Students form an important link between parents and their schools.

Teachers said: at this school...

- Principal has good knowledge of students
- Principal has good knowledge of student learning needs
- Teachers are encouraged to build positive relationships with students
- Teachers are encouraged to use student agency to engage parents

Parents said: the principal...

- Has made an effort to know my child(ren)
- Is often visible when I come into school

Teachers are pivotal for building parent/school relationships.

Parents say: when communicating with my child’s teacher...

- S/he is approachable
- S/he is responsive to my concerns
- My knowledge of my child is valued
- I feel listened to

Curriculum

The curriculum opens opportunities to include parent knowledge and skills in student learning.

Teachers say: at this school...

- Parent engagement goals are used to develop curriculum
- Parent engagement goals are used to inform teaching and learning
- The Principal encourages teachers to actively involve parents in designing curriculum
- The Principal encourages teachers to incorporate knowledge of parents into curriculum
- The Principal has good knowledge of curriculum
Parent Milieu

Building relationships with parents is integral to parent/school engagement.

Teachers say: at this school...

- The Principal has good knowledge of parent needs: 60%
- The Principal has good knowledge of parent goals: 40%
- There is a space for parents to meet: 20%
- Parents are spoken about respectfully: 80%

Parents say: my child’s school...

- Provides parents with additional resources: 80%
- Reaches out to parents through personal contact: 60%
- Provides opportunities for parents to meet each other: 40%
- Provides personal development opportunities: 20%
- Values parents: 100%

Classroom Milieu

The classroom is an opportunity for parents to participate directly in student learning.

Parents said...

- I prefer invitations to participate in the classroom when communicating with teachers: 60%
- This school makes parents feel welcome in the classroom: 40%
- There is an open-door policy in my child's classroom: 20%
- I am invited to volunteer in the classroom: 80%

Teachers are encouraged to...

- Communicate via invitations to participate in classrooms: 60%
- Welcome parents into classrooms: 40%
- Have an open-door policy: 20%
- Invite parents to volunteer in classrooms: 80%

Local Community Milieu

Schools can engage parents through interacting with the local community.

Teachers say: this school...

- Collaborates with community organisations to offer parents a range of services: 80%
- Invites parents to participate in community programs: 60%
- Informs parents of the services available in the community: 40%
- Invites community organisations into the school: 20%
- Promotes the activities of local organisations: 80%
School Milieu
Parent engagement relies on a safe and welcoming school environment.

Parents say...

School is a friendly environment for students, parents and families
School respects all cultures and diversity
School is a safe place to learn
Employees in the school office are welcoming
Teachers are welcoming
School leaders are welcoming

Agreement  Neither/Unsure  Disagreement  Don't Know/NA

Teachers say...

School is a friendly environment
School respects diversity
School is a safe place to learn
Employees in the school office are welcoming
Teachers are welcoming
School leaders are welcoming

Agreement  Neither/Unsure  Disagreement  Don't Know/NA

Technology Milieu
Schools use technology in various ways to encourage parent engagement.

School encourages teachers to communicate with parents via...

Text messages (SMS)
Social media
Direct emails

Parents prefer communicating via...

Text messages (SMS)
Social Media
Direct emails

Agreement  Neither/Unsure  Disagreement  Don't Know/NA
<table>
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Note: Pseudonyms have been used

**Phase II Education Horizon Grant (2016-2017)**

*What gives some Principals in educationally-disadvantaged schools the edge on parent-school-community engagement? Education Horizon grant – Willis, Povey, Hodges, Carroll (2017)*