

## Kāinga Engagement

### Purpose

To ensure effective engagement between the school and kāinga<sup>1</sup> and the wider community, to work together for the common good, develop shared visions and goals and to improve student's learning outcomes and wellbeing.

### Guidelines

Pacific Advance Senior School is committed to supporting successful partnership with kāinga and the community and using a range of communication strategies to involve parties. These include kāinga interviews, community talanoa, informal conversations with staff through an open door policy and the use of social media and student management systems.

### Kāinga

Kāinga are registered when students enrol. Involvement of kāinga in general school activities is important and appreciated. The school will ensure that the aspirations of kāinga and students are central and will consult with them on relevant matters. An emphasis is placed on kāinga involvement with student goal setting and the completion of personalised learning plans. Kāinga are given the opportunity to communicate their aspirations for their children. The pastoral ethos permeates all activities at PASS and along with the student, the closest kāinga will be involved through PASS coaches.

PASS will implement various strategies to seek feedback from kāinga, including through surveys, to monitor satisfaction and gain kāinga input. The results from consultation and surveys will inform improvements in policies, processes, programmes and practices.

### Staff

The Principal will be responsible for kāinga engagement and will facilitate relationships between the school and kāinga and the wider community by acting as the key contact person for kāinga and facilitating community events.

Staff must be approachable. The school encourages honest communication between staff, students and kāinga about student progress and direction. Kāinga will be provided with information and support directly from staff or indirectly through correspondence from the administrator or student management system portal.

### School Activities

Kāinga engagement is crucial and central to the school vision. Kāinga will be encouraged to participate and support learning, cultural and sporting events wherever possible i.e. field trips, camps, end of term evenings, fundraising events, community gatherings etc. The school will

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<sup>1</sup> Kāinga is the Tongan word for family and is used throughout PASS documentation to represent Pacific family.

have close associations with local bodies including churches, council and other community organisations.

### Open Door Policy

The school will maintain an open door policy at all times for kāinga who wish to discuss any ideas or concerns regarding students. The school will designate a drop in space for kāinga.

### Student Management System

The school will use KAMAR as the primary information distribution portal, key aspects will be:

- Accessibility of required information for kāinga
- Understanding information in relation to student progress and achievement

The school will provide support for kāinga regarding the information available on the student management system.

### Barriers

We've identified that there are a number of potential barriers for kāinga engagement and will endeavour to provide support to overcome these challenges:

- Lack of alignment between home/cultural life and educational demands
- Language barriers
- Limited attendance by kāinga in the fono
- Limited time and resources and other kāinga or work commitments
- Inconsistent communication methods
- Information overload
- Limited peer support and uncertainty

PASS will address this barrier through:

- Frequent contact with kāinga about their children's progress, especially when the school is celebrating their achievements
- Formal school-kāinga-community partnerships
- Kāinga events and information meetings to inform kāinga about the expectations of education — particularly NCEA and the curriculum — and ways they are able to assist their children towards NCEA readiness
- Access to interpreters when necessary

### Reference

- National Administrative Guidelines (1)

### Review

This policy is has been reviewed by the Board of Trustees and will be reviewed by January 2016.

**Approved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Reviewed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appendix 1: Evaluation**

Objective	Indicators	Evidence
Gathering input and feedback from kāinga and wider community	<ul style="list-style-type: none"> <li>• Various strategies are used to seek community views and encourage kāinga to approach the school</li> <li>• Consultation includes conversations, interviews, and talanoa</li> <li>• Information from kāinga about their perceptions of, and attitude towards, the school is gathered, analysed and used</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation that shows how the school obtained community views such as perceptions on the school's approachability, responsiveness, partnerships, consultation, the information received, and timeliness and accuracy of reports on students' progress</li> <li>• Talanoa minutes</li> <li>• Discussion notes</li> <li>• Interactive technologies: KAMAR, school website, email and social media</li> </ul>
Using information in decision-making	<ul style="list-style-type: none"> <li>• Views and opinions from the community are considered and, where appropriate, acted upon</li> <li>• Concerns from kāinga are responded to</li> <li>• The process for complaints is clear, publicised and used effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Board meeting minutes</li> <li>• Evidence about community views are incorporated into the charter, strategic plan and other documents</li> <li>• Complaints policy and process is available upon request</li> <li>• Records of complaints and actions</li> <li>• Notices and minutes of talanoa</li> </ul>
Forming partnerships with kāinga and students to share information about learning, progress and the school	<ul style="list-style-type: none"> <li>• A range of methods is used to communicate and share important information between kāinga and the school</li> <li>• Parents are informed about school programmes</li> <li>• Kāinga and the teachers share ways they can support the student's learning</li> <li>• School reports to kāinga are timely and clearly explain progress and achievement and how the kāinga and student can contribute to future improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Student Handbook / Prospectus</li> <li>• School Policies and Procedures</li> <li>• Student Portfolios</li> <li>• School website</li> <li>• Parent feedback on satisfaction with interactions with the school</li> <li>• Personalised Education Plans</li> </ul>

Objective	Indicators	Evidence
	<ul style="list-style-type: none"> <li>• Kāinga receive reports on progress of students that are specific in relation to national curriculum</li> <li>• Kāinga are involved in decisions about student learning and programmes</li> <li>• The school communicates effectively with kāinga concerning particular education needs including that for special education</li> <li>• Clear information is provided for students and kāinga about programme choices, qualification requirements, career pathways and students' progress towards achieving their goals</li> <li>• The school website is relevant, interesting, current and easy to navigate</li> <li>• The school uses effective strategies to communicate with kāinga</li> </ul>	
Engaging parents and kāinga	<ul style="list-style-type: none"> <li>• The community identifies with the school and its vision</li> <li>• Kāinga feel they are in a partnership with the school to support their child's learning</li> <li>• The school has effective processes for engaging kāinga when students are enrolled</li> <li>• Kāinga actively participate in the school in a variety of ways</li> <li>• Kāinga needs are considered when arranging times/venues for meetings</li> <li>• Kāinga attend meetings and events at school</li> <li>• Kāinga feel they are listened to and valued</li> <li>• Data is monitored and analysed on kāinga involvement, such as attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Kāinga talanoa and discussions</li> <li>• Information about parent attendance at events</li> <li>• Documentation passed on to receiving schools</li> <li>• Student profiles</li> <li>• Appropriate meeting schedules</li> <li>• School calendar</li> <li>• Kāinga referrals</li> <li>• Celebratory/awards events and kāinga participation</li> </ul>
Engaging Māori community	<ul style="list-style-type: none"> <li>• Māori whānau are engaged in culturally appropriate ways</li> <li>• Māori whānau feel the school values them as Māori and is committed to improving the achievement of Māori students</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic goals and objectives reflect the needs of whānau, hapu and iwi</li> <li>• Policy Review process</li> <li>• Consultation with iwi and Māori community</li> <li>• Feedback sheets</li> </ul>

Objective	Indicators	Evidence
	<ul style="list-style-type: none"> <li>• Strong partnership is developed between the school, whānau and iwi</li> <li>• The school reports to the Māori community on Māori achievement</li> </ul>	
Relationships with the wider community	<ul style="list-style-type: none"> <li>• The school identifies and uses appropriate agencies to support students and kāinga</li> <li>• The school uses community resources to complement its teaching programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic plans connect with wider community</li> <li>• Annual reports</li> <li>• Term plans and calendar of events for the year</li> <li>• Lesson/unit planning showing resources</li> <li>• Notes on meetings and contacts with receiving schools</li> <li>• Feedback from other external providers</li> </ul>