

**Principal Sabbatical Report, Term 3, 2012**  
**Engaging Māori and Pasifika family and whānau to help raise student achievement?**  
**Pam King – Kauri Park School**

**ACKNOWLEDGEMENT:**

I would like to thank the staff and Board of Trustees for supporting this sabbatical as well as the wonderful parents and Principals who took the time to answer and return the questionnaires that help to complete this report. I also acknowledge the Ministry of Education and the NZEI for the provision of sabbaticals through PPCA and the importance of having these available to Principals who are in need of reflection, renewal and revitalization from a rewarding but demanding role.

**STATUS OF THIS REPORT:**

This report is not intended to be an academic report. It is simply a record of readings undertaken and reflections of those readings as well as reporting of information gathered from schools and parents from our own school.

**EXECUTIVE SUMMARY:**

This report attempts to answer the question, “How might medium to high decile schools with a low percentage of Māori and Pasifika students successfully engage family and whānau in their children’s learning to help raise student achievement?”

**PURPOSE:**

Schools are continually trying to improve the ways they engage students in their own learning and also parents and whānau in that learning. This is a challenge that schools face every day and the professional learning undertaken during this sabbatical will hopefully identify ways we as a school can overcome some of those challenges.

**BACKGROUND AND RATIONALE:**

After many years teaching and leading in medium to high decile schools with a low percentage of Māori and Pasifika students I have worked to involve these student’s families and whānau in school events and activities within the school. This is a small part of the process, as what is more critical is to have this group engaged in the learning to support us in helping raise student achievement, as well as improve our commitment to their ongoing success as learners. We have found where parent and whānau involvement is high that success and achievement is more prevalent than when there is little or no obvious involvement. Identifying how we currently do and improving on that where necessary will hopefully be an outcome of this project.

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## METHODOLOGY:

My learning activities included:

- A review of relevant literature.
- A questionnaire to families and whānau from our school.
- Feedback from schools like ours and how they attempt engage their families and whānau in school and in student learning and achievement.

## RELEVANT LITERATURE:

During my search for relevant material that related to this investigation I was amazed at the amount of literature available and found that I could use a great deal of it. However, as this is just part of the project, I have included relevant information mainly from the Ka Hikitia – Managing for Success, Pasifika Education Plan 2008-2012, The Education Review Offices resources including, “Partners in Learning: Schools’ Engagement with Parents, Whānau and Communities (June 2008), Promoting Success for Māori Students (June 2010) and Improving Education Outcomes for Pacific Learners (May 2012). Other useful readings were Tātaiako from the New Zealand Teachers Council and Ministry of Educations Resources.

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All of the readings were helpful in this project however the information from The Education Review Offices resources including, “Partners in Learning: Schools’ Engagement with Parents, Whānau and Communities (June 2008) was the most useful for creating my questionnaire for parents and whānau as it gave me themes and indicators that guided my thinking.

## REVIEW OF RELEVANT LITERATURE:

**“Ka Hikitia - Managing for Success: The Māori Education Strategy 2008 - 2012** is the Ministry of Education's approach to improving the performance of the education system for and with Māori. It is a key aspect of having a quality education system where all students are succeeding and achieving.

The strategy has been refreshed and re-released to emphasise its ongoing importance to our education system. It is based on the evidence of what works.

*Ka Hikitia* asks for a shift in thinking and behaviour. It includes valuable information on what families, whānau, iwi, educators and educational leaders have to say.

### ***From whānau:***

*“Every parent wants their children to be successful, Māori parents are no exception.”*

*“You have to have a relationship with the teacher and the school so you can help”*

*"For me, it's a link into my daughter's education because I can see the strategies that the teachers are using and when she comes home I know where she is at."*

**From teachers:**

*"We can get a whole new perspective on things when we get to know and understand the whānau and the child a bit better."*

*"We have got to stop thinking we know what whānau want and just ask. They will tell us. And it is what we do next that's important."*

*"It's about the opportunities we provide for whānau to be safe, in terms of responding openly, honestly and frankly about what we can do together."*

**From students:**

*"I reckon it's very important for our parents to get involved with schoolwork that the kids have been doing, because then we can talk about it at home, so it's learning at school and at home."*

*"Give them regular updates on your learning or notes home and not just negative. Anything that encourages whānau participation."*

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*"Hold regular parent teacher meetings. That way teachers can inform our parents from a similar viewpoint about all the things their children are involved in."*

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**Pasifika Education Plan 2009 – 2012 (Foreward)**

Pasifika Education Plan 2009-2012's vision is that the education system must work for Pasifika so they gain the knowledge and skills necessary to do well for themselves, their communities, Aotearoa New Zealand, the Pacific region and the world.

We all have a responsibility to ensure successful outcomes. Attitudes and expectations across the education system need to change if this is to happen. Students, families, communities, early childhood centres, teachers, principals, schools, board of trustees, tertiary education organisations, the education sector agencies and Government, must all contribute to ensure success. Pasifika education is a shared responsibility.

The *Pasifika Education Plan* encourages personal responsibility, promotes collective accountability and emphasises the importance of urgently lifting Pasifika achievement. The Government has high aspirations for Pasifika students. We expect families, communities, schools and teachers to have the same high aspirations.

## **The Education Review Offices June 2008 resources “Partners in Learning: Schools’ Engagement with Parents, Whānau and Communities**

Research evidence shows that effective partnerships between schools and parents, whānau and communities can result in better outcomes for students. The better the relationship and engagement, the more positive the impact on students’ learning.

In the evaluations, ‘engagement’ is defined as a meaningful, respectful partnership between schools and their parents, whānau, and communities that focuses on improving the educational experiences and successes for each child.

The Education Review Office (ERO) undertook this evaluation in Terms 1 and 2, 2007. ERO gathered evidence for the evaluation from 233 school education reviews. ERO investigated three areas:

- the extent to which school practices contributed to meaningful and respectful partnerships with parents, whānau and communities;
- the challenges facing these partnerships and the benefits of them; and
- how partnerships could be strengthened.

4 What ERO found through this evaluation contributes to and complements existing research and evaluation studies about the importance of partnerships between schools and families. Although all schools have ways of involving and communicating with parents and families, six key factors have emerged as critical to enhancing and strengthening engagement. (Refer Appendix 1 for indicators)

- Leadership.
- Relationships in the school community.
- School culture.
- Partnerships with parents and families.
- Community networks.
- Communication

ERO also found that there are challenges to successful engagement. The most important challenge for schools was finding ways to involve and engage all parents, whānau and communities. The most challenging group were families that were ‘hard to reach’ or difficult to involve for various reasons.

For parents, whānau and communities, the most significant challenges were having the time to sustain engagement, living some distance from the school, developing and maintaining effective communication with the school, and feeling at ease in their child’s school environment. Parents believed that their partnership with schools could be strengthened through better communication, a more inclusive school environment, and increased opportunities for involvement in their child’s learning.

ERO’s findings highlight the shift taking place in the ways in which schools engage with parents and whānau. The more traditional activities, where parents have been involved in our schools, are increasingly complemented with partnership arrangements that have student learning and well-being as their focus.

Parents' expectations about how they will engage with their child's school reflect such change and include having opportunities to:

- be more directly involved in decisions that affect their child's learning and well-being;
- be well informed about their child's progress and achievement in easily understood language;
- know about changes to curriculum and assessment practices; and
- build the confidence necessary to support their child's learning at home.

Parents told ERO they want to make a valued contribution to their child's education and expect schools to enable them to do this.

Successful engagement between schools and parents, whānau and communities is influenced by the extent to which partnerships are valued, and by the awareness and responsiveness of each school to its community.

Schools that build meaningful and respectful partnerships with parents and whānau in the wider school community not only achieve improved outcomes for individual students and their families, but also contribute to the social capital of schools, communities and the democratic society.

In the schools with well-developed partnerships, ERO reported several benefits for parents, whānau and families. These included:

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- being well informed about their child's learning and about the curriculum, assessment, and teaching programmes;
- having shared expectations for learning and achievement;
- strengthening relationships with their children and changing their conversations about learning at home;
- enjoying and celebrating their children's developing talents and skills;
- feeling they were making a valuable contribution to their children's learning and to the school;
- being more confident about coming into the school and approaching their child's teacher;
- having opportunities to meet other parents and talking together in a trusting and safe environment;
- receiving support in their role as parents, whānau and families; and
- having a sense of pride and achievement in their child.

Where partnerships between families and schools were working well the benefits for students included:

- having their successes and achievements noticed and celebrated by their parents, whānau and communities;
- feeling more motivated and engaged at school;
- talking about their school work at home;
- feeling more confident about their school work;
- finding transitions between schools easier; and
- wanting to stay longer at school.

The availability of a trusted interpreter, liaison person or mentor was noted as important. Such support helped the parent and school to overcome language and other barriers to involvement. Parents from diverse communities wanted to know how to help their child learn and achieve. They appreciated what some schools were doing to promote their involvement, including providing guidelines on how they could contribute.

Initiatives identified as making a positive difference included:

- forming parent focus groups;
- introducing the Home-School Partnership programme;
- running family literacy programmes;
- establishing homework and study support centres;
- celebrating events such as 'Lavalava Days';
- writing multilingual newsletters;
- inviting parents to share school celebrations of success and achievement;
- involving teachers and community members in sports and cultural activities; and
- maintaining an 'open door' policy.

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### **Partners in Learning: Parents' Voices (September 2008)\* 01/09/2008**

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ERO's findings are based on information from 34 discussion groups and 55 parent questionnaires. The discussion groups, attended by 235 parents, were held with specific communities including parents of Māori, Pacific, special needs, refugee, migrant, remote, and transient children. The purpose of the discussion groups was to listen to what parents had to say about engaging with their children's schools, of the benefits and value of partnerships with these schools, and the challenges to effective engagement. ERO review officers organised and facilitated these discussion groups.

The questionnaire (available in English and te reo Māori) was completed by parents either in hard copy or through ERO's website. The responses gave ERO information about:

- parents' involvement in general school activities;
- perceived barriers to parent involvement;
- the ways in which parents found out about their child's learning;
- the usefulness, timeliness and value of information provided by the school; and
- parents' perceptions (opinions and experiences) of their engagement.

### **Māori parents and whānau**

#### **What did parents expect of schools?**

Māori parents and whānau told ERO that their children and mokopuna were their priority and involvement in their education was critical. They expected teachers to have a range of skills and strategies to engage their children in learning. Māori

parents expected schools to give them honest, accurate and useful information about their child's progress and achievement. They wanted their children to become confident learners who accepted challenges and maintained their personal mana.

Māori parents said they wanted to be involved in their child's school, be invited to come to school and be part of their child's learning. They wanted their culture and values acknowledged through the use of Māori protocols, for example mihi and karakia at meetings. They also expected schools to provide programmes in te reo Māori and tikanga that supported their children's learning.

### **What did they think schools expected of them?**

Māori parents and whānau believed that schools expected them to support systems, expectations and procedures for attendance and behaviour management, and to follow protocols for visiting classrooms and teachers. They also thought schools expected them to attend school hui and support their children with homework.

### **What worked well?**

Māori parents wanted their children to have good learning relationships with their teacher(s). They thought that this was more likely to happen when teachers related well to their students, respecting and acknowledging their cultural identity. Māori parents and whānau appreciated opportunities to celebrate their child's success and to have discussions about what and how well they were learning. Seeing their child progress over time was very important to them. Engagement worked well when, as parents, they were listened to and their ideas were valued.

These parents said having Māori trustees on the board helped them to engage with their child's school. They also noted that it was often easier for the Māori perspective to be heard if there was more than one Māori trustee. Whānau groups for support, and opportunities for discussion about their child's learning and well-being were also seen as very important.

### **What made engagement difficult?**

Certain factors hindered successful engagement with Māori parents. Teachers who held negative or deficit views and attitudes about their children were of particular concern to parents. Some parents believed that their children would have to battle these views and attitudes throughout their schooling.

Māori parents said that it was difficult to work in partnership when report interviews were rushed and teachers were not always well prepared. Some had concerns about not being well informed when their child had difficulties with learning.

Māori parents noted that it was not easy to work in partnership with their child's school when policies and procedures were not made available to them or the information was not clearly stated. In particular, they said it was difficult when schools did not have processes for parents to raise concerns about their child if these occurred. Some parents gave examples of schools not responding to concerns



or complaints in an appropriate and timely manner, leading to frustration and a breakdown of relationships.

Other factors that made engagement difficult related to Māori parents' own experience of school. Where parents had had negative experiences in their own schooling they found it more difficult to get involved with their child's learning. Additional barriers cited by these parents included not having time to go on trips, and not having money to support additional activities such as camps.

### **What would help?**

Māori parents thought that schools could do a variety of things to improve engagement with them. Having a receptive principal (and senior management team) who actively listened to what they had to say was of prime importance. They felt that schools that were genuinely welcoming to Māori made it easier for them to have contact with their child's teacher. Hui and consultation activities offering different ways for parents to express their views and give feedback were seen as likely to increase levels of engagement.

Māori parents told ERO that they wanted teachers to encourage and take a lead in involving them, through actions and not just words. They appreciated getting reports about their child's progress and achievements that were honest and gave them a lead as to what should be learnt next. They liked being involved in helping their child set learning goals.

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Many Māori parents saw homework as a way of strengthening home-school partnerships. Parents thought that clearer expectations about what was expected of their child's homework would help them to understand its purpose and the level of involvement they should have.

Māori parents said that the use of different ways to communicate, such as text messaging and email, would help the flow of information between home and school.

Having a Māori support group in the school and the backing of kaumatua could also help strengthen engagement. Parents noted that partnerships could be strengthened if all schools offered dual language learning opportunities.

### **Pacific parents/families**

#### **What did parents expect of schools?**

Pacific parents wanted their children to have a good education that involved them as their children's first teachers. They saw the home as providing their child with a strong foundation that included maintaining their first language. Therefore, Pacific parents said, they wanted schools to help their children learn English. They expected schools to give their child homework, and that through homework parents would support and learn with their child. They expected communication to be regular and timely and they expected to be consulted on a range of matters.

#### **What did they think schools expected of them?**



Pacific parents told ERO they thought schools expected their full support in activities, including running cultural groups. Although they believed schools expected them to help with their child's homework, they were not always comfortable helping their child with academic studies.

### **What worked well?**

For Pacific parents face-to-face communication was an important part of personalising engagement. These parents found having newsletters translated into their first language and posted to them was a good way of informing them about what was happening in the school. For some parents, having Pacific representation on the board of trustees was beneficial because it gave them a voice in the wider functioning of the school. Their involvement in cultural groups and festivals in the school and the wider community helped to build confidence and a sense of belonging.

Opportunities to be involved in celebrations, particularly those acknowledging a range of achievements for their children and not just academic success, strengthened their relationship with their children and with teachers.

Parent support group meetings offered a forum to discuss common interests, issues and ways to help their children with learning at home. Some Pacific parents found the experience of being involved in formal home-school partnership programmes, especially those focused on literacy and numeracy, very positive. They noted that engagement worked best when their child's culture was acknowledged and respected.

### **What made engagement difficult?**

Language and communication were challenges to effective engagement for Pacific parents. Parents told ERO that they were not always confident speaking in English and, sometimes, did not understand the jargon used by teachers.

These parents found it hard when the principal or teacher contacted them only when their child did something wrong. This was not made any easier when they saw teachers involved in negative interactions with their children. Pacific parents were particularly anxious if they felt that schools were not welcoming to them. Such experiences made it more difficult for them to visit the school and talk to their child's teacher or other staff when issues arose.

Some Pacific parents were reluctant to go to meetings at their child's school, particularly when their ethnicity was not acknowledged. A parent, for example, had the experience of being told to join with another ethnic group after not having her specific culture acknowledged at a meeting. She did not return to another meeting at the school after that experience. Some parents who did not find it easy to go to school meetings suggested that schools try holding meetings with Pacific parents in other well-established Pacific community venues where possible. Some Pacific parents who had work commitments in the afternoons and evenings found it difficult to attend events and meetings.

Financial costs for such things as uniforms and education outside the classroom activities created additional barriers to their children's participation in some activities.

### **What would help?**

Pacific parents told ERO they would like to be contacted more often about their child's positive achievements. Pacific parents said they would like to be informed about celebrations of their child's achievement, especially when their child was receiving an award or certificate at assembly.

Pacific parents expected honest reporting about their child's progress and achievement. They also wanted to be contacted sooner rather than later when concerns or issues arose regarding their children's education or well-being.

Some parents commented that having a homework centre at their child's school built their own confidence in helping with their child with learning. Parents found information meetings useful, for example meetings about assessment systems such as those about the National Certificates of Educational Achievement.

It helped these parents when the school had an appropriate staff member as a key contact or liaison person for Pacific families. Some parents also thought that having a senior manager (particularly in secondary schools) responsible for improving educational outcomes for Pacific students helped them feel that their children's learning was seen as a priority.

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Pacific parents believed that it was important that school staff, particularly teachers, had some understanding about working with Pacific families. Where this was lacking, they thought teachers could be supported by some relevant training from Pacific organisations. Where teachers had an understanding of the different Pacific ethnicities and values it was easier for Pacific parents to develop relationships with the school.

Some schools organised meetings for groups of parents based on their ethnicity. When these meetings were well managed, parents found them a good way of getting to know other parents in the community, and as a forum for discussing school-related matters and sharing ideas of common interest.

A parent at one of the discussion groups referred to Pacific families' engagement in schools as bringing families and schools together for the benefit of the child: *"It is like a bird needing two strong wings to fly."*

ERO found, overwhelmingly, that all parents expect the best education for their children regardless of their background or where they choose to have their child educated. Parents have high expectations of schools and particularly of teachers. They want to be involved with schools and they want schools and teachers to engage and support their child to achieve success, not just academically, but in other ways as well.

Engagement works well when relationships between parents and the people at the school are developed and nurtured in ways that respect diversity. Parents appreciate

regular communication that is both formal and informal. They like positive feedback about their child but they also want to know sooner rather than later if there are concerns about learning or well-being. Home-school partnerships are strengthened when parents have opportunities to share in their child's successes and to help their child with learning activities at home.

During this evaluation parents told ERO about the factors that make engagement with their child's school difficult. These included poor communication and school practices that did not include or respect the diverse groups that make up each school's community. When expectations between parents and the school were not clearly defined this created barriers to the development of partnerships focused on children's learning and well-being.

Parents and whānau identified ways that schools could improve engagement. The need for better forms of communication and support emerges as a key issue for parents. Many parents' comments were about improving their relationships with their children's teachers, and their concerns about the quality of their child's relationship with his or her teacher. ERO found that the development of shared understandings and expectations between home and school is crucial to successful engagement.

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In 2012 ERO's completed its third national evaluation report looking at how primary and secondary schools engage with Pacific learners and work to lift their achievement. **Improving Education Outcomes for Pacific Learners (May 2012)**

As part of a young, diverse and growing population, Pacific students' progress, engagement and achievement at school, and the conditions that promote their success, are matters of national economic and social importance.

Results from national and international assessments show that the learners most at risk of not achieving in New Zealand schools are Pacific students. Since 2009 the Government has called for a much more active and urgent focus on lifting school performance. Schools have been urged to tailor their programmes to meet the varying needs of the different Pasifika groups, their different identities, languages and cultures, and to recognise the cultural assets these students bring to their learning.

The report is based on information gathered from 302 schools from a range of deciles, roll sizes and locations across the country. It considers:

- schools' achievement and assessment practices for Pacific students
- schools' awareness and use of the *Pasifika Education Plan* (PEP)
- school initiatives to promote Pacific student engagement in learning
- boards of trustees' knowledge about Pacific students
- schools' work with parents and families.

The findings of this 2012 evaluation are disappointingly consistent with those found by ERO in its 2009 and 2010 national evaluation reports. Although ERO found positive practices in some schools, there were no significant system-wide changes evident in the way schools were responding to Pacific students, despite the widely recognised disparities in education outcomes for these students.

ERO found that school leaders and teachers in most schools in this study were not recognising and actively responding to this achievement disparity. Most of the schools studied did not carefully analyse Pacific learners' assessment results to determine actions they could take to accelerate their progress. Only about a quarter of secondary schools specifically looked into how Pacific students achieved in mathematics and reading, with less than 20 percent investigating Pacific students' writing achievement and progress.

Pacific learners are far from homogeneous. However, as yet, there is little evidence of primary and secondary schools responding to the diversity, identity, language and cultures of Pacific learners, as envisaged in the *Pasifika Education Plan*. While some Pacific students may be born in New Zealand, others may be new arrivals. Hence, although a useful first step, it is not enough for schools to analyse and respond to achievement information of a notional Pacific 'cohort'. Schools must also promote the learning of individual Pacific students, based on evidence they have collected and analysed about these learners' cultural assets, interests, achievement and next steps for learning.

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As schools develop their curriculum they should take into account the cultures, interests and potential of all their students, including those from Pacific cultures. Most primary and secondary schools in this evaluation had not drawn upon contexts and themes that were relevant to Pacific learners. Indeed, while references to Pacific students might appear in the overarching statements of a school's curriculum, classroom planning and practice frequently missed opportunities to reflect the culture, knowledge and understanding of these learners. When a school's curriculum fails to connect learners with their wider lives it can limit their opportunities to respond to a particular context or to engage with and understand the material they are expected to learn.

Similarly, schools demonstrated variable levels of engagement with Pacific families. Many schools used the same approaches to engaging with Pacific parents as they used with other parents. ERO found some examples of schools that had taken a more innovative approach, for example involving the use of community leaders and translators to communicate with parents, and to ensure the school was culturally effective in its engagement practices.

This evaluation indicates that a greater commitment is required from boards of trustees and school leaders to recognise the potential of, and any achievement disparities for, their Pacific students. To improve national education outcomes, schools must closely monitor their own performance, and undertake improved planning, curriculum implementation and reporting to better respond to the diverse learning needs and aspirations of all learners.

## **Tātaiako – Cultural Competencies for teachers of Māori Learners (Ministry of Education & New Zealand Teachers Council, 2011)**

*Tātaiako: Cultural Competencies for Teachers of Māori Learners* is about teachers' relationships and engagement with Māori learners and with their whānau and iwi.

*“This resource maps out a path to the pinnacle of excellence. New Zealand’s education system is among the best in the world. We know that our top-achieving students rank among the highest in the OECD. We also know that for too many generations, a significant proportion of Māori students have not achieved well; have left school young, without worthwhile qualifications, and without any real options for work. How much do the teachers know of their students’ history, tikanga, and worldview – and how is this reflected in the classroom curriculum and environment? What aspirations do whānau and iwi have for their young people? How visible and involved are whānau and iwi in the teaching and learning culture of the school or early childhood education service? These are the kind of questions that Tātaiako will challenge teachers, teacher educators, early childhood education services, and schools to answer.”* Hon Dr Pita Sharples, Associate Minister of Education.

The competencies are:

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- Wānanga: participating with learners and communities in robust dialogue for the benefit of Māori learners' achievement.
- Whanaungatanga: actively engaging in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
- Manaakitanga: showing integrity, sincerity and respect towards Māori beliefs, language and culture.
- Tangata Whenuatanga: affirming Māori learners as Māori. Providing contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed.
- Ako: taking responsibility for their own learning and that of Māori learners. While the competencies are not formal standards or criteria, they are linked to the Graduating Teacher Standards and Registered Teacher Criteria.

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### **The Ministry of Education’s publication *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES) 2003***

The way in which schools engage with their community needs to take into account these different characteristics.

The makeup of individual school communities reflects changes taking place in the wider New Zealand community. Schools with widely diverse communities, and communities that are undergoing significant change face opportunities and

challenges about how best to involve their parents, whānau and families, and how to develop mutually supportive learning relationships with students.

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## **Teaching and Learning Bilingual Pasifika Students in New Zealand, Ministry of Education – General Principles**

### **Building a culture of respect and engagement with students**

Schools must build a culture of respect. Teacher must be responsive and caring and establish good relationships with students.

### **Home-school partnerships**

Developing a positive relationship between home and the school can have a major influence on children's achievement. It is particularly important to have strong home-school links for children whose ethnicity or cultural heritage is different from the school's.

### **Teacher beliefs and expectations**

It is important not to hold negative attitudes about children's potential to learn because of their Pasifika bilingualism or home background. Beliefs are not fixed – teachers can change negative belief about students.

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While some schools have been proactive in their attempts to improve outcomes for Pacific learners, the wider education community has not yet done enough to accelerate the progress of individual Pacific learners who are not achieving well. The challenge now is for all schools to trial and develop key strategies that contribute to accelerating the achievement of Pacific learners.

Schools that were effective had the following features:

- leadership was focused on improving educational outcomes for Pacific learners
- trustees, leaders and teachers regularly analysed and used assessment information to resource, monitor and improve teaching and learning for these learners
- learners had opportunities to regularly reflect on and monitor their own learning
- the school's curriculum and classroom programmes included highly relevant contexts for Pacific learners that valued their existing knowledge
- a range of ways was used for communicating with parents to improve home and school partnerships.

Understanding the diverse interests and needs of Pacific learners underpins these features. Pacific learners can have very different cultures, language and experience. In responding to Pacific learners, school staff cannot simply create broad strategies or approaches to improve Pacific student achievement. Teachers need to be able to



work with individual learners to develop meaningful curricula and specific strategies. Schools can also examine their effectiveness for groups of Pacific students. For example, schools with large numbers of Pacific learners may examine how well the Pacific learners whose first language is or is not English are achieving, or examine the progress and influences on learning of specific groups such as Tongan girls or Samoan boys.

Importantly, schools should go beyond ethnicity to look closer at the specific learning needs of individuals to raise the achievement of Pacific learners overall. Assessment and review processes related to individual and groups of students need to be orchestrated to determine the progress and needs of individual students while also identifying where the greatest impact is required when making resourcing decisions.

More school leaders must focus on trialling and reflecting on different ways to accelerate the success of Pacific learners, to reduce the persisting disparities and ensure all learners have the knowledge and skills necessary to be successful participants in New Zealand's society and economy.

## **SUMMARY OF MY FINDINGS FROM THE LITERATURE:**

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- Foster good relationships with teachers and students and in turn listen to what families/whānau want developed and nurtured respecting diversity
- Regular updates on learning achievement
- Have high aspirations for Māori and Pacific Island students
- Find different ways to involve 'hard to reach' families/whānau
- Be as inclusive as possible school
- Partnership with home/school should be student learning and well-being focused
- Actively enable parents to be involved in their child's learning as well as social capital of the school
- Provide opportunities to meet/talk with other families/whānau
- Provide guidelines on how families/whānau can contribute
- Maintain children's/ families/whānau personal mana
- Culture valued and acknowledged through use of Māori protocols e.g. mihi, karakia
- Have Māori/Pasifika representation on Board of Trustees
- Have clear processes for parents if they want to raise concerns
- Schools to take a lead involving families/whānau
- Receptive Principal, Senior team
- Clear expectations of what is expected with homework
- Pasifika parents want schools to help their children learn English
- Face to face communication is best
- Where language is a barrier interpreters and translations where possible



- Positive achievements where they happen not just the negatives reported to families/whānau
- Regular feedback both formal and informal
- Acknowledge cultural assets learners bring to their learning
- Carefully analyse Māori/Pasifika learners assessment results to determine actions and accelerate progress
- When developing school curriculum draw on contexts and themes relevant to Māori/Pasifika learners
- Closely monitor school's performance
- Get to know student's history Tikanga and worldview
- Build a culture of respect, engagement, home school partnerships and understanding of diverse needs of each student

## **CONCLUSIONS FROM THE REVIEW OF RELEVANT LITERATURE:**

Positive educational outcomes need to be raised for all Māori and Pasifika learners and it is clear from all the literature reviewed that engaging with communities and increasing parent, family and community involvement in education through schooling improvement initiatives will encourage student engagement and therefore outcomes. It will also ensure that the needs and aspirations of communities are identified and addressed.

It was clear from the review of literature that I needed to find out how well we are addressing the needs of our Māori and Pasifika community and where we could improve with engagement of this target group. Using the themes and indicators from the The Education Review Offices June 2008 resources "Partners in Learning: Schools' Engagement with Parents, Whānau and Communities" made the development of the questions more focused. (Refer Appendix 2 & 3 for the letter and questionnaire)

## FINDINGS FROM OUR SCHOOL:

### Māori & Pasifika Family / Whanau Consultation Questionnaire

#### Development of the Questionnaire:

The questionnaire was developed based on the findings “*The Education Review Offices June 2008 resources “Partners in Learning: Schools’ Engagement with Parents, Whānau and Communities.”*” They found that six key factors emerged as critical to enhancing and strengthening engagement.

- Leadership.
- Relationships in the school community.
- School culture.
- Partnerships with parents and families.
- Community networks.
- Communication.

In developing the questionnaire I used these six themes and the indicators of successful home-school engagement that they found, creating the four questions under each theme. *Refer Appendix 1*

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### Māori & Pasifika Family / Whanau Consultation Questionnaire Results

#### Returns:

At the time of the questionnaire going out to the Māori and Pasifika families at our school we had 50 students who had been identified at enrolment time as being of Māori or Pasifika descent.

Of these 50 students –37 are Māori, 1 is Cook Island Māori, 8 are Tongan, 3 are Samoan, and 1 identifies as other Pasifika. These 50 children come from 37 families.

**Returns: Māori – 7,      Tongan – 2,      Cook Is Māori - 0      Samoan – 1**

Although the return rate is lower than I would have liked (10/37) which is only a 27% return rate, it did give some interesting information about how these families feel at our school.

Of the 10 returns that I received two also asked to have follow-up discussions either by email or phone call. Both were contacted and didn’t want to add anything but were happy to contribute further if there was a need. They both said they appreciated being consulted.

## Results:

	<b>Theme 1: Leadership</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel that your child is valued at our school?			40%	60%
2	Do you feel we value the parents/whānau of our children?	10%		40%	50%
3	Do you feel that we promote and practice the values and beliefs that you want for your child?			80%	20%
4	Do you think that we convey what our vision and strategic intent for our school is to parents/whānau?			60%	40%

### **What do you think we could we do better to help with our parents/whānau feel valued at our school?**

- Reward them with certificates of appreciation/small gifts
- Keep it up, you're doing a fantastic job
- Extended families feel welcome – my parents do
- You are doing a great job – keep it up

### **Comments and Recommendations**

Leadership: Based on the information collected from the returns it appears that our community feels that the leadership of the school do show that we value their child and their family however it might be a good idea to regularly survey families and to find out what values and beliefs they have for their children when they come into the school and also to promote our vision and strategic intent more regularly to the community.

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	<b>Theme 2: Relationships</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel that the school values the relationship between home and school?		10%	10%	80%
2	Do you feel we welcome parents/whānau at our school?			20%	80%
3	Do you feel we make parents/whānau feel part of our school community?			30%	70%
4	Do you feel that we provide appropriate opportunities for you to be involved in the school?			20%	80%

### **What do you think we could we do better to improve relationships between school, parents/whānau?**

- Twilight Sports Challenge with parents vs teachers or mixed team events
- Yes of course, in my opinion I think you do better to improve relationships between school, parents and whanau
- It is hard being a working parent to commit time to all activities

### **Comments and Recommendations**

Relationships: It appears that the school is doing a great job in making people feel welcome and valued at our school. This is really positive but we can always strive to do more.

	<b>Theme 3: School Culture</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel at ease when coming to the school?			30%	70%
2	Do you find that you have easy access to all school personnel? (including Board, Principal, Senior Staff, Teachers, Support Staff)			30%	70%
3	Do you think the school show that we are inclusive of diversity and value your child's culture?	10%	10%	20%	60%
4	Do you feel that you and your child have a good sense of belonging to the school?			20%	80%

**What do you think we could we do better to improve the school culture for all our parents/whānau?**

- Improve branding of Schools Mission Statement on letter and around the school
- I think you could hold more Pacific Island opportunity groups
- Improve website and make people more aware of website
- Have more culture performances, groups for our children to get involved in

***Comments and Recommendations***

School Culture: It appears that the answers to the questions show that we do have a positive school culture that makes everyone feel valued at our school however showing that we value the diverse cultures in our school could be done in more ways not only in the way people are treated but in what we offer at school.

	<b>Theme 4: Partnerships</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel well informed about your child's learning and achievement?			60%	40%
2	Do you find written reports about your child's achievement accurate, reliable and useful?			50%	50%
3	Do you feel that you are involved in your child's learning goals?			50%	50%
4	Do you feel the school involves parents, whānau and families in decisions that affect your child's learning and well-being?		10%	70%	20%

**What do you think could we do better to improve partnerships with our parents/whānau at our school?**

- Random Principal invitation to share general and collective views on school and general topics
- Everything you do is absolutely right
- Perhaps partnerships should be driven by parents. Maybe emphasis from school should change. Parents only concerns with problems or perceived problems

***Comments and Recommendations***

Partnerships: This is one area where although the results look positive it is obvious that this is an area where we could do more to improve how we inform parents about

children's learning and achievement and in getting them involved in the learning goals.

	<b>Theme 5: Community Networks</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel that we seek and value the perspectives and expertise of parent/ whānau?		10%	70%	20%
2	Do you feel we promote networking within our school valuing key people from our community?		10%	70%	20%
3	Do you think we make it easy for you to feel that you can help at our school?			50%	50%
4	Do you feel that we celebrate your child/ren's success at our school?			50%	50%

### **What do you think we could we do better to improve our community networks at our school?**

- Kauri Park Community Recognition Award
- KP morning muffin delivered to a local business annually
- You do it well, well done.
- Open days or ½ days

### **Comments and Recommendations**

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Community Networks: Parents obviously feel mostly happy with their involvement in our school however this is an area where it appears we are not as good as we could be. Valuing key people within our community is something that obviously needs more attention and improving community networks through school involvement is an area to investigate further.

	<b>Theme 6: Communication</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you think we communicate effectively with you about what is going on at school?			40%	60%
2	Do you think we communicate effectively with you about your child?			50%	50%
3	Do you feel that we give you the opportunity to communicate with the school if have you have something to say?			40%	60%
4	Do you feel the school communicates effectively about how your child can succeed?		10%	60%	30%
5	Do you feel that you get honest and open communication from the school?			20%	80%

### **What ways do you think we could we improve communication with our parents/whānau at our school?**

- More educational specific events with educational experts and guest speakers
- I think you already do it correct
- Would be nice to be informed about when your child is receiving a certificate/recognition e.g. at assembly
- Maybe every term a drop in impromptu 5 minute check in with teacher at beginning of term to work on any issue with solutions or strategy

### **Comments and Recommendations**

Communication: Getting honest and open communication from the school is important however it appears that when the information directly relates to their child we may not be doing as well as we could do. If parents are not attending interviews then we may need to look at other ways of communicating this information better with parents.

### **Results of Information Shared**

**The Question:** Which ways that the school shares information do you find useful?

**The Rating Scale:** 1-5 scale (1- least useful and 5 - most useful)

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Mid-Year National Standards Reports			10%	50%	40%
End of Year Summary Reports			10%	40%	50%
Face to face informal meeting				30%	70%
Face to face formal meetings (ie interviews)			10%	40%	50%
School newsletters			10%	50%	40%
Syndicate newsletters		20%	10%	30%	40%
Phone calls			50%	20%	20%
Emails		20%	30%	40%	10%
School Website	20%		40%	30%	10%
Informal meetings(at sporting or school events)			20%	50%	30%

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### **Comments and Recommendations**

Face to face meetings is definitely considered the most useful and this is not necessarily at interview times. The school website and emails appear to most that they are not as useful and this may be because it is not our most used form of communication at this school. Promoting direct contact would be recommended supported by the written information so that parents feel adequately communicated with at all times.

## FINDINGS FROM THE SCHOOLS LIKE OURS:

The number of responses from Principals with schools similar to our own was encouraging. However, many schools reported that they have had very little success engaging these groups more than any other group and where they have had evenings or events offering food and refreshments there has been a lot of fun and informal interactions but no real outcome for helping lift student achievement. Most schools reported similar ways of getting families and whānau of these target groups to the school with varying degrees of success. Many said that when they had surveyed their communities these groups felt they already had great links with the school and saw little benefit in attending another meeting just because they are of a specific ethnic group or that they didn't want to be separated from the rest of the school. Parents also reported from a couple of schools that they were unhappy when ERO interviewed their child because she was Māori. Many schools like ours reported that their Māori and Pasifika children achieved similarly as their same age cohort and the parents are as engaged in their children's learning just as others are. Many schools also reported that they have given up on holding additional hui as when surveyed these parents said they did not see the value of attending another meeting as they thought they were communicated with adequately about their child and their achievement.

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Some of the Ideas from other schools for communicating with Māori and Pasifika families are listed below:

- One parent rings all the families to attend a hui or fono
- Food is offered from the Parent Support Group – BBQ tea so that the whole family can come along. The children are then hosted by a staff member in a separate room and they put together a plan of ideas which would improve their learning at the same time as the SM team work with the parents. The children then join their parents and share their ideas. This ends up with a 3 year strategic plan which sits inside our Charter and we review that at subsequent meetings.
- Māori parent to facilitate a Tikanga and Te Reo staff meeting
- Engagement with parents around Kapa Haka performances and culturally focussed field trips
- Hold a sharing learning evening with Māori and Pasifika families with the aim to further develop the partnership for learning.
- Phone each Maori parent at least once a year and discuss with them anything they might want to talk about related to their child and/or in terms of how they feel the school is meeting their needs. (only a small number of students)
- Invite Māori parents to meet with other Māori parents at the school to discuss how the school could better meet the needs of Māori students.
- A visit to Rotorua for three days and two nights every year for Year 5 students where the students and accompanying parents are immersed in bi-cultural situations.
- Maori students encouraged to become part of our 70 strong kapa haka group.



- Report to parents twice a year in written form and twice a year in formal parent-teacher interviews.
- Find a local kaumatua from the local iwi (or adopt a grandparent from the area)
- Aim to hold a powhiri at least once a year and follow protocol as much as possible
- Students and staff expected to share their mihi
- Always have one waiata at assemblies
- Senior Management meet with children of Māori and Pasifika descent together and find out about what it is like for them as a learner in our school, find out what contact/ connections they have with family/iwi/marae/island of origin – this information can be valuable for class teachers (cultural connections)
- Formal Whānau Meeting held with BOT led with curriculum results and targets shared
- Informal meeting which starts with children making the food at school ie pizza and then their families come along that night to share. We invite the children and start with grace, pizza, and informal chat about kapa haka, marae visits pohiwiri and end with a waiata. Sharing our mihi at the start of the meeting (some in English) ensures we are learning about connections they may have as well as where their whanau connections are. This ensures we know who our Māori Whānau are and encourages them to feel relaxed and welcome in the school setting. Some of them have shared their own journey in discovering their “roots” and their goals for their children. In the same vein as the powhiri as a school we “give it a go” and always share we are not experts, and welcome any support they can give us.
- A Whare has been set up where Māori is taught. From this a Whānau group has developed and Māori/ Te Reo, culture in the school has become a very valued.
- Have a special hui where Māori and Pasifika parents can attend to discuss the curriculum and what they would like to have for their tamariki (in particular Māori and Pasifika knowledge and culture)
- Aim to have Māori and Pasifika representation on the BOT so everyone in the school is represented
- Make sure the school values and respect the Treaty of Waitangi
- Have a guiding philosophy to help govern in this area
- Make a concerted effort to introduce more Māori language and culture into the classroom programme.
- Survey Maori parents and Pasifika parents one year and dinner meeting the other year
- Establishing home school partnerships in Literacy and Maths (termly newsletters sent home with tip on how to help your child’s learning, open afternoons and evenings with children showing parents games that can be adapted to all levels that reinforce learning)
- Afternoon tea with parents and children welcome along with wider whanau – discuss achievement and ask for their input into programmes at the school
- Establish ‘Sharing The Learning’ afternoons/evenings (3-6pm) where children talk about their learning in the classroom with the teacher there just as support.
- Asking for their help with kapa haka/flax weaving/poi making etc

- Use of Māori in the classroom (as much as we are able)
- Recognising Māori Language week and everyone has a go – use Māori speaking children to model pronunciation correctly
- A cultural festival day is held and parents encouraged to come and share their expertise and take leading role
- Ensuring both Māori and Pasifika cultures are part of our curriculum
- Providing parents with suggestions for developing children’s self-management skills, homework routines and also have children share schools expectations at home which helps develop strong home school partnership
- Developing a rapport with individual families by inviting them to school to address learning issues and following up -often requires specific simple plans set out that are monitored regularly but school usually takes lead.
- Some such plans extend beyond academia eg recent one was developing a health plan for a child that parents would implement.

## **IMPLICATIONS & BENEFITS**

As a school with about 15% of our school population identifying as either of Māori or Pasifika descent, we must continue to try to improve ways that we engage families and whānau, as throughout this project the findings are clear that where parents and families are engaged and feel part of the school, student achievement and success improves. Every school is different and every parent’s wants and needs for their child is different and finding those things out is extremely important. Taking some of the findings from the literature, feedback from the questionnaires and ideas from other schools will help us to move forward and engage our Māori and Pasifika families and whānau in a positive way.

## **SUMMARY**

As I indicated at the beginning of this report that I was surprised when I started this project to find that ERO had done so much investigating and reporting into this area of interest and this made my undertaking a lot less onerous. In order to make sure the findings of this project are useful, a lot more critique of my findings is needed in a team approach from myself, the leadership team, staff and Board of Trustees to implement positive initiatives in a strategic way.

As I found, “Relationships” are most effective when they are based on mutual respect where people value and build on each other’s knowledge and expertise. By working together towards shared goals which is to improve the students’ learning, then we are sure to continue to succeed as a school”.

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## **Appendix 1: Indicators of successful home-school engagement**

### **Leadership**

- The involvement of parents, whānau and families is valued and welcomed by the principal and senior managers in the school.
- Teachers initiate and develop partnerships with parents that focus on student learning and well-being.
- Students have opportunities to take a lead role in activities and events that involve their parents, whānau and the wider community.
- There is a shared vision that reflects the aspirations of parents, whānau and families for their children.
- The strategic intent of the school reflects a commitment to working in partnership with parents, whānau and families.

### **Relationships**

- Relationships between school personnel and parents, whānau and community members are valued and based on mutual respect and trust.
- Responsibility for developing and maintaining relationships is shared.
- Parents from different ethnic groups have a point of contact on the staff of the school.
- Relationships are developed in formal and informal ways, with personalised, one-to-one contact being as important as the group activities and events.

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### **School culture**

- An open, inclusive and welcoming environment invites parent participation in a wide range of non-threatening activities and events.
- Staff are approachable and accessible.
- Diversity is valued and celebrated in a variety of ways.
- The backgrounds and cultural heritage of all parents, whānau and families are respected.
- Parents, whānau and families are visible in the school in a variety of role and activities.

### **Partnerships with parents and families**

- Contact with parents is timely and opportunities taken to share their child's successes and concerns.
- Regular formal and informal opportunities are provided to discuss student progress, achievement and well-being.
- Reporting of achievement is based on sound data, easily understood, honest and timely.
- Students have opportunities to lead conferences about their learning with their teacher and parents, whānau and families.
- Parents, whānau and families have opportunities to be involved in their children's learning, for example in goal setting and developing career pathways.
- Parents are involved in celebrations of their child's achievement.

- Parents are supported in helping their children to learn at home.
- Parents, whānau and families have opportunities to learn about teaching programmes (curriculum), assessment practices/processes, initiatives that support their child's well-being and parenting.

## **Partnerships focused on well-being**

- Transition practices for students coming into the school include parents, whānau and families.
- Processes for managing student behaviour concerns include parents in finding positive solutions to issues.
- Parents' concerns are listened to and there is appropriate and timely follow up.
- Parents are able to share ideas and strategies to support their child's well-being at school.
- The school has established links with a range of relevant agencies and organisations in the wider community that support its own pastoral care practice.

## **Community networks**

- The school values and makes use of the expertise and skills of parents, whānau and families in the community.
- Parents, whānau and families can contribute in a variety of ways, for example through education outside the classroom activities, working bees, helping in the classroom, and activities such as sports coaching.
- The school is involved in community activities and events.
- Cultural celebrations are supported by community groups and leaders.
- The school works with and/or employs liaison people to work with and support families.
- The school uses a variety of approaches to gauge the perspectives of parents, whānau and families on a wide range of topics.
- The views of parents, whānau and families are sought, listened to and contribute to what happens in the school.
- The school regularly evaluates how well it is engaging with its community and knows which parents are involved and which are not, what the barriers might be, and the effectiveness of the practices used to engage parents, whānau and families.

## **Communication**

- There are various ways schools and parents, whānau and families communicate that meet the needs of all groups.
- Information communicated is useful, timely and easily understood.
- Language barriers, where they exist, are addressed through the translation of written material and the use of translators for meetings.
- Communication is two-way, with opportunities for sharing on a wide range of topics relevant for school personnel and for parents, whānau and families.

## Appendix 2: Letter to accompany questionnaire

17 August, 2012

Dear Parents/Whānau

As you know I am on sabbatical for Term 3 and during this time I am doing some research on how we might try to improve the way we engage and communicate with our school community. As part of this I am asking some parents/whānau to complete a questionnaire that will help me with this project.

I have chosen a specific group to focus on, and that is anyone in our school community that has children that identify with being of Māori or Pacific Island descent. At enrolment time for your child/ren you have identified that your child/ren is of Māori or Pacific Island descent so I would appreciate it if you could complete the attached questionnaire.

If you would also like to have me contact you to discuss this project further or would like to be involved in a focus group meeting at a later date, please complete the form below and return along with the questionnaire, but not inside the envelope so that your answers and comments on the questionnaire can remain confidential.

Both the envelope with the completed questionnaire and the form below can be put in the box at the school office. Please send to school with your child by Wednesday the 25<sup>th</sup> of August, 2012.

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**Questionnaires remain confidential to the research study and will be stored securely during the research study. They will be destroyed once the data has been sorted and analysed.**

Regards

Pam King

.....  
Please complete if any of the following apply:

- I would like to have you contact me to discuss this
- I would like to meet as part of a focus group in the future to discuss this
- I would like to meet with you on my own in the future to discuss this

Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_

Please contact me at: \_\_\_\_\_

## Appendix 3: Consultation Questionnaire

### Māori & Pasifika Family / Whanau Consultation Questionnaire

Please indicate whether your child is a descendent of any of the following groups:

Māori		Tongan		Other	
Cook Is. Māori		Samoan		Pakeha	

	Theme 1: Leadership	Not Sure	At Times	Mostly	Very Well
1	Do you feel that your child is valued at our school?				
2	Do you feel we value the parents/whānau of our children?				
3	Do you feel that we promote and practice the values and beliefs that you want for your child?				
4	Do you think that we convey what our vision and strategic intent for our school is to parents/whānau?				

What do you think we could we do better to help with our parents/whānau feel valued at our school?

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	Theme 2: Relationships	Not Sure	At Times	Mostly	Very Well
1	Do you feel that the school values the relationship between home and school?				
2	Do you feel we welcome parents/whānau at our school?				
3	Do you feel we make parents/whānau feel part of our school community?				
4	Do you feel that we provide appropriate opportunities for you to be involved in the school?				

What do you think we could we do better to improve relationships between school, parents/whānau?

---

	Theme 3: School Culture	Not Sure	At Times	Mostly	Very Well
1	Do you feel at ease when coming to the school?				
2	Do you find that you have easy access to all school personnel? (including Board, Principal, Senior Staff, Teachers, Support Staff)				
3	Do you think the school show that we are inclusive of diversity and value your child's culture?				
4	Do you feel that you and your child have a good sense of belonging to the school?				

What do you think we could we do better to improve the school culture for all our parents/whānau?

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	<b>Theme 4: Partnerships</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel well informed about your child's learning and achievement?				
2	Do you find written reports about your child's achievement accurate, reliable and useful?				
3	Do you feel that you are involved in your child's learning goals?				
4	Do you feel the school involves parents, whānau and families in decisions that affect your child's learning and well-being?				

**What do you think could we do better to improve partnerships with our parents/whānau at our school?**

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	<b>Theme 5: Community Networks</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you feel that we seek and value the perspectives and expertise of parent/ whānau?				
2	Do you feel we promote networking within our school valuing key people from our community?				
3	Do you think we make it easy for you to feel that you can help at our school?				
4	Do you feel that we celebrate your child/ren's success at our school?				

**What do you think we could we do better to improve our community networks at our school?**

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	<b>Theme 6: Communication</b>	<b>Not Sure</b>	<b>At Times</b>	<b>Mostly</b>	<b>Very Well</b>
1	Do you think we communicate effectively with you about what is going on at school?				
2	Do you think we communicate effectively with you about your child?				
3	Do you feel that we give you the opportunity to communicate with the school if have you have something to say?				
4	Do you feel the school communicates effectively about how your child can succeed?				
5	Do you feel that you get honest and open communication from the school?				

**What ways do you think we could we improve communication with our parents/whānau at our school?**

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**Which ways that the school shares information do you find useful?**

Please rate on a 1-5 scale (1- least useful **and** 5 - most useful)

	1	2	3	4	5
Mid-Year National Standards Reports					
End of Year Summary Reports					
Face to face informal meeting					
Face to face formal meetings (ie interviews)					
School newsletters					
Syndicate newsletters					
Phone calls					
Emails					
School Website					
Informal meetings(at sporting or school events)					

Other (please list and rate)\_\_\_\_\_

*Thank you so much for taking the time to fill in this questionnaire and return it to the school. I look forward to compiling all the responses and using this information to help make improvements at our school. P. King*

**This questionnaire will be destroyed at the completion of the project.**