

## WHĀNAU ENGAGEMENT CHECKLIST

STATUS In place / Partly in place / Not in place	KEY COMPONENTS OF EFFECTIVE ENGAGEMENT	PRIORITY High / Medium / Low
<b>Finding out</b>		
	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.	
<b>Planning and action</b>		
	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.	