

School-whānau partnerships self-review

Report for for 2012

Report generated on 23 Nov 2012

Introduction

This report is a partial report, resulting from representatives from either your school or whānau working through the Ruia School-whānau partnerships self-review tool. When both groups have completed their review, the final report may provide valuable information on how whānau views differ from the school's.

This report has four sections:

- a summary showing average responses for each of the seven areas covered by the self-review tool
- "[What we think we need to focus on](#)", which shows the indicators that were scored as 1 (the lowest possible score) in the self-review tool. This section also includes the corresponding next steps and professional learning requirements identified while working through the tool
- "[What we think we have done well](#)", which shows the indicators that were scored as 5 (the highest possible score) in the self-review tool. This section also includes the corresponding next steps and professional learning requirements identified while working through the tool
- "[Full information](#)", a detailed statement showing all responses within the seven areas covered by the self-review tool, including the evidence for scores, next steps, and professional learning requirements.

Summary

This section shows the average responses for each of the seven areas covered by the self-review tool. For detailed responses within each area, see "[Full information](#)".

Area	Mean
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Curriculum	1.67
Learning at school	2.4
Learning at home	2.6
Reporting	2.4
The school community	1.75
School events	3

What we think we need to focus on

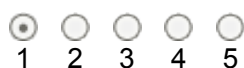
This section shows the indicators that were scored as 1 (the lowest possible score) in the self-review tool.

The Ruia School-whānau Partnerships site will help you to work on the areas identified as needing attention. It provides a range of approaches, from quick ideas for "Getting started" to support for in-depth inquiry over time.

Overview

Basic engagement

- a) The school does not see partnerships with whānau as an important focus.



Educationally powerful partnerships

The school actively seeks to connect with whānau and the Māori community and to understand the iwi contexts of its Māori students and of the area.

Next steps

TEST PAGE 2

Professional learning requirements

TEST PAGE 3

Curriculum

Basic engagement

- a) In a general way, school leaders and teachers consult whānau about the school curriculum, and then the school makes the decisions about the content.



Educationally powerful partnerships

School, whānau, and the Māori community work together to develop shared understandings about valued outcomes for Māori students.

Next steps

TEST PAGE 4

Professional learning requirements

TEST PAGE 1

Learning at school

Basic engagement

Educationally powerful partnerships

- b) It is accepted that Māori students' achievement is generally lower than for many other groups in the school.

1
 2
 3
 4
 5

Working from a strength-based model, leaders and teachers actively prioritise Māori students' achievement, including accelerated progress for Māori learners achieving below expected achievement levels.

- e) School programmes include some cultural activities.

1
 2
 3
 4
 5

Leaders provide Māori learners with access to high-quality, culturally relevant programmes and services. School programmes include going out to whānau and the Māori community. The school serves as a community resource, and the community serves as a school resource.

Next steps

TEST PAGE 5

Professional learning requirements

TEST PAGE 5

Learning at home

Basic engagement

- c) Homework is marked by teachers.

1
 2
 3
 4
 5

Educationally powerful partnerships

Providing feedback on home learning (including set homework) is shared between the school, whānau, and students.

- e) Homework consists of tasks given to students by teachers.

1
 2
 3
 4
 5

School and whānau have opportunities to work together in formalised programmes (such as Reading Together), supported by shared understandings about what best supports Māori students' learning.

Next steps

TEST PAGE 6

Professional learning requirements

TEST PAGE 7

Reporting

Basic engagement

- d) Reports (official and unofficial) tend to

1
 2
 3
 4
 5

Educationally powerful partnerships

The school's reporting is strengths-focused, based on

focus on behaviour and/or non-achievement rather than on strengths and achievements.

specific, agreed expectations for Māori students' progress and achievement, and supported by evidence. It enables whānau to share and understand more about their children's learning and how they can support further learning.

- e) Reporting to students is usually informal and verbal.

1 2 3 4 5

The school's communications with Māori learners (including for reporting purposes) take a range of forms and demonstrate cross-cultural values of integrity and sincerity.

Next steps

TEST PAGE 8

Professional learning requirements

TEST PAGE 8

The school community

Basic engagement

- a) Whānau rarely visit or drop in at the school.

1 2 3 4 5

Educationally powerful partnerships

Whānau are comfortable at the school because Māori values and practices, such as manaakitanga, underpin the school's involvement with whānau and because teachers routinely talk openly with whānau about their children's learning.

- d) The school is primarily the domain of the principal and staff.

1 2 3 4 5

Whānau and school staff share a vision of "the school community" rather than "the school and its community".

Next steps

TEST PAGE 8

Professional learning requirements

TEST PAGE 9

School events

Basic engagement

- c) The school occasionally participates in events of the local Māori community.

1 2 3 4 5

Educationally powerful partnerships

Through shared understandings of local tikanga and Māori culture, the school's leaders and teachers

follow appropriate protocols when engaging with Māori and explicitly link learning to the Māori calendar and special occasions for the area.

Next steps

TEST PAGE 9

Professional learning requirements

TEST PAGE 9

What we think we have done well

This section shows the indicators that were scored as 5 (the highest possible score) in the self-review tool.

Overview

Basic engagement		Educationally powerful partnerships
e) Policies and related documents are neutral in terms of whānau participation.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Whānau and the Māori community participate in the development of policies and processes; and these reflect the importance of such participation.
Next steps		
TEST PAGE 2		
Professional learning requirements		
TEST PAGE 3		

Learning at home

Basic engagement		Educationally powerful partnerships
d) Experiences outside of school are not usually valued as learning opportunities.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	The school values the contributions Māori students make to events and experiences outside of school and acknowledges how these contributions support the students' learning and development.
Next steps		
TEST PAGE 6		
Professional learning requirements		
TEST PAGE 7		

School events

Basic engagement		Educationally powerful partnerships
a) Whānau are invited to support special school occasions.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Whānau are actively involved in all school occasions, and the school is actively involved in special occasions outside it that are significant to the local

Māori community (for example, kapa haka, church and sports events, careers expos, tangi, marae pōwhiri).

Next steps

TEST PAGE 9

Professional learning requirements

TEST PAGE 9

Full information

This section shows all responses within the seven areas covered by the self-review tool, including the evidence for scores, next steps, and professional learning requirements. For summary responses, see "[Summary](#)".

Overview

Basic engagement		Educationally powerful partnerships
a) The school does not see partnerships with whānau as an important focus.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The school actively seeks to connect with whānau and the Māori community and to understand the iwi contexts of its Māori students and of the area.
b) Māori families tend to be uninvolved with the school.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	School leaders and staff ensure the school is welcoming and accessible to whānau and the Māori community. They persist until Māori families are involved with the school.
c) All students and their families are treated the same, without a particular focus on Māori students and whānau.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	The school actively acknowledges whānau and the Māori community as key stakeholders in the school. School-whānau engagement is based on shared strategic planning to maximise Māori learners' success.
d) Whānau have opportunities to contribute their views on school policies and practices if they wish.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5	The school actively encourages, supports, and (where appropriate) challenges whānau and the Māori community to determine how they wish to engage about important matters at the school.
e) Policies and related documents are neutral in terms of whānau participation.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	Whānau and the Māori community participate in the development of policies and processes; and these reflect the importance of such participation.

Evidence

TEST PAGE 1

Next steps

TEST PAGE 2

Professional learning requirements

TEST PAGE 3

Curriculum

Basic engagement

Educationally powerful partnerships

a) In a general way, school leaders and teachers consult whānau about the school curriculum, and then the school makes the decisions about the content.

1 2 3 4 5

School, whānau, and the Māori community work together to develop shared understandings about valued outcomes for Māori students.

b) The school curriculum covers Māori culture in a general way.

1 2 3 4 5

Whānau, the Māori community, and the school work together to ensure all value Māori students' culture as a relevant and meaningful part of their learning at school. The school curriculum reflects relevant cultural knowledge, such as about the iwi students are from and the iwi of local marae.

c) There are opportunities for whānau to contribute their views on the school curriculum.

1 2 3 4 5

School leaders actively seek out, value, and respond to the views of whānau and the Māori community, for example, in the ongoing review of the school curriculum.

Evidence

TEST PAGE 3

Next steps

TEST PAGE 4

Professional learning requirements

TEST PAGE 1

Learning at school

Basic engagement

Educationally powerful partnerships

a) All students are given the same learning opportunities and experiences.

1 2 3 4 5

As well as reflecting the New Zealand Curriculum, learning experiences for Māori students relate to outcomes valued by the students, their whānau, and the Māori community.

b) It is accepted that Māori students' achievement is generally lower than for many other groups in the school.

1 2 3 4 5

Working from a strength-based model, leaders and teachers actively prioritise Māori students' achievement, including accelerated progress for Māori learners achieving below expected achievement levels.

c) Teachers have a limited knowledge of local tikanga and culture.

1 2 3 4 5

Teachers and leaders find out about the knowledge, beliefs, values, and aspirations held within whānau and the Māori community, and they use the cultural capital of Māori learners to maximise success.

- | | | |
|---|--|---|
| d) Classroom programmes involve few parents and whānau. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> 5 | Whānau, teachers, and school leaders work together to align educational experiences at school and at home. For example, whānau and others with knowledge of local tikanga, history, and language support classroom teaching and learning programmes. |
| e) School programmes include some cultural activities. | <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | Leaders provide Māori learners with access to high-quality, culturally relevant programmes and services. School programmes include going out to whānau and the Māori community. The school serves as a community resource, and the community serves as a school resource. |

Evidence

TEST PAGE 5

Next steps

TEST PAGE 5

Professional learning requirements

TEST PAGE 5

Learning at home

Basic engagement

- | | |
|--|--|
| a) Homework draws upon the content knowledge required for classwork. | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
|--|--|

- | | |
|--|--|
| b) Homework is set by teachers for students to complete at home. | <input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
|--|--|

- | | |
|------------------------------------|--|
| c) Homework is marked by teachers. | <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
|------------------------------------|--|

- | | |
|--|--|
| d) Experiences outside of school are not usually valued as learning opportunities. | <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5 |
|--|--|

- | | |
|--|--|
| e) Homework consists of tasks given to students by teachers. | <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
|--|--|

Educationally powerful partnerships

Homework promotes the use of local Māori contexts (such as whakapapa, tikanga, language, history, and place) to support Māori students' learning.

Homework aligns school and home learning and comes with clear information for students and whānau about what's expected and how it can be supported.

Providing feedback on home learning (including set homework) is shared between the school, whānau, and students.

The school values the contributions Māori students make to events and experiences outside of school and acknowledges how these contributions support the students' learning and development.

School and whānau have opportunities to work together in formalised programmes (such as Reading Together), supported by shared understandings about what best supports Māori students' learning.

Evidence

TEST PAGE 6

Next steps

TEST PAGE 6

Professional learning requirements

TEST PAGE 7

Reporting

Basic engagement

- a) Reporting is in relation to expectations for all students derived from the New Zealand Curriculum.

1 2 3 4 5

- b) Few whānau attend parent-teacher interviews at the school.

1 2 3 4 5

- c) Reporting processes are based on priorities that the school considers most important.

1 2 3 4 5

- d) Reports (official and unofficial) tend to focus on behaviour and/or non-achievement rather than on strengths and achievements.

1 2 3 4 5

- e) Reporting to students is usually informal and verbal.

1 2 3 4 5

Educationally powerful partnerships

Reporting is in relation to shared expectations for Māori students' learning and achievement, informed by the New Zealand Curriculum, developed in collaboration with students and whānau, and critiqued and challenged over time.

Most whānau take advantage of the range of options available for discussing Māori students' learning (for example, 3-way student-led conferences; more time per subject; a staff member as the ongoing main contact for whānau).

The school and whānau co-construct a range of reporting processes depending on different needs.

The school's reporting is strengths-focused, based on specific, agreed expectations for Māori students' progress and achievement, and supported by evidence. It enables whānau to share and understand more about their children's learning and how they can support further learning.

The school's communications with Māori learners (including for reporting purposes) take a range of forms and demonstrate cross-cultural values of integrity and sincerity.

Evidence

TEST PAGE 8

Next steps

TEST PAGE 8

Professional learning requirements

TEST PAGE 8

The school community

Basic engagement

Educationally powerful partnerships

- | | | | | | | |
|---|------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|--|
| a) Whānau rarely visit or drop in at the school. | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Whānau are comfortable at the school because Māori values and practices, such as manaakitanga, underpin the school's involvement with whānau and because teachers routinely talk openly with whānau about their children's learning. |
| b) School newsletters and other communications are available to all families. | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Communication between school and whānau is effective and two-way, displaying respect for local Māori culture and following appropriate protocols. |
| c) Māori are involved with kapa haka, pōwhiri, and other such events at the school. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | The school's leaders and teachers actively encourage whānau and others with knowledge of local tikanga, history, and language to support classroom teaching and learning programmes on a day-to-day basis. |
| d) The school is primarily the domain of the principal and staff. | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Whānau and school staff share a vision of "the school community" rather than "the school and its community". |

Evidence

TEST PAGE 7

Next steps

TEST PAGE 8

Professional learning requirements

TEST PAGE 9

School events

Basic engagement

Educationally powerful partnerships

- | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---|
| a) Whānau are invited to support special school occasions. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Whānau are actively involved in all school occasions, and the school is actively involved in special occasions outside it that are significant to the local |
|--|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---|

Māori community (for example, kapa haka, church and sports events, careers expos, tangi, marae pōwhiri).

b) All parents and community members are welcome at school events.

1 2 3 4 5

School and whānau participate in a range of occasions in ways that strengthen school-whānau partnerships. The school supports special events for whānau or the local Māori community (for example by providing facilities for hui).

c) The school occasionally participates in events of the local Māori community.

1 2 3 4 5

Through shared understandings of local tikanga and Māori culture, the school's leaders and teachers follow appropriate protocols when engaging with Māori and explicitly link learning to the Māori calendar and special occasions for the area.

Evidence

TEST PAGE 9

Next steps

TEST PAGE 9

Professional learning requirements

TEST PAGE 9