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<p>Gathering input and feedback from kāinga and wider community</p>	<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>
<p>Using information in decision-making</p>	<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>
<p>Forming partnerships with kāinga and students to share information about learning, progress and the school</p>	<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>	
<p>Relationships with the wider community</p>	<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>