

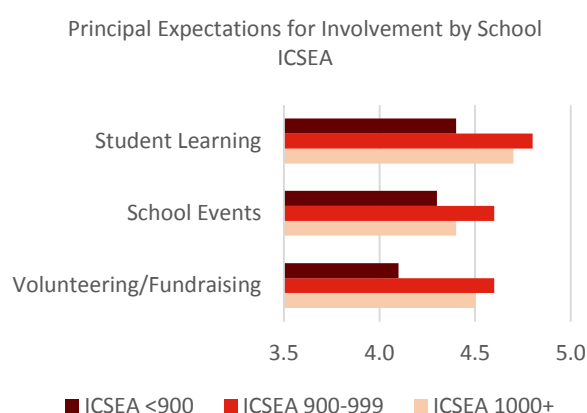
Parent engagement in Queensland state primary schools

School Principal Survey Results

Thank you to the 318 primary school Principals who participated in the study. We received 263 completed surveys, and the results presented here are based upon these. We received responses from schools in remote (n=26), rural (n=99), provincial (n=22) and metropolitan (n=116) zones. Schools varied in size from small (<100 students, n= 81), to medium (100-599 students, n=118) and large (600+ students, n=64). Schools also varied in their ICSEA value, with 27 schools having an ICSEA value below 900, 145 schools having an ICSEA between 900 and 999, and 91 schools having an ICSEA of 1000+. Here is a snapshot of the survey results:

Principal's Expectations for Parent Engagement in Schools

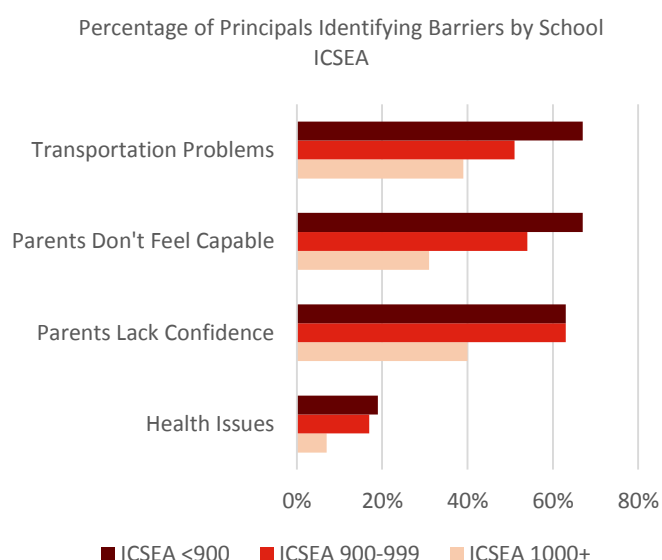
Principals overall reported high expectations for parent involvement in student learning, volunteering/fundraising and school events. Mean expectations for these three indices differed according to school ICSEA value (see graph below). Principals from all schools had fairly low expectations for parent involvement in matters of school operations/governance (mean index score = 2.7 on a possible scale of 1-5).



Barriers to Parent Engagement in Schools

The barriers most frequently identified by Principals as reducing parent involvement in school activities (i.e. scoring 4 or 5) were: work commitments (88%), family commitments (71%), timing of events (56%), lack of parent interest (56%), and lack of parent confidence (55%).

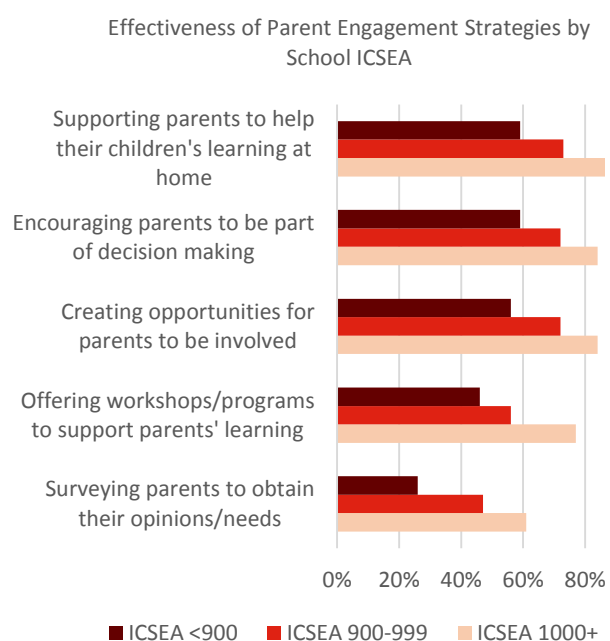
Certain barriers were *more* likely to be identified by Principals as the ICSEA value of the school decreased. It is possible that the decreased effectiveness in lower ICSEA schools of certain parent engagement strategies may be related to these barriers:



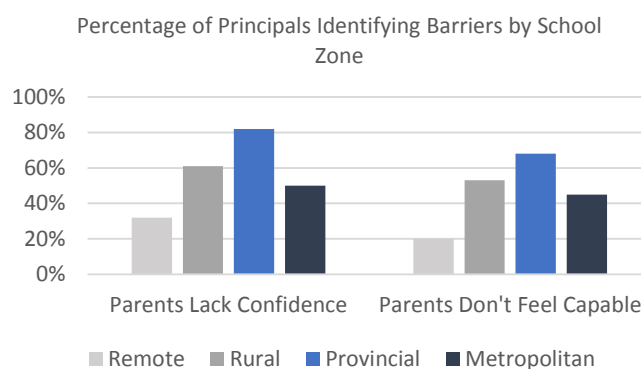
Effective Methods for Engaging Parents in Schools

Across all schools, the methods most frequently rated by Principals as effective in engaging parents (i.e. scoring 4 or 5) were: making yourself available and visible (89%), recognising volunteers (87%) and communicating using a variety of methods (86%).

A number of methods were *less* likely to be rated as effective as the ICSEA value of the school decreased:



Principals from provincial schools were *more* likely than those from remote or metropolitan schools to identify lack of confidence and parents not feeling capable as barriers to parent involvement:



Benefits of Parent Engagement in Schools

Principals widely endorsed (scores of 4 or 5) all of the proposed benefits of parent engagement. The top four benefits were student attendance (100%), positive student behaviours (100%), student learning outcomes (98%) and school retention of students (97%).

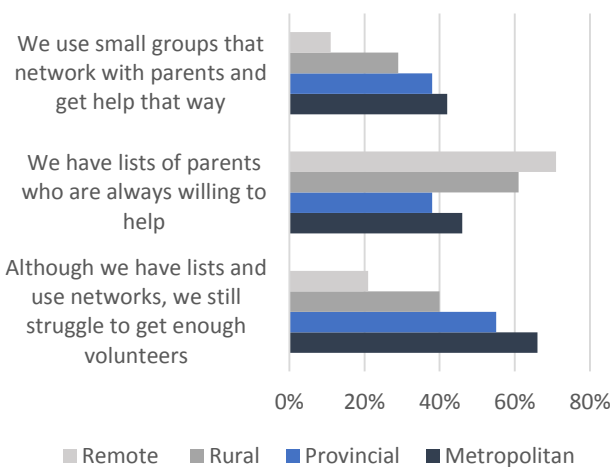
Parent engagement in Queensland state primary schools P & C President Survey Results

Thank you to the 347 primary school P&C Presidents who participated in the study. We received 276 completed surveys, and the results presented here are based upon these. We received responses from schools in remote (n=29), rural (n=95), provincial (n=29) and metropolitan (n=123) zones. Schools varied in size from small (<100 students, n= 69), to medium (100-599 students, n=119) and large (600+ students, n=88). Schools also varied in their ICSEA value, with 20 schools having an ICSEA value below 900, 144 schools having an ICSEA between 900 and 999, and 112 schools having an ICSEA of 1000+. Here is a snapshot of the survey results:

Volunteering

Volunteer recruitment and uptake differed across zones, with rural and remote schools *more* likely to have established lists of parent volunteers:

Volunteer recruitment and uptake by school zone

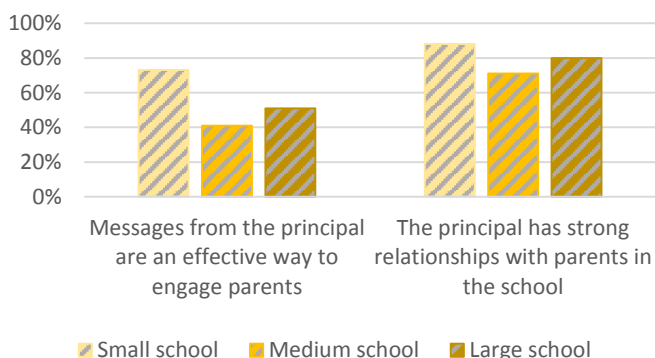


Differences were also found according to school size: small schools were *more* likely to have lists of parents willing to help (70%) compared with large schools (45%). Small schools were also *less* likely to struggle to get enough volunteers (35%) compared with medium-sized schools (50%) and large schools (66%).

Effective Methods for Engaging Parents in Schools

The methods most frequently rated by P&C Presidents as effective in engaging parents in school activities (i.e. scoring 4 or 5) were: creating a respectful and welcoming environment (70%), using multiple methods to communicate (68%) and hosting events that bring families into the school (67%).

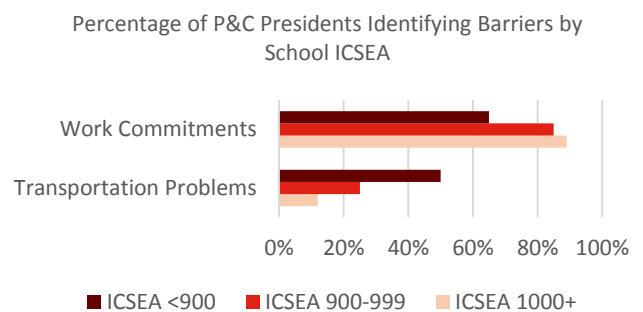
Messages from the Principal were *more* likely to be seen as an effective method of engaging parents in small schools compared with medium and large schools. P&C Presidents from small schools were also *more* likely to perceive the Principal as having strong relationships with parents compared to P&C Presidents from medium-sized schools:



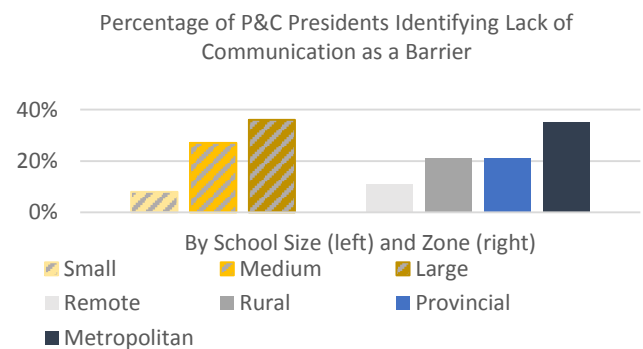
Barriers to Parent Engagement in Schools

Overall, the barriers most frequently rated by P&C Presidents as reducing parent involvement in school activities (i.e. scoring 4 or 5) were: work commitments (84%), lack of parent interest (63%), family commitments (56%), caring responsibilities (45%) and timing of events (36%).

Work commitments were *less* likely to be identified as a barrier and transportation problems were *more* likely to be identified as a barrier in schools with an ICSEA value below 900 compared to those with an ICSEA value of 1000 or higher:



Lack of communication between teachers/parents/children was *more* likely to be identified as a barrier to parent involvement in metropolitan schools, and larger schools:



Benefits of Parent Engagement in Schools

P&C Presidents widely endorsed (scores of 4 or 5) all of the proposed benefits of parent engagement. The top four benefits were: school culture (97%), positive student behaviours (95%), student attendance (95%) and student learning outcomes (94%).

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

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