### Dimension 2: Connecting learning at home and at school

Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.

### Outcome

Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs and build on families' capacity to support learning at home.

### Stage of engagement

**Developing**
- Families can contact teachers in person or through notes or phone and receive a timely response. Teachers make personal contact with all parents at the beginning of the year to establish positive relationships.
  - *For example,* teachers send home a welcome note to all families inviting their comments and providing a school phone number.

**Building**
- Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis. For example, the school has a website where student work and other school wide events are posted.
  - Parents can ask general questions or organise meetings with teachers as needed.

**Sustaining**
- Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.
  - *For example,* families, students and teachers are involved in the development of individual learning plans for students.

### Your current stage

- **Not here yet**
  - Developing
  - Building
  - Sustaining
  - Don't know

<table>
<thead>
<tr>
<th>Elements of effective practice</th>
<th>Developing</th>
<th>Stage of engagement</th>
<th>Building</th>
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<th>Your current stage</th>
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</thead>
<tbody>
<tr>
<td>Providing multiple opportunities for all families and teachers to discuss students social and academic progress</td>
<td>Families can contact teachers in person or through notes or phone and receive a timely response. Teachers make personal contact with all parents at the beginning of the year to establish positive relationships. <em>For example,</em> teachers send home a welcome note to all families inviting their comments and providing a school phone number.</td>
<td>Teachers and school leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with teachers on a regular basis. <em>For example,</em> the school has a website where student work and other school wide events are posted. Parents can ask general questions or organise meetings with teachers as needed.</td>
<td>Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home. <em>For example,</em> families, students and teachers are involved in the development of individual learning plans for students.</td>
<td>Not here yet</td>
<td>Developing</td>
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<tr>
<td>Supporting families to participate in their child's learning</td>
<td>The school offers programs to parents that will help promote learning in the home. <em>For example,</em> the school offers a series of year-based workshops to help parents better understand what is taught in mathematics.</td>
<td>The school provides families with tools to support student learning in a variety of settings. <em>For example,</em> information packages for families of students participating in community based programs include strategies to support their child's learning.</td>
<td>Teachers and parent representative body leaders plan regular family learning events at school and community locations. <em>For example,</em> workshops on a variety of topics that help parents support learning are held in a community centre during lunchtime or at a childcare centre late in the afternoon.</td>
<td>Not here yet</td>
<td>Developing</td>
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<tr>
<td>Developing families' understanding of learning programs and expected learning outcomes</td>
<td>Student work is displayed throughout the school in a way that shows how it meets academic standards. <em>For example,</em> teachers display students' writing tasks to demonstrate how students used skills such as clear and concise language, proper spelling and grammar.</td>
<td>Teachers explain to families what students are learning throughout the year and what good work looks like for the student's stage of learning. <em>For example,</em> teachers maintain portfolios of student's work for parents to view at key times during the year.</td>
<td>Teachers and families have regular, scheduled discussions about how each school program or activity links to student learning. <em>For example,</em> teachers and families discuss the various curriculum outcomes addressed by student participation in the annual school concert.</td>
<td>Not here yet</td>
<td>Developing</td>
</tr>
<tr>
<td>Smoothing transitions for students and families at key points in the education continuum</td>
<td>Programs are conducted to help prepare students and families for the next step in schooling. <em>For example,</em> a primary school collaborates with the local high school to implement a transition program for families and students.</td>
<td>School staff, students and parent leaders reach out to new students and their families, offering an orientation to the school, opportunities to participate in school activities and to meet other students and families. <em>For example,</em> student leaders assign &quot;buddies&quot; to new students and the parent representative body connects families to parent mentors.</td>
<td>A transition program developed by the parent representative body leaders and school staff helps families feel connected and remain involved as their children progress through school. <em>For example,</em> information sessions explain how expectations, teaching approaches and learning shifts change from primary to junior secondary to senior secondary and to tertiary study.</td>
<td>Not here yet</td>
<td>Developing</td>
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</tbody>
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### Overall rating

- **Not here yet**
- **Developing**
- **Building**
- **Sustaining**
- **Don't know**

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