbox"/>	<input type="checkbox"/>
I am open and non-judgemental with parents	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering opportunities exist in my classroom / year level / subject area for parents	<input type="checkbox"/>	<input type="checkbox"/>
I have one-on-one relationships of openness and respect with the parents of my students	<input type="checkbox"/>	<input type="checkbox"/>



Difficult conversations with parents end constructively	<input type="checkbox"/>	<input type="checkbox"/>
My classroom / year level / subject area encourages parents to know each other	<input type="checkbox"/>	<input type="checkbox"/>
Parents help run our parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I see parents as people first, and parents second	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff partner on joint projects	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses: \_\_\_ / 28 = \_\_\_ %

The key strength of our relationships with parents is...

The key challenge of our relationships with parents is...

Learning	Yes – it's the norm	No – it's not the norm
<b>Parents understanding learning and teaching</b>		
I know my students' learning needs	<input type="checkbox"/>	<input type="checkbox"/>
I know my students' development stages	<input type="checkbox"/>	<input type="checkbox"/>
Learning is consistently visible in my classroom / year level / subject area	<input type="checkbox"/>	<input type="checkbox"/>
I explain the language of learning (i.e. education specific terms) to parents using parent friendly language	<input type="checkbox"/>	<input type="checkbox"/>
I explain my classroom / year level / subject area's arrangements and my teaching strategies to parents	<input type="checkbox"/>	<input type="checkbox"/>
I explain to parents strategies for meeting student learning needs	<input type="checkbox"/>	<input type="checkbox"/>
I explain to parents strategies for responding to student development stages	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



### Transitions

I provide information to parents regarding student educational transitions	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to explain their child's learning needs at key transition points	<input type="checkbox"/>	<input type="checkbox"/>
I work with parents to prepare students for further education	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Learning beyond school

I regularly acknowledge that learning happens everywhere (including at home)	<input type="checkbox"/>	<input type="checkbox"/>
I regularly use learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>
My learning at home strategies meet student learning needs	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to explain to me their usual family activities	<input type="checkbox"/>	<input type="checkbox"/>
I discuss with parents the learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to contribute to my learning at home strategies	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Teachers and parents as co-educators

I celebrate parents as the students' primary educators	<input type="checkbox"/>	<input type="checkbox"/>
I celebrate students' learning achievements	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to share their strategies/knowledge with me for meeting the individual needs of their child/my student	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to contribute to the learning in my classroom / year level / subject area	<input type="checkbox"/>	<input type="checkbox"/>
I regularly engage in learning with parents on strategies to meet individual student learning needs and development stages	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to be partners with me in achieving their child's learning	<input type="checkbox"/>	<input type="checkbox"/>
Parents, students and staff partner on joint learning projects	<input type="checkbox"/>	<input type="checkbox"/>
The school is a learning community for all	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Percentage of 'yes' responses: \_\_\_ / 24 = \_\_\_ %



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The key strength of our focus with parents on the students' learning is...

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The key challenge of our focus with parents on the students' learning is...

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Reflection	Yes – it's the norm	No – it's not the norm
<b>Feedback</b>		
I self-assess my attitudes, skills and support needs regarding parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
Our school leaders regularly ask me for feedback about our school's parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I invite peers to give me feedback on my attitudes and skills regarding parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I consult regularly with parents and students for feedback on my classroom / year level / subject area's parent engagement strategies	<input type="checkbox"/>	<input type="checkbox"/>
I invite parents to give me feedback on how well I engage with them	<input type="checkbox"/>	<input type="checkbox"/>
I know in what ways I can still develop my parent engagement attitudes and skills, and how to develop these	<input type="checkbox"/>	<input type="checkbox"/>
We regularly host conversations for parents and staff to help with reflective practice	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

---

### Ongoing improvement

The school defines the purpose and targets for parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
The school adopts an action learning approach to parent engagement	<input type="checkbox"/>	<input type="checkbox"/>
I know the results of our school-wide data and school reviews	<input type="checkbox"/>	<input type="checkbox"/>
The school's parent engagement strategies are based on consultations with staff	<input type="checkbox"/>	<input type="checkbox"/>



Feedback from staff about parent engagement is acted upon, and the results shared with staff	<input type="checkbox"/>	<input type="checkbox"/>
The school's parent engagement strategies are based on consultations with parents and students	<input type="checkbox"/>	<input type="checkbox"/>
My classroom / year level / subject area's parent engagement strategies are based on consultations with parents and students	<input type="checkbox"/>	<input type="checkbox"/>
I act upon feedback from parents, and the results are shared with parents	<input type="checkbox"/>	<input type="checkbox"/>
Our parent engagement decisions are evidence-based	<input type="checkbox"/>	<input type="checkbox"/>
We know our parent engagement strategies are effective and high impact	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

**Percentage of 'yes' responses:     \_\_\_ / 17 = \_\_\_ %**

The key strength of our reflection on parent engagement is...

The key challenge of our reflection on parent engagement is...



# Suggested survey introduction for parents

Dear parents,

We are undertaking a survey on how the school engages with our parent community. Please note 'parent' includes anyone who takes care of a student a lot of the time. It will help us to improve how we communicate and work with you.

This survey is optional, however we are really keen to hear your feedback. It should take around 15 minutes to complete. [Insert name of person collating the results] will be preparing the results from these surveys. The survey does not ask for your name and your answers will be kept confidential – this means if we use anything you write, we will remove anything that could tell people you wrote it.

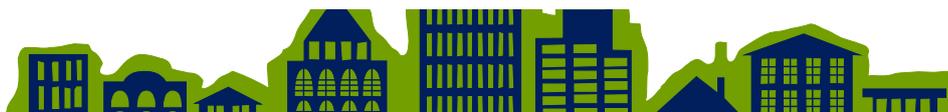
Please complete the survey by [insert due date]. If you are doing the survey on paper please seal it in the envelope provided. You can complete it online here [insert internet address] or you can call [insert first name and contact details of person taking interviews] to do the survey over the phone. Only complete the survey once.

We are looking for themes across what people tell us. We will share these themes with parents by [insert method of communication and date].

If you have any questions, please call or email [insert name and contact details of person managing the survey].

Kind regards,

[insert your name]



# Survey for parents

Notes:

- Parents = primary caregivers
- Yes = it's the norm (i.e. usually, most of the time, or at least regularly)
- No = it's not the norm (i.e. not usually, sometimes, occasionally, irregularly or never)

Leadership – About the school	Yes – it's the norm	No – it's not the norm
-------------------------------	---------------------	------------------------

## School culture

The school is respectful to me	<input type="checkbox"/>	<input type="checkbox"/>
The school celebrates all the different families	<input type="checkbox"/>	<input type="checkbox"/>
I can enter and access the school easily	<input type="checkbox"/>	<input type="checkbox"/>
I feel welcome in the school	<input type="checkbox"/>	<input type="checkbox"/>
School staff are happy to see me	<input type="checkbox"/>	<input type="checkbox"/>
I like being at school activities	<input type="checkbox"/>	<input type="checkbox"/>
I feel a valued/an appreciated part of the school community	<input type="checkbox"/>	<input type="checkbox"/>
I feel like a part owner of the school	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Decision-making

If the school makes big decisions, they first ask parents what we think	<input type="checkbox"/>	<input type="checkbox"/>
Parents are involved in making the big decisions in the school	<input type="checkbox"/>	<input type="checkbox"/>
I have been invited to help with the school's yearly planning	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Co-leadership

There are parent groups I can join	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups have contacted me to be involved in their group	<input type="checkbox"/>	<input type="checkbox"/>
The parent groups represent my views	<input type="checkbox"/>	<input type="checkbox"/>
Other parents are happy to see me	<input type="checkbox"/>	<input type="checkbox"/>
Parent groups run activities in the school for other parents	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



---

### Capacity building

---

I am invited to attend the school staff's training

The school is part of our local community

Comments:

---

The best thing about the school is...

---

The thing I would change about the school is...

---

### Relationship – About the staff at the school and their relationship with you

Yes – it's the norm

No – it's not the norm

#### Communication

---

The staff at the school often talk with me

I easily understand the information the school gives me

I often receive information from the school

The information is sent to me how I want to receive it

The information is available in my preferred language

I can easily attend information events and parent-teacher interviews

I can easily understand my child's school reports

The school staff listen to me

Comments:

---

#### Local context and parent needs

---

The staff at the school know how to contact me

The staff at the school know when is best to contact me

There are staff at the school who I can speak with in my preferred language

The staff at the school know our local community

I understand how the school operates

There are school activities that I can access



There are school activities that meet my needs	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------

Comments:

<b>Respect and trust</b>		
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The invitations I receive to attend school activities are friendly	<input type="checkbox"/>	<input type="checkbox"/>
The staff at the school use their first names with me (e.g. Susan not Mrs Jones)	<input type="checkbox"/>	<input type="checkbox"/>
The staff at the school are open with me	<input type="checkbox"/>	<input type="checkbox"/>
The staff at the school respect me	<input type="checkbox"/>	<input type="checkbox"/>
I can volunteer at the school to help out	<input type="checkbox"/>	<input type="checkbox"/>
I know some of the staff at the school very well	<input type="checkbox"/>	<input type="checkbox"/>
The school staff often invite me to give them feedback	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable to give school staff honest feedback	<input type="checkbox"/>	<input type="checkbox"/>
If I ever have difficult conversations with them, they end well	<input type="checkbox"/>	<input type="checkbox"/>
I know other parents in the school	<input type="checkbox"/>	<input type="checkbox"/>
Parents in the school run activities for other parents	<input type="checkbox"/>	<input type="checkbox"/>
The staff at the school see me as a person first and a parent second	<input type="checkbox"/>	<input type="checkbox"/>
Parents and staff at the school partner on joint projects	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

The best thing about the school's relationship with me is...

The thing I would change about the school's relationship with me is...

<b>Learning – About your child's learning</b>	<b>Yes – it's the norm</b>	<b>No – it's not the norm</b>
---	----------------------------	-------------------------------

**Understanding learning and teaching**

When I am in the school I see lots of student work on display	<input type="checkbox"/>	<input type="checkbox"/>
The displays explain what the activity was about	<input type="checkbox"/>	<input type="checkbox"/>
I understand why my child's classroom/s are set-up the way they are	<input type="checkbox"/>	<input type="checkbox"/>
I understand how my child's classroom/s operate	<input type="checkbox"/>	<input type="checkbox"/>



I understand the strategies the teacher/s are using in the classroom with my child	<input type="checkbox"/>	<input type="checkbox"/>
I understand what my child needs to achieve by the end of the year	<input type="checkbox"/>	<input type="checkbox"/>
I know how I can help my child achieve that	<input type="checkbox"/>	<input type="checkbox"/>
The school has helped me understand what generally happens for children at my child's age	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Transitions

I understand what the options are for my child when they finish at this school	<input type="checkbox"/>	<input type="checkbox"/>
The staff are interested in what I think my child needs when they finish at this school	<input type="checkbox"/>	<input type="checkbox"/>
I feel like the staff are working with me in preparing my child for the next stage of education	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Learning beyond school

The staff at the school tell my child that learning happens everywhere, including at home	<input type="checkbox"/>	<input type="checkbox"/>
My child is given activities for the family to learn together at home	<input type="checkbox"/>	<input type="checkbox"/>
My child's teacher/s is/are interested in what we do as a family	<input type="checkbox"/>	<input type="checkbox"/>
The activities for learning at home fit well with what we do as a family	<input type="checkbox"/>	<input type="checkbox"/>
My child's teacher/s asks me how the activities for learning at home could be better	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Teachers and parents as co-educators

The staff tell me I am my child's most important teacher	<input type="checkbox"/>	<input type="checkbox"/>
The school celebrates all my child's achievements	<input type="checkbox"/>	<input type="checkbox"/>
My child's teacher/s are interested in what I think helps my child	<input type="checkbox"/>	<input type="checkbox"/>
I am invited to help in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
I feel like a partner with the teacher/s in helping my child do well	<input type="checkbox"/>	<input type="checkbox"/>
The school is like a community of children and adults learning together	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



---

The best thing about how my child is learning is...

---

The thing I would change about how my child is learning is...

---

---

### Reflection – About feedback at the school

Yes – it's  
the norm

No – it's not  
the norm

#### Feedback

Staff at the school explain to me their ideas for the school

Staff at the school often ask me for my ideas for the school

The school often has meetings with parents to discuss big ideas  
and issues

Comments:

---

#### Ongoing improvement

I know how well the school is meeting its goals

I know the staff at the school change things based on parent  
opinions

Comments:

---

The best thing the school does to work with parents is...

---

The thing I would change about how the school works with parents is...

---



# Survey for secondary students

Notes:

- Parents = primary caregivers
- Yes = it's the norm / usually
- No = it's not the norm / not usually

Leadership – About the school	Yes	No
My parent/s are often involved at the school	<input type="checkbox"/>	<input type="checkbox"/>
I like my parent/s coming to the school	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s like coming to the school	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of activities at the school my parent/s can come to	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s like seeing my parent/s	<input type="checkbox"/>	<input type="checkbox"/>
At home we talk about the school	<input type="checkbox"/>	<input type="checkbox"/>
I feel like my parent/s are part of the school	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about the school is...

The thing I would change about the school is...

Relationship – About the staff at the school and their relationship with your parent/s	Yes	No
My teacher/s and parent/s talk a lot	<input type="checkbox"/>	<input type="checkbox"/>
I have been asked to invite my parent/s to school activities	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s know what is happening at the school	<input type="checkbox"/>	<input type="checkbox"/>
The school allows my parent/s to volunteer at the school if they want	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s and parent/s seem to get along well	<input type="checkbox"/>	<input type="checkbox"/>
If I have a problem at school, I know my teacher/s and parent/s will work it out together	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s and parent/s sometimes work together on projects	<input type="checkbox"/>	<input type="checkbox"/>



---

The best thing about my parent/s being at the school is...

---

The thing I would change about my parent/s being at the school is...

---

Learning – About your learning	Yes	No
My work is sometimes on display in the classroom or the school	<input type="checkbox"/>	<input type="checkbox"/>
When I do good work it is celebrated, e.g. displayed around the school, mentioned at assembly, or told to my family	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s know how well I am going at school	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s know what I am doing in class	<input type="checkbox"/>	<input type="checkbox"/>
At home we have conversations about what I am learning at school	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s tell me that learning happens everywhere, including at home	<input type="checkbox"/>	<input type="checkbox"/>
My teacher gives me homework that helps me understand what we are learning	<input type="checkbox"/>	<input type="checkbox"/>
I can see how my homework relates to things I often do with my family	<input type="checkbox"/>	<input type="checkbox"/>
I like my parent/s being involved in my learning outside of school	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s and parent/s work together to help me with my school work	<input type="checkbox"/>	<input type="checkbox"/>
Parents sometimes help my teacher/s in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
The school is like a community of children and adults learning together	<input type="checkbox"/>	<input type="checkbox"/>

---

The best thing about my parent/s helping me with my school work is...

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---

The thing I would change about my parent/s helping me with my school work is...

---

Reflection – About feedback	Yes	No
My teacher/s often ask me for my opinions	<input type="checkbox"/>	<input type="checkbox"/>
I know my teacher/s sometimes change things based on student opinions	<input type="checkbox"/>	<input type="checkbox"/>

---

The best thing the school does to work with my parent/s is...

---

The thing I would change about how the school works with my parent/s is...

---



# Survey for primary students

Leadership – About the school	Yes	No
My parent/s/family are often doing things at the school	<input type="checkbox"/>	<input type="checkbox"/>
I like my parent/s/family coming to the school	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s/family like coming to the school	<input type="checkbox"/>	<input type="checkbox"/>
There are lots of activities at the school my parent/s/family can come to	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s like seeing my parent/s/family	<input type="checkbox"/>	<input type="checkbox"/>
At home we talk about school	<input type="checkbox"/>	<input type="checkbox"/>
I feel like my parent/s/family are part of the school	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about the school is...

The thing I would change about the school is...

Relationship – About the teachers and their relationship with your parent/s/family	Yes	No
My teacher/s and parent/s/family talk a lot	<input type="checkbox"/>	<input type="checkbox"/>
I invite my parent/s/family to school activities	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s/family know when something is happening at the school, e.g. sports day, book week	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s/family help at the school if they want, e.g. reading in class	<input type="checkbox"/>	<input type="checkbox"/>
If I have a problem at school, my teacher/s and parent/s/family talk about it and help me	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s and parent/s/family sometimes work together on projects	<input type="checkbox"/>	<input type="checkbox"/>



---

The best thing about my parent/s/family being at the school is...

---

The thing I would change about my parent/s/family being at the school is...

---

Learning – About your learning	Yes	No
My work is sometimes on display in the classroom or the school	<input type="checkbox"/>	<input type="checkbox"/>
When I do good work it is celebrated, e.g. displayed around the school, mentioned at assembly, told to my parent/s/family	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s/family know how well I am going at school	<input type="checkbox"/>	<input type="checkbox"/>
My parent/s/family know what I am doing in class	<input type="checkbox"/>	<input type="checkbox"/>
At home we talk about what I am learning at school	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s tell me that learning happens everywhere, including at home	<input type="checkbox"/>	<input type="checkbox"/>
My teacher gives me homework that helps me	<input type="checkbox"/>	<input type="checkbox"/>
My homework is like the things I do with my family	<input type="checkbox"/>	<input type="checkbox"/>
I like my parent/s/family helping me learn at home/outside of school	<input type="checkbox"/>	<input type="checkbox"/>
My teacher/s and parent/s/family work together to help me with my school work	<input type="checkbox"/>	<input type="checkbox"/>
Parents/family sometimes help my teacher/s in the classroom	<input type="checkbox"/>	<input type="checkbox"/>
The school is where children and adults can learn together	<input type="checkbox"/>	<input type="checkbox"/>

The best thing about my parent/s/family helping me with my school work is...

---

The thing I would change about my parent/s/family helping me with my school work is...

---



Reflection – About ideas	Yes	No
My teacher/s often asks me for my ideas	<input type="checkbox"/>	<input type="checkbox"/>
I know my teacher/s sometimes change things based on what students say	<input type="checkbox"/>	<input type="checkbox"/>

The best thing the school does to work with my parent/s/family is...

The thing I would change about how the school works with my parent/s/family is...



# PARENT ENGAGEMENT IN ACTION

## Dialogue Tools

### How to use the Dialogue Tools

These dialogue tools are for:

- [Principals and leaders](#)
- [Teachers and educators](#)
- [Parents](#)
- [Students](#).

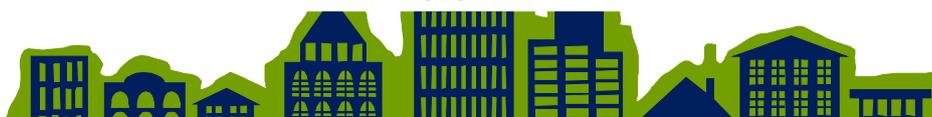
They have been designed to assist with assessing 'How to get even better at parent engagement' but they also help describe the current situation.

These dialogue tools can be used as a **self-reflection tool** or can be used **with your peers, parents or students**. They can be used for **face-to-face** or **phone interviews**, or as **discussion points** in meetings or workshops, such as in staff meetings, professional learning team meetings, workshops with parents, classroom discussions, etc. If you want, you can focus on one key area at a time.

They will help identify your school's strengths in parent engagement and the ways in which you can build on those strengths. They can be an in-depth follow-on from the survey tools, or simply a good conversation starter.

When using these tools as an interview:

- Reach more parents by using a variety of formats (i.e. after school, before school, face-to-face, phone, home visits, etc.), translations, interpreters and cultural liaison officers.
- Be clear about what you are seeking to find out and use this to determine the sample group. Also, be clear with people about how the information will be used and who will see it.
- Use a clear introduction. A suggested introduction is provided on the following page.



# Dialogue questions for principals and leaders

Note: 'parent/s' = primary caregiver/s

## Leadership

### 1. In what ways is your school welcoming and easily accessible?

Comments:

#### 1.1. How could your school be more welcoming and accessible?

Comments:

### 2. Have you involved parents in any recent important decisions and if so, how have you involved them?

Comments:

#### 2.1. What are the upcoming important decisions, and how could you further engage parents in the decision-making?

Comments:

### 3. In what ways have you encouraged parents to co-lead initiatives in the school?

Comments:

#### 3.1. How could you better encourage parents to co-lead initiatives in the school?

Comments:

### 4. What time, resources and professional learning does the school provide for staff to partner with parents?

Comments:

#### 4.1. How could the school improve the provision of time, resources and professional learning for staff to partner with parents?

Comments:



## Relationship

5. In what ways does the school ensure clear and easily accessible communication with *all* parents and how regularly?

Comments:

- 5.1. How could the school improve the clarity and accessibility of its communication with *all* parents?

Comments:

6. In what ways does the school learn about the needs of the parents and what the local community can offer?

Comments:

- 6.1. How could the school learn more about the needs of the parents, and what the local community can offer?

Comments:

7. In what ways does the school support its staff to build relationships of respect and trust with parents?

Comments:

- 7.1. How could the schools further support its staff to build more respect and trust with parents?

Comments:

## Learning

8. In what ways and how regularly does the school explain to parents the learning and teaching strategies that are being used?

Comments:

- 8.1. How could the school improve its explanations to parents about the learning and teaching strategies that are being used?

Comments:



**9. In what ways does the school explain to parents the pathways to more education for their child after this school?**

Comments:

9.1. How could the school improve its explanation to parents about the pathways to more education for their child after this school?

Comments:

**10. In what ways does the school support its staff to use learning that happens in the children's homes and the local community?**

Comments:

10.1. How could the school improve its use of learning that happens in the children's homes and the local community?

Comments:

**11. In what ways does the school support its staff to partner with parents in their students' learning?**

Comments:

11.1. How could the school improve the partnerships with parents in their students' learning?

Comments:

## Reflection

**12. In what ways have you invited parents to give feedback, when have you acted upon it and how did you communicate with parents about the action taken?**

Comments:

12.1. How could you improve the feedback process?

Comments:

**13. In what ways is engaging parents in their child's learning embedded and sustainable in the school's everyday work?**

Comments:



13.1. How could engaging parents in their child's learning be more embedded and sustainable?

Comments:



# Dialogue questions for teachers and educators

Note: 'parent/s' = primary caregiver/s

## Leadership

### 1. In what ways is your classroom welcoming and easily accessible?

Comments:

#### 1.1. How could your classroom be more welcoming and accessible?

Comments:

### 2. Have you involved parents in any recent important decisions and if so, how have you involved them?

Comments:

#### 2.1. What are the upcoming important decisions, and how could you further engage parents in the decision-making?

Comments:

### 3. In what ways have you encouraged parents to co-lead initiatives in your classroom, subject area, or year level?

Comments:

#### 3.1. How could you better encourage parents to co-lead initiatives?

Comments:

### 4. What time, resources and professional learning are you provided with in order for you to partner with parents?

Comments:

#### 4.1. How could the school improve the provision of time, resources and professional learning in order for you to partner with parents well?

Comments:



## Relationship

### 5. In what ways and how regularly do you invite one-on-one conversations with parents?

Comments:

#### 5.1. How could you improve the conversations you have with parents?

Comments:

### 6. In what ways do you learn about the needs of the parents and what the local community can offer?

Comments:

#### 6.1. How could you learn more about the needs of the parents and what the local community can offer?

Comments:

### 7. In what ways do you build relationships of respect and trust with all of your students' parents?

Comments:

#### 7.1. How could you build more respect and trust with all of your students' parents?

Comments:

## Learning

### 8. In what ways and how regularly do you explain to your students' parents the teaching and learning strategies that you are using with their children?

Comments:

#### 8.1. How could you improve your explanations to parents about the teaching and learning strategies that you are using with their children?

Comments:

### 9. In what ways do you explain to parents the pathways to more education for their child after this school?

Comments:



9.1. How could you improve the ways in which you explain to parents the pathways to more education for their child after this school?

Comments:

**10. In what ways do you use the learning that happens in the children's homes and the local community and how regularly?**

Comments:

10.1. How could you better use the learning that happens in children's homes and the local community?

Comments:

**11. In what ways do you partner with parents to achieve the student's learning goals, and how regularly?**

Comments:

11.1. How could you improve your partnerships with parents to achieve the student's learning goals?

Comments:

## Reflection

**12. In what ways have you invited parents to give feedback, when have you acted upon it and how did you communicate with parents about the action taken?**

Comments:

12.1. How could you improve the feedback process?

Comments:

**13. In what ways is engaging parents in their child's learning embedded and sustainable in your everyday work?**

Comments:



13.1.How could engaging parents in their child’s learning be more embedded and sustainable?

Comments:



# Suggested interview introduction for parents

Hi, my name is [use your first name]. I am [your role in the school].

We are doing interviews on how well the school engages with our parent community. Please note 'parent' includes anyone who takes care of a student a lot of the time. It will help us to improve how we communicate and work with you.

You have been randomly selected. We are really keen to hear your feedback but you don't have to give it. If you don't want to give feedback, it won't affect your child's schooling.

If you want to go ahead, it should take around 30 minutes. I will be writing down what you say but I won't write your name on it. I will give what I write to [insert name of person collating the results] so they can gather up everyone's answers. Your answers will be kept confidential – this means if we use anything you say, we will remove anything that could tell people you said it.

We are looking for themes across what people tell us. We will share these themes with parents by [insert method of communication and date].

Do you want to continue?

- If not, that's fine. Thank you.
- If so, do you have any questions before we start?



# Dialogue questions for parents

## Leadership – About the school

### 1. When you come to the school, does it feel welcoming? If so, how? If not, why not?

Comments:

#### 1.1. How could the school better welcome you?

Comments:

#### 1.2. Is the school easy to enter? If so, how? If not, why not?

Comments:

#### 1.3. How could the school be easier to enter?

Comments:

### 2. Do the school staff involve you when making important decisions? If so, please tell me about it.

Comments:

#### 2.1. What important decisions would you like to be involved in, if any, and how would you like to be involved?

Comments:

### 3. Do the staff invite you to help run some of the school's activities? If so, please tell me about it.

Comments:

#### 3.1. What school activities would you like to help run, if any, and how would you like to be involved?

Comments:



**Relationship – About the staff at the school and their relationship with you**

**4. Do the staff at the school have conversations with you? If so, how often?**

Comments:

4.1. Would you like to have more conversations with the staff at the school? If so, what kinds of conversations?

Comments:

**5. Do the staff try to understand you and your needs? If so, please tell me about it.**

Comments:

5.1. What do you need that the school could provide?

Comments:

**6. Do the staff build a good relationship with you? If so, tell me about it.**

Comments:

6.1. How could the staff get better at building a relationship with you?

Comments:

**Learning – About your child’s learning**

**7. Do the staff explain the teaching and learning that is happening for your child at the school? If so, please tell me about it.**

Comments:

7.1. What things would you like to know more about regarding the teaching and learning that is happening for your child at the school?

Comments:

**8. Do the staff explain opportunities for further education for your child after your child finishes at the school? If so, please tell me about it.**

Comments:



8.1. What things would you like to know more about regarding the education your child could get after they finish at the school?

Comments:

9. Do the staff talk with you about the ways you can help your child learn outside of school, in the home or community? If so, please tell me about it.

Comments:

9.1. How would you like staff to talk with you about helping your child learn more outside of school, in the home or community?

Comments:

10. Do the staff make you feel like you are important in helping your child learn? If so, please tell me about it.

Comments:

10.1. How could the staff get better at making you feel like you are important in helping your child learn?

Comments:

## Reflection – About feedback at the school

11. Do the staff at the school invite you to give them feedback? If so, how often and about what things?

Comments:

11.1. What ways would you like to give more feedback?

Comments:

11.2. Does the school tell you what it does with parent feedback? If so, please tell me about it.

Comments:

11.3. What ways would you like to hear more about what the school does with parent feedback?

Comments:



12. Is the school often trying to get better at involving parents? If so, please tell me about it.

Comments:

12.1. What one change, if the school made it tomorrow, would make the biggest difference?

Comments:



# Dialogue questions for students

## Leadership – About the school

1. Does it feel like your parent/s/family are part of the school community? If so, please tell me about it.

Comments:

- 1.1. Are there any ways you would like the school to involve your parent/s/family more?

Comments:

## Relationship – About the teachers and their relationship with your parent/s/family

2. Does your teacher/s talk to your parent/s/family? If so, how often?

Comments:

- 2.1. Are there any ways the talking between your teacher/s and parent/s/family could be better?

Comments:

3. Does your teacher/s tell your parent/s/family what you are doing in class? If so, please tell me about it.

Comments:

- 3.1. Are there any ways you would like your parent/s/family to know more about what you are doing in class?

Comments:

## Learning – About your learning

4. Does your teacher/s talk with you about learning happening everywhere, including at home? If so, please tell me about it.

Comments:



4.1. Are there any ways you would like your teacher/s to talk with you more about learning happening everywhere?

Comments:

5. **Do you feel like your teacher/s and parent/s/family are working together to help you with your school work? If so, please tell me about it.**

Comments:

5.1. Are there any ways you would like your teacher/s and parent/s/family to work together more to help you with your school work?

Comments:

## Reflection – About ideas

6. **Does your teacher/s ask you for your opinions and ideas? If so, how often?**

Comments:

6.1. Are there any ways you would like your teacher/s to get better at asking you about your opinions and ideas?

Comments:



# PARENT ENGAGEMENT IN ACTION

## Overall Tool

This tool helps you to:

- Analyse the information collected using the other tools in this Toolkit
- Make conclusions about how well you are going with parent engagement
- Develop your parent engagement opportunities to help you get even better.

Section	Allow you to:
1. School Improvement reports	Utilise School Improvement data based on your School Improvement Surveys to map parent engagement key areas. Please note, these reports are only available to schools in the Archdiocese of Melbourne as part of their School Improvement Report.
2. Survey Tools data analysis	Analyse the responses from the Survey Tools used. This allows you to identify key strengths and areas for development.
3. Dialogue Tools data analysis	Analyse the various interviews or discussions from the Dialogue Tools used. This allows you to identify strengths and ways to improve.
4. Overall summary	Reflect overall on 'how well we are going' based on the School Improvement Survey reports, the survey tools data analysis and the dialogue tools data analysis.  This section invites reflection on the overall strengths and opportunities for improvement in each key area. Once this section is completed, it can be discussed as a school, subject area or year level.
5. Priorities and directions	Reflect overall on 'how we can get even better' based on the overall summary, the school's relevant School Improvement Plan (SIP) and Annual Action Plan (AAP) goals, and any existing parent contact points.  This invites personal or group reflection on specific opportunities that exist to improve parent engagement.
6. Developing strategies	Develop the parent engagement opportunities further.  This invites personal or group reflection on developing the identified parent engagement opportunities to better address each key area. It can also be used to improve existing parent engagement strategies to be higher impact.

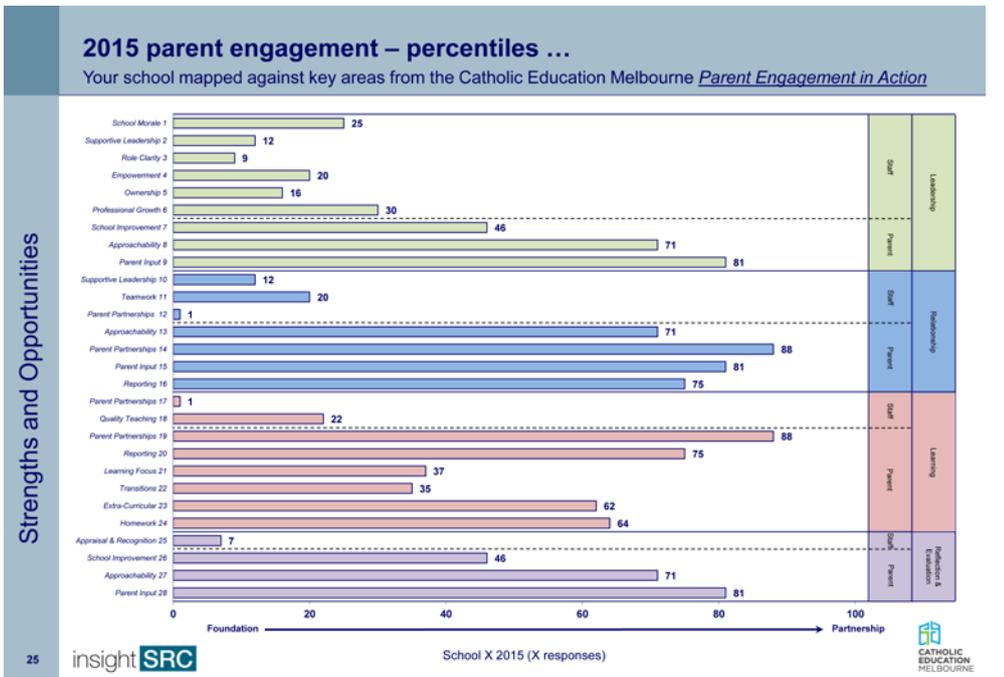
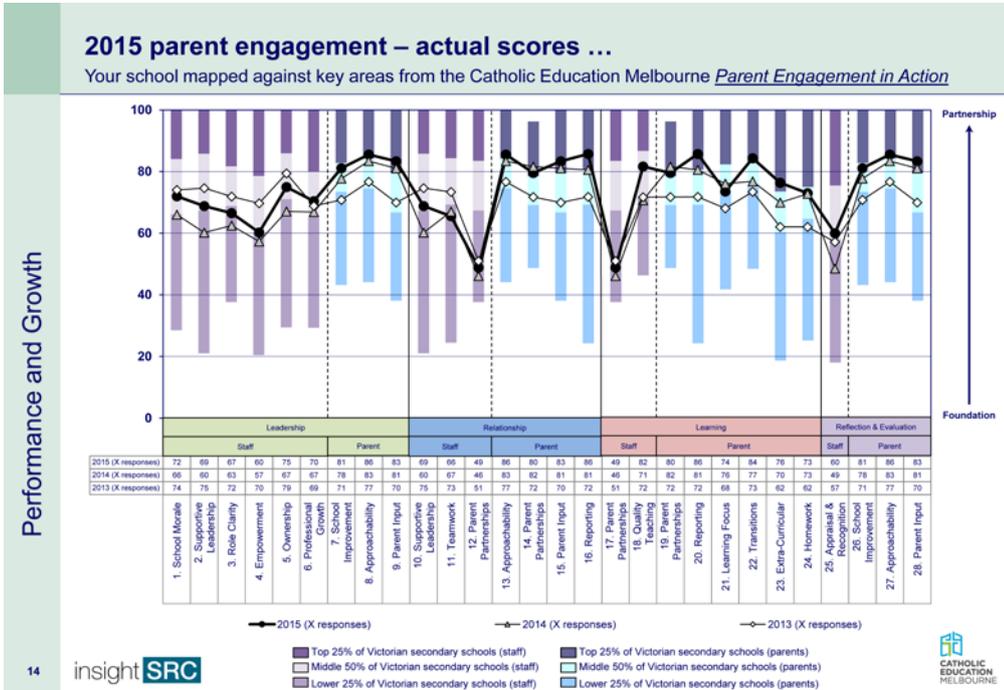
You should note that schools also have access to a number of other data sources that may be relevant to parent engagement. These include:

- Community demographics (languages, backgrounds)
- Student learning needs and student performance
- Parent needs (parent perceptions)
- Staff professional learning needs (teacher perceptions)
- Attendance and enrolment figures
- Local organisation engagement (e.g. activities, memberships).



# 1. School Improvement reports

Below are some samples of the School Improvement Survey: Parent Engagement Report. These reports are available for schools in the Archdiocese of Melbourne as part of their School Improvement Report.



When reviewing the Parent Engagement Report, you can consider the following questions.

Questions to consider	An example answer (in relation to the sample on the previous page)
Which key area is the strongest, i.e. Leadership, Relationship, Learning or Reflection? (Use page 6).	<i>It appears Leadership was generally the strongest.</i>
Which key area is weakest? (Use page 6).	<i>It appears that Learning was quite weak, although within Learning there was a strong result regarding parent partnerships.</i>
How do last year's results compare to the previous year's? (Use page 5).	<i>Generally there was a decrease.</i>
Which key area has improved the most? (Use page 5).	<i>The largest improvement was from staff regarding role clarity (a category in Leadership).</i>
Which key area has weakened the most? (Use page 5).	<i>It appears the largest falls were generally in Learning.</i>
Are there large gaps in any key area between staff responses and parent responses? (Use page 5).	<i>It appears that staff have consistently rated the school higher than parents in most areas, although particularly in Leadership and Reflection.</i>
Overall, in which step do most of the results lie, i.e. Foundation, Involvement, Engagement, or Partnership?  (Page 5 shows actual data from all schools as well as your school's results, and page 6 shows your school's results as a quartile against other schools).	<i>Using actual scores it appears the school was around the Engagement step (page 5).  When compared to other schools it was around the Involvement step (page 6).</i>



## 2. Survey tools data analysis

Please complete **one** of these for **each set** of survey tools undertaken. This set of surveys was completed by (please circle one):

(a) Leaders

(b) Teachers

(c) Parents

(d) Students

Leadership				
Overall percentage of yes responses: ___%	The <b>strongest</b> positive responses related to (please circle one)		The <b>weakest</b> positive responses related to (please circle one)	
	School culture	Decision-making	School culture	Decision-making
	Co-leadership	Capacity building	Co-leadership	Capacity building
Describe a theme (if any) in the text which explained this?				

Relationship				
Overall percentage of yes responses: ___%	The <b>strongest</b> positive responses related to (please circle one)		The <b>weakest</b> positive responses related to (please circle one)	
	Communication	Local context and parent needs	Communication	Local context and parent needs
	Respect and trust		Respect and trust	
Describe a theme (if any) in the text which explained this?				

Learning				
Overall percentage of yes responses: ___%	The <b>strongest</b> positive responses related to (please circle one)		The <b>weakest</b> positive responses related to (please circle one)	
	Parents understanding learning and teaching	Transitions	Parents understanding learning and teaching	Transitions
	Learning beyond school	Teachers and parents as co-educators	Learning beyond school	Teachers and parents as co-educators
Describe a theme (if any) in the text which explained this?				

Reflection				
Overall percentage of yes responses: ___%	The <b>strongest</b> positive responses related to (please circle one)		The <b>weakest</b> positive responses related to (please circle one)	
	Feedback	Ongoing improvement	Feedback	Ongoing improvement
	Describe a theme (if any) in the text which explained this?			



### 3. Dialogue tools data analysis

Please complete **one** of these for **each set** of dialogue tools undertaken. This set of dialogue tools was completed by (please circle one):

(a) Leaders

(b) Teachers

(c) Parents

(d) Students

Leadership		
	Key theme/s regarding strengths	Key theme/s regarding ways to improve
School culture		
Decision-making		
Co-leadership		
Capacity building		

Relationships		
	Key theme/s regarding strengths	Key theme/s regarding ways to improve
Communication		
Local context and parent needs		
Respect and trust		

Learning		
	Key theme/s regarding strengths	Key theme/s regarding ways to improve
Parents understanding learning and teaching		
Transitions		
Learning beyond school		
Teachers and parents as co-educators		

Reflection		
	Key theme/s regarding strengths	Key theme/s regarding ways to improve
Feedback		
Ongoing improvement		



## 4. Overall summary – ‘How well we are going’

Areas	Summary of strengths and opportunities for improvement		
	School Improvement Reports	Survey tools	Dialogue tools
<b>Leadership</b> <ul style="list-style-type: none"> <li>• School culture</li> <li>• Decision-making</li> <li>• Co-leadership</li> <li>• Capacity building</li> </ul>	Staff survey:	Leaders:	Leaders:
		Teachers:	Teachers:
	Parent survey:	Parents:	Parents:
		Students:	Students:
<b>Relationship</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Local context and parent needs</li> <li>• Respect and trust</li> </ul>	Staff survey:	Leaders:	Leaders:
		Teachers:	Teachers:
	Parent survey:	Parents:	Parents:
		Students:	Students:
<b>Learning</b> <ul style="list-style-type: none"> <li>• Parents understanding learning and teaching</li> <li>• Transitions</li> <li>• Learning beyond school</li> <li>• Teachers and parents as co-educators</li> </ul>	Staff survey:	Leaders:	Leaders:
		Teachers:	Teachers:
	Parent survey:	Parents:	Parents:
		Students:	Students:
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Ongoing improvement</li> </ul>	Staff survey:	Leaders:	Leaders:
		Teachers:	Teachers:
	Parent survey:	Parents:	Parents:
		Students:	Students:



## 5. Priorities and directions – ‘How we can get even better’

Areas	Overall summary	Current SIP and AAP goals, and existing parent contact points	Key opportunities to strengthen parent engagement
<b>Leadership</b> <ul style="list-style-type: none"> <li>• School culture</li> <li>• Decision-making</li> <li>• Co-leadership</li> <li>• Capacity building</li> </ul>	Leaders:		1.  2.  3.  4.  5.
	Teachers:		
	Parents:		
	Students:		
<b>Relationship</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Local context and parent needs</li> <li>• Respect and trust</li> </ul>	Leaders:		
	Teachers:		
	Parents:		
	Students:		
<b>Learning</b> <ul style="list-style-type: none"> <li>• Parents understanding learning and teaching</li> <li>• Transitions</li> <li>• Learning beyond school</li> <li>• Teachers and parents as co-educators</li> </ul>	Leaders:		
	Teachers:		
	Parents:		
	Students:		
<b>Reflection</b> <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Ongoing improvement</li> </ul>	Leaders:		
	Teachers:		
	Parents:		
	Students:		



## 6. Developing strategies – ‘How we can get even better’

Description of strategies to be developed (personal or group reflection)	Leadership	Relationship	Learning	Reflection
	<ul style="list-style-type: none"> <li>• How will it build school culture?</li> <li>• How can parents help design it?</li> <li>• Who will be responsible?</li> <li>• How will capacity be built to undertake the strategy?</li> </ul>	<ul style="list-style-type: none"> <li>• How will it be communicated?</li> <li>• How will it meet parent needs and link with the local community?</li> <li>• How will it build respect and trust?</li> </ul>	<ul style="list-style-type: none"> <li>• How will it develop parents' understanding of learning and teaching?</li> <li>• How will it support parents regarding student educational transitions?</li> <li>• How will it utilise learning beyond the school?</li> <li>• How will it build teachers and parents as co-educators?</li> </ul>	<ul style="list-style-type: none"> <li>• How will it seek feedback?</li> <li>• How will it act upon feedback and continually improve?</li> </ul>
Strategy 1:				
Strategy 2:				
Strategy 3:				
Strategy 4:				
Strategy 5:				

