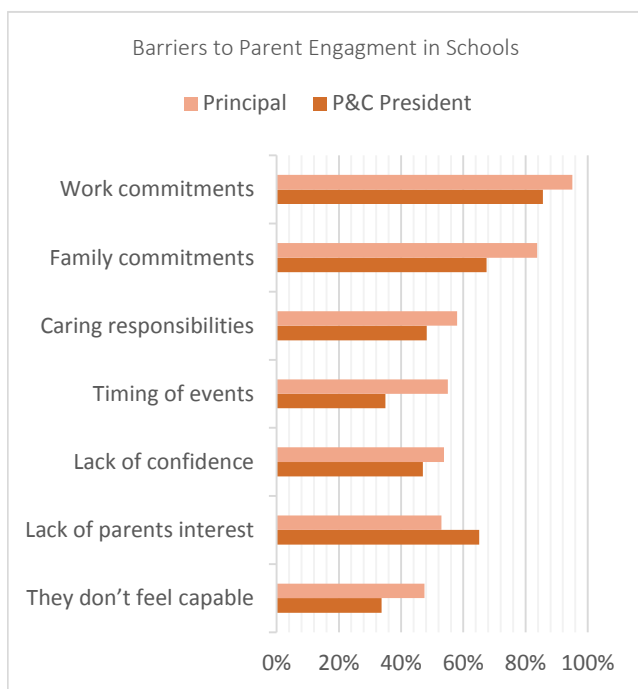


## Parent engagement in Queensland state secondary schools Principal and P&C President Survey Results

Thank you to the 85 school Principals and 95 P&C Presidents who participated in the study. Of the 133 (180 in Queensland) secondary schools who participated, we have fully complete information from 122 schools (79 school Principals and 84 P&C Presidents) and the results will be based on these surveys. The 122 secondary schools are located across remote (n= 6), rural (n= 36), provincial (n= 13) and metropolitan (n= 67) zones. The zones provincial, remote, and rural were collapsed into one zone due to the sample size. Schools varied in size from small (<=600 students, n= 44), to medium (601-1000 students, n=36) and large (1000+ students, n=42). The distribution of schools across three ICSEA bands were: ICSEA scores <900 (n= 4), ICSEA scores between 900 and 999 (n= 92), and ICSEA scores of 1000+ (n= 26). No significant differences were found across school size. Here is a snapshot of the survey results:

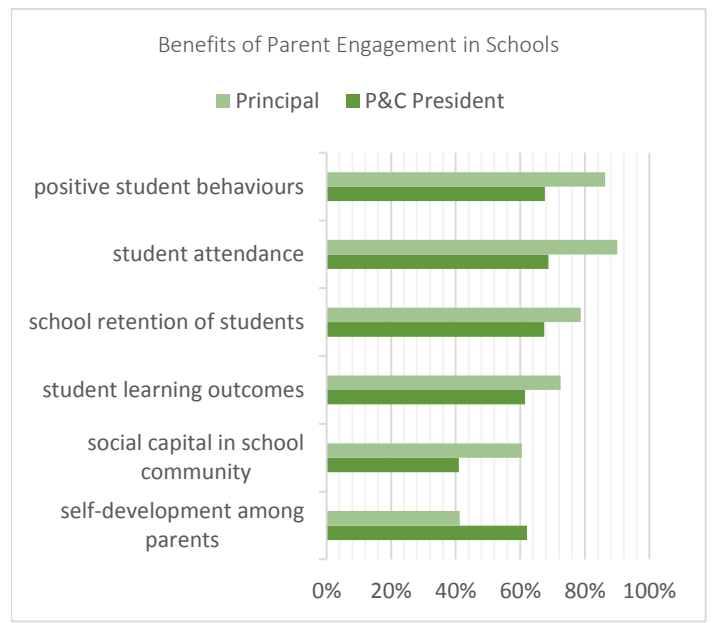
### Barriers to Parent Engagement in Schools

The barriers most frequently identified by Principals and P&C Presidents as reducing parent engagement in school activities (i.e. scoring 4 or 5) were: work commitments and family commitments. The third most prevalent barrier was lack of parent interest for P&C Presidents and caring responsibilities for Principals.

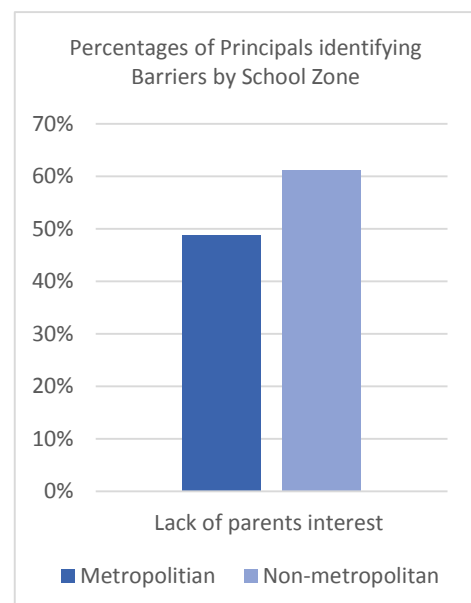


### Benefits of Parent Engagement in Schools

The top three perceived benefits (i.e. scoring 4 or 5) of parent engagement in schools, as identified by Principals and P&C Presidents, were: student attendance, positive student behaviour, and school retention of students. Overall, a significantly higher proportion of Principals agree that parent engagement has many benefits, with the exception of self-development among parents which a significantly higher proportion of P&C Presidents believe to be a benefit of parents engaging with schools.

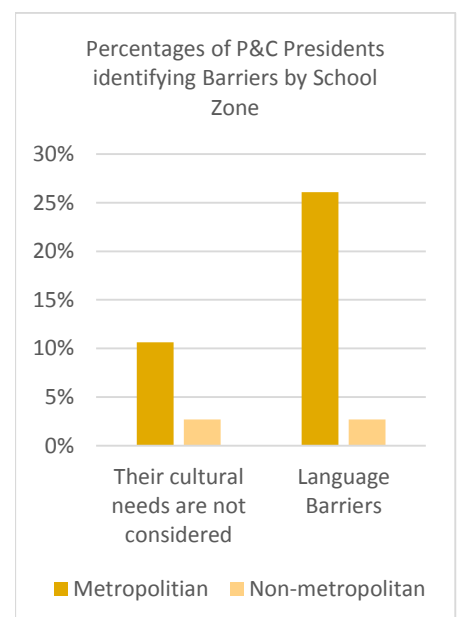


### Barriers to Parent Engagement by School Zone



The figure on the left shows that Principals from non-metropolitan schools are more likely to identify the 'lack of parents' interest' as a barrier to parent engagement than Principals from metropolitan schools.

The figure on the right shows that P&C Presidents from metropolitan schools are more likely to identify language barriers and cultural needs as a barrier to parent engagement than P&C Presidents from non-metropolitan areas.



### Effective Methods for Engaging Parents in Schools

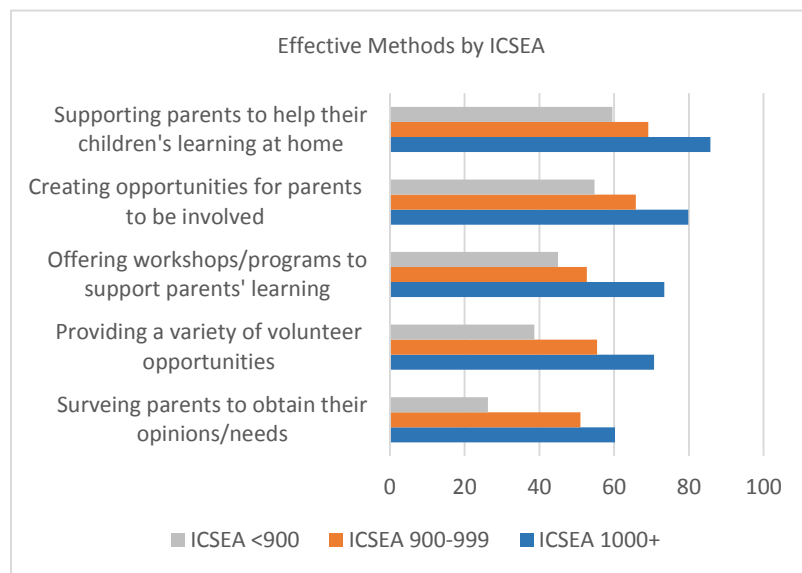
The three most effective methods for engaging parents in school reported by Principals were:

Method	% of Principals rating effective
Communicating using a variety of methods	89%
Extending personal invitations	83%
Initiating positive phone calls about students	78%

The three most effective methods for engaging parents in school reported by P&C Presidents were:

Method	% of P&C President rating effective
Creating a respectful and welcoming environment	64%
Using multiple methods to communicate	59%
Hosting events that bring families into the school	48%

A number of methods including, but not limited to surveying parents to obtain their opinions and needs and offering workshops to support parents' learning were less likely to be seen as effective by Principals in schools with lower ICSEA scores.



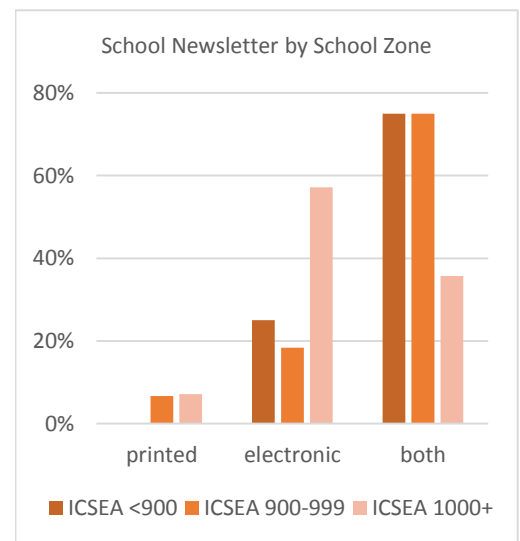
### Communication between schools and parents

The three most important way of communication to find out what parents want or need reported by Principals and P&C Presidents were:

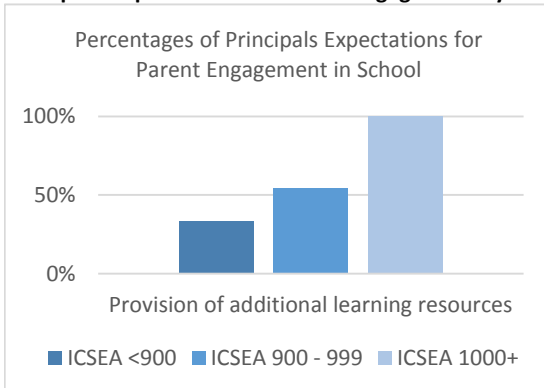
- P&C meetings
- Word of mouth
- Meetings with individual parents

The daily communication between schools and parents occurred via text message (62%) and E-mail (29%). To inform parents about school-related information assemblies (53%) were mostly used weekly. Both electronic (56%) and printed (43%) school newsletter were mostly used fortnightly. Most of the schools combined electronic and printed newsletter.

Schools using the electronic newsletter exclusively had an ICSEA score over 1000, schools with ICSEA scores under 900 and between 900 and 999 were mostly using combined school newsletters. Only schools with an ICSEA score over 900 were using printed newsletter only.



### Principal's Expectations for Parent Engagement by ICSEA



Principals in schools with an ICSEA score over 1000 were more likely to expect parents to be involved in the provision of additional learning than Principals in schools with ICSEA scores under 1000.

### Principal's Expectations for Parent Engagement

The three most frequently expected areas of parent engagement reported by Principals were:

Areas of Involvement	
Parent teacher interviews	97%
Parent information evenings	96%
Supporting their child's learning at home	94%

Principals were also expecting parents to be involved in: Uniform policy (93%), P&C Association (91%), and Volunteering (81%).

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Acknowledgements: Ms Charley Pedde for compiling the summary and the Chief Investigators in the project: Dr Jenny Povey, Prof Michele Haynes, Prof Mark Western, Dr Sarah Bennet, Dr Emma Antrobus, and Dr Linda Willis. P&Cs Qld and the Department of Education and Training for supporting the project. Queensland State Schools for participating in the research. The views expressed in the summary are those of the author and are not the views of the Department Education and Training.