**Whānau engagement checklist**

|  |  |  |
| --- | --- | --- |
| **STATUS**  In place / Partly in place/ Mostly n place / Not in place | Key components of effective engagement | **PRIORITY**  High / Medium /Low |
| **Finding out** | | |
|  | We find out who our whānau are and whether they feel welcome, valued, and satisfied with our school. |  |
|  | We find out whether whānau have the tools, confidence, and  help they need to support their children’s learning and behaviour at home. |  |
|  | We find out whether whānau are happy with the way we communicate with them. |  |
|  | We find out what our whānau think about joining in activities to support the school (such as volunteering). |  |
|  | We find out whether whānau feel encouraged to join decision-making groups or committees (board of trustees, PB4L–SW team, whānau group). |  |
|  | We find out whether whānau feel that their opinions are sought and taken seriously on matters of importance, such as discipline. |  |
| **Planning and action** | | |
|  | The staff participates in professional development about ways to help whānau feel welcome and valued. |  |
|  | The staff participates in professional development about culturally responsive ways to work with whānau. |  |
|  | We have a plan to strengthen whānau ability to support children’s learning and behaviour at home. |  |
|  | We have a plan to improve our communications with whānau. |  |
|  | We have a plan to strengthen whānau engagement with PB4L–SW activities. |  |
|  | We have a plan to strengthen opportunities for whānau to be involved in school activities. |  |
|  | We have a plan to encourage whānau to participate more in decision-making groups or committees. |  |
|  | We have a plan to gather and include whānau input about matters of importance, such as discipline. |  |