

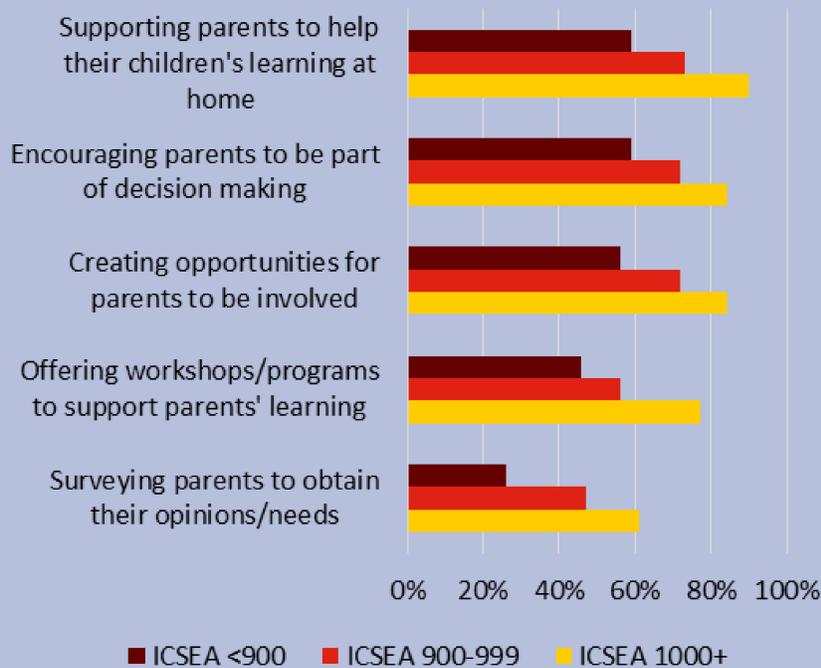


PES project phase I – 2014

- **Parent engagement surveys** distributed to all QLD State School principals and P&C presidents
- **457 principals** and **492 P&C presidents** took part
- Data collected on: Principal leadership style, perceived benefits of and barriers to parent engagement, expectations for parent involvement, effective methods for engaging parents, communication, and parent volunteering
- Lower-ICSEA schools – those with the most to gain from engaging parents – were significantly more likely than higher-ICSEA schools to identify a range of barriers to engaging parents, and significantly less likely to find most engagement strategies to be effective

A snapshot of the results from PES phase I* – Principal survey

Effectiveness of Parent Engagement Strategies by School ICSEA



School 4

Far North Queensland
Medium-large school
Large Indigenous population
ICSEA <1,000

- ★ Principal leadership practices that promote parent engagement
- ★ School has a list of parents always willing to help
- ★ School seen as a hub of the community
- ★ Principal has strong relationships with parents

Why do some disadvantaged Queensland schools appear to be better at parent engagement than others?

Investigating exemplary Principal leadership practices

There are strong links between parent-school-community engagement and children's learning academically, socially and emotionally. While educationally disadvantaged schools tend to have lower parent-school-community engagement levels, phase I of the Parent Engagement in Schools (PES) project identified high levels of parent-school community engagement in some of these schools. This research seeks to investigate how principal leadership facilitates engagement in four, educationally disadvantaged Queensland state primary schools. Using quantitative and qualitative methods, the research will explore the principal leadership practices that enable these schools to engage parent/community members. These case studies will: a) provide examples of good practice; b) support future research; and c) aid in the development of a measure of parent-school community engagement.

PES project phases II – 2016/17

- **Four lower-ICSEA schools that appear to be doing parent-school-community engagement well** have been identified based on data collected in phase I of the PES project
- Data are being collected on the principals' parent-school-community engagement knowledge and leadership practices using quantitative and qualitative methods:
 - Online surveys of teachers and parents
 - Focus groups of teachers, parents and students
 - Interviews of principals and P&C presidents
 - Analysis of websites, newsletters and other school documents
 - Observation of schools' physical layouts, dedicated parent spaces and signage

What will be developed?

1. Detailed, nuanced and contemporary case-studies of principal leadership practices that support parent-school-community engagement in educationally-disadvantaged schools
2. A contemporary framework of principal leadership for parent-school-community engagement in disadvantaged schools, to improve the learning and wellbeing outcomes of disadvantaged students

School 3

Southern Downs
Small-medium school
Large Indigenous population
ICSEA <1,000

- ★ Principal leadership practices that promote parent engagement
- ★ School seen as a hub of the community
- ★ Principal has strong relationships with parents
- ★ Teaching staff provided with internal training in how to effectively work with parents

School 1

Ipswich
Small-medium school
Very multicultural
ICSEA <1,000

- ★ Principal leadership practices that promote parent engagement
- ★ School seen as a hub of the community
- ★ Teaching staff provided with internal training in how to effectively work with parents

School 2

Gold Coast
Medium-large school
ICSEA <1,000

- ★ Principal leadership practices that promote parent engagement
- ★ School has a list of parents always willing to help
- ★ School is seen as a hub of the community
- ★ Principal has strong relationships with parents
- ★ Teaching staff provided with internal training in how to effectively work with parents

Schwab's (1973) framework will be used to analyse the data:

- How does the principal enable **teachers** to develop knowledge of **students** - general and personal - through direct and indirect involvement with them?
- What knowledge of **curriculum** or **teachers** (backgrounds/personalities) does the principal possess that helps him/her to support how s/he, and the teachers, engages with parents/community members?
- How does the principal's knowledge of the **milieus** operating between and among children and adults and various subgroups and communities, serviced in and by the school, inform his/her engagement practices?