

Parent engagement in Queensland state schools Principal and P&C President Survey Results – All Schools

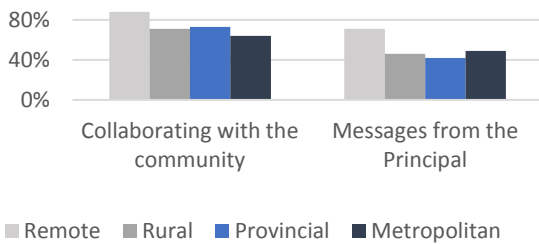
Thank you to the 457 school Principals and 492 P&C Presidents who participated in the study. Of the 729 schools who participated, we have fully complete information from 618 schools (385 school Principals and 402 P&C Presidents) and the results will be based on these surveys. The 618 schools comprise 427 primary schools, 26 special schools, 122 secondary schools and 43 combined schools which are located across remote (n=67), rural (n=212), provincial (n=59) and metropolitan (n=280) zones. The distribution of schools across three ICSEA bands were: ICSEA scores <900 (n=55), ICSEA scores between 900 and 999 (n=341), and ICSEA scores of 1000+ (n=222). Here is a snapshot of the survey results:

Comparing Schools by Zone

Principal's expectations for parent engagement in school life and student learning did not differ across zones. Across all school zones, Principals and P&C Presidents widely endorsed all the proposed benefits of parent engagement.

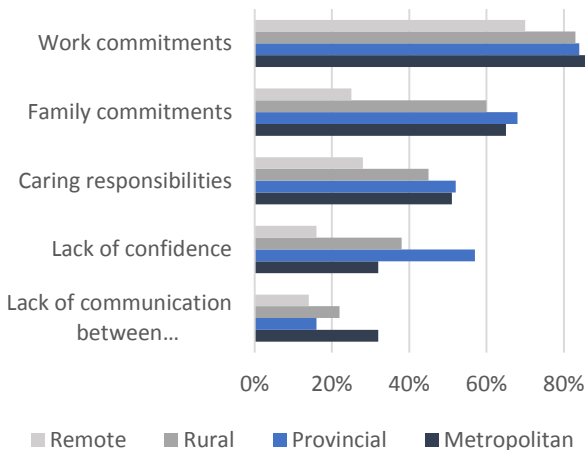
Most methods used to engage parents were found to be equally effective across zones, with the methods most likely to be rated as effective including creating a respectful and welcoming school environment, and using multiple methods to communicate. Principals and P&C Presidents from remote schools were *more* likely to find the following methods effective (respectively) compared to their metropolitan counterparts:

Percentage of Principals and P&C Presidents rating method as effective



A number of barriers to parent engagement were *less* likely to be identified by P&C Presidents in remote schools:

Percentage of P&C Presidents identifying barrier by school zone



P&C Presidents from remote and rural schools were *more* likely to have lists of parents always willing to help (58%, 56%) compared with those from provincial and metropolitan schools (32%, 43%). P&C Presidents from remote and rural schools were *less* likely to struggle to get enough volunteers (36%, 42%) compared with those from provincial and metropolitan schools (55%, 55%).

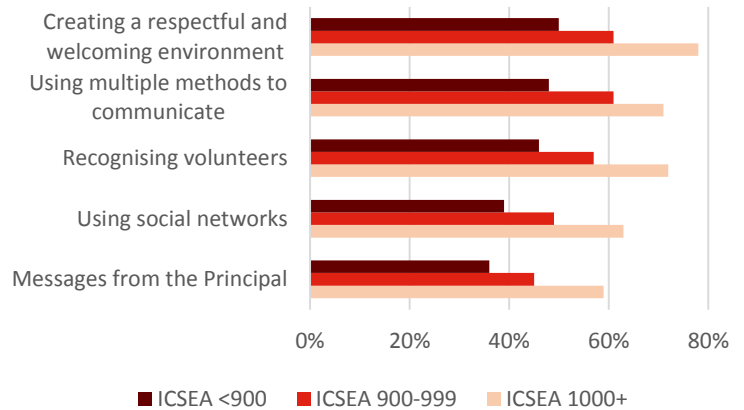
Comparing Schools by ICSEA

A number of parent engagement methods were *less* likely to be rated by Principals and P&C Presidents as effective (scores of 4 or 5) as the school ICSEA value decreased:

Percentage of Principals rating method as effective by school ICSEA

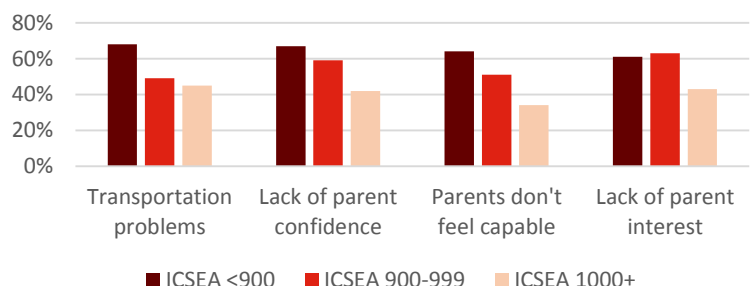


Percentage of P&C Presidents rating method as effective by school ICSEA



A number of barriers to parent engagement were *more* likely to be identified (scores of 4 or 5) by Principals in lower ICSEA schools:

Percentage of Principals identifying barriers by school ICSEA

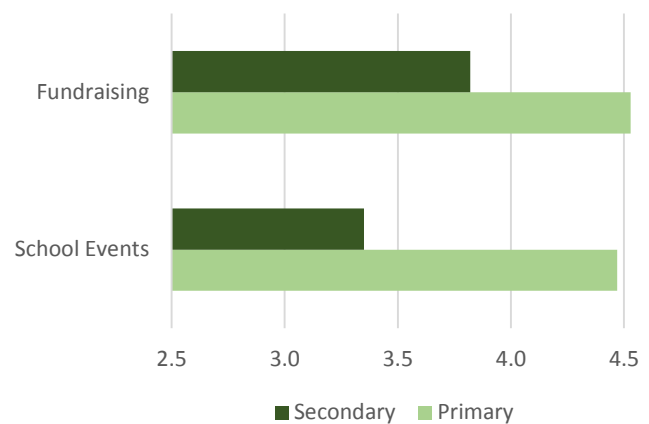


Comparing Primary and Secondary Schools

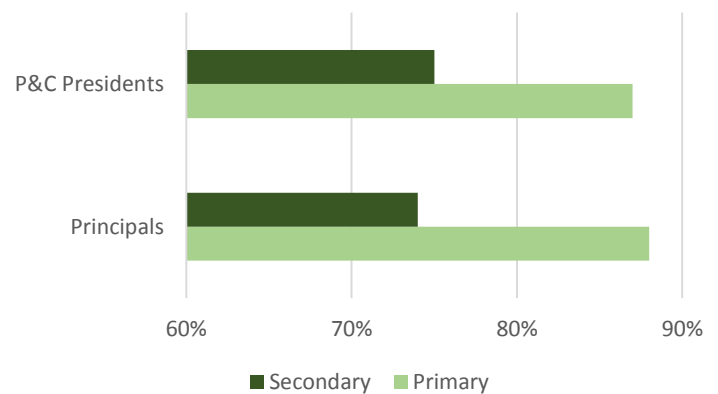
Parent engagement was found to differ across primary and secondary schools in the following ways:

- Compared to primary school Principals, secondary school Principals expected lower levels of parent involvement in school events and fundraising (based on mean index scores; see graph on right). Primary and secondary school Principals did not differ from one another with regards to their expectations for parent involvement in school governance and student learning.
- Compared with P&C Presidents from primary schools, secondary P&C Presidents were *less* likely to have a list of parents who are always willing to help (35% vs 53%), and *more* likely to have not organised events due to a lack of volunteers (23% vs 5%).
- Principals and P&C Presidents from secondary schools were *less* likely than their primary counterparts to endorse personal development of parents as a benefit of parent engagement (percentage of those scoring 4 or 5; see graph on right).
- P&C Presidents from secondary schools were *more* likely to identify lack of parent confidence (47%) and an unwelcoming school environment (13%) as barriers to parent engagement compared with their primary counterparts (31% and 4%).
- Secondary P&C Presidents were *less* likely than their primary counterparts to report using the following methods to engage parents (see graph on right): hosting events that bring families into the school, providing access to a variety of resources, supporting parents to help their children's learning at home, offering programs/workshops to support parents' learning, offering P&C meetings at varying times/days, and communicating the benefits of parental engagement to their child.
- The following methods were *more* likely to be rated as effective in engaging parents by primary school Principals compared with secondary school Principals: providing a variety of volunteer opportunities (68% vs 33%), collaborating with the community (73% vs 59%), creating opportunities for parents to be involved (75% vs 54%), making yourself available and visible (89% vs 78%), looking for spontaneous and informal opportunities for collaboration (71% vs 57%), providing access to a variety of resources for parents (65% vs 51%), hosting events that bring families into the school (84% vs 73%), supporting parents to help their children's learning at home (77% vs 59%), offering workshops/programs to support parents' learning (62% vs 44%).

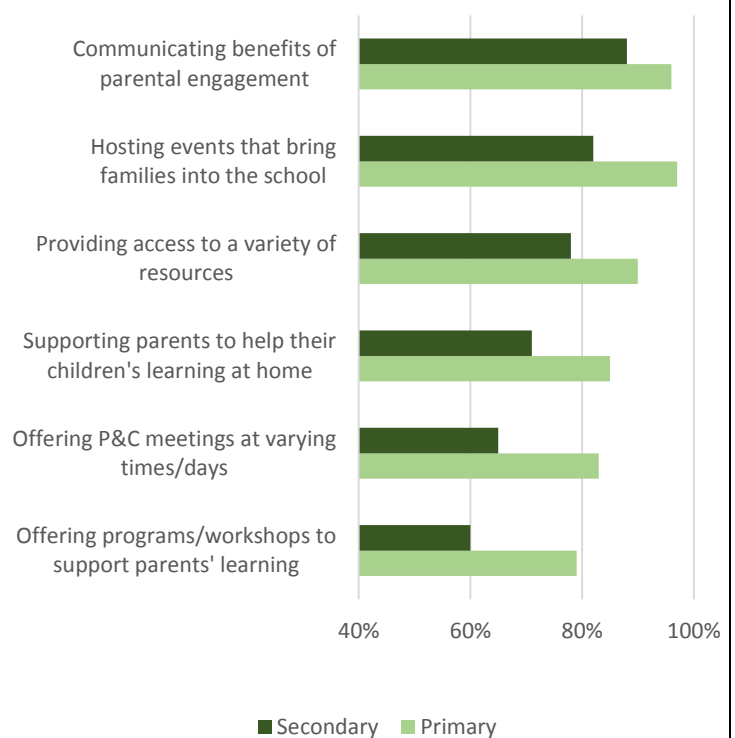
Principal Expectations for Parent Engagement by School Type



Perception that Parent Engagement Benefits Personal Development of Parents by School Type



Percentage of Schools Using Strategies to Engage Parents by School Type (President Reports)



For further information about the project Contact: Dr Jenny Povey j.povey@uq.edu.au or telephone 07 3346 7474.

Acknowledgements: Ms Alice Campbell 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 this summary are those of the author and are not the views of the Department Education and Training.