

# Parent Pack

for parents and caregivers with children on the threshold of secondary school with all the challenges, new experiences, pressures and temptations that lie ahead.



# The 13th Edition Parent Pack

Dear Parents and Caregivers

We are pleased to present you with this new edition of the "Parent Pack". This resource is for parents with children on the threshold of secondary school with all the challenges, new experiences, pressures and temptations that lie ahead.

The "Parent Pack" was first developed in 1997 and has been a well respected resource each year since giving parents tools to help negotiate the teenage years, particularly the minefield of alcohol and drugs and the ever changing issues of their relationship with adolescent children.

Happy Parenting... the Kaipatiki Team

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## Local Resources for Parents and Teenagers

### For Parents, Caregivers, Schools and the Kaipatiki community...

Hearts and Minds	4418989
Kaipatiki Youth Development Trust	TBA
Healthwest Youth Clinics	836 2329
Lifeline	0800 543 354
Community Alcohol & Drug Service	845 1818
Alcohol & Drug Helpline	0800 787 797
The Parent Helpline	0800 568 856
Waitemata DHB Family Services	486 8996
Yes Disability	414 5360
Ministry of Education	487 1100
North Shore Police	477 5000

### Employment and Training...

Kaipatiki Community Facilities Trust 484 8854

### For Young People...

Lifeline	0800 543 354
Youth Law	0800 884 529
Kidsline	0800 643 754
What's Up	0800942 8787
Youthline	0800 376 633
Youthline txt	234
Youthline email	talk@youthline.org.nz
plus... Waitemata DHB Public Health Nurses and your Guidance Counsellors at your school.	

### Helpful websites...

[www.heartsandminds.org.nz/information-support/support-services-directory](http://www.heartsandminds.org.nz/information-support/support-services-directory)  
[kydt.org.nz/dttb](http://kydt.org.nz/dttb)  
[healthwest.co.nz/youth-health](http://healthwest.co.nz/youth-health)  
[www.youthline.co.nz/north-shore](http://www.youthline.co.nz/north-shore)  
[thelowdown.co.nz](http://thelowdown.co.nz)  
[www.kiwifamilies.co.nz/topic/grown-ups/](http://www.kiwifamilies.co.nz/topic/grown-ups/)  
[parenting-grown-ups/teen-parents](http://parenting-grown-ups/teen-parents)  
[www.yesdisability.org.nz](http://www.yesdisability.org.nz)

[supportingfamilies.org.nz/auckland/](http://supportingfamilies.org.nz/auckland/)  
[parent2parent.org.nz](http://parent2parent.org.nz)  
[www.ry.org.nz/](http://www.ry.org.nz/)  
[www.waitematadhb.govt.nz](http://www.waitematadhb.govt.nz)  
[www.alcohol.org.nz](http://www.alcohol.org.nz)  
[www.ahw.org.nz](http://www.ahw.org.nz)

### Kaipatiki Community Facilities Trust

We can direct you to parenting courses, drug and alcohol services, counselling providers, support groups plus other resources and information.

Phone 484 8854 or 027 483 4511

[jill@kaipatikicommunityfaciliestrust.org.nz](mailto:jill@kaipatikicommunityfaciliestrust.org.nz)

[www.kaipatikicommunityfaciliestrust.org.nz](http://www.kaipatikicommunityfaciliestrust.org.nz)





# When things go wrong

Young people are moving through a period of increasing pressure and stress with studies, work, employment, family, friends and the expectations on them. There can be huge physical and emotional changes occurring, combined with an age of experimentation and peer pressure and sometimes a young person may experience a mental health problem.

Mental health problems usually build up over time and/or are triggered by certain factors and stressors. In some cases they can build up over a period of months or even years. Slow changes can be hard to notice and it may seem like normal adolescent behaviour or growing up. It is important that if you have any concerns about a young person's mental health that you seek help early.

## Mental health problems particularly depression and anxiety are common

Signs of **depression** include:

- feeling sad, grumpy or miserable most of the time
- not being able to have fun
- feeling restless or lacking in energy
- crying, or getting angry or upset for no obvious reason
- losing interest in things that you used to enjoy
- cutting off from your friends and family
- feeling worthless, or guilty about things that weren't your fault
- having trouble concentrating, forgetting things
- losing, or gaining, a lot of weight
- having sleeping problems – not being able to sleep, or sleeping a lot
- thinking about death or having suicidal thoughts

If you think a young person may be depressed, look for the signs, and talk with them. They may need your help. For more information about depression refer to [www.thelowdown.co.nz/](http://www.thelowdown.co.nz/) or call the Depression Helpline on 0800 111 757. This is a toll-free number you can call to talk with a trained counsellor. They can have a chat and help you work out whether a young person needs professional help. They can also give you information about the services that are available where you live.

**Anxiety** is one of the most common problems to affect a young person's mental wellbeing. It is when

anxiety begins to interfere with day to day life that an 'anxiety disorder' may be developing and that treatment may be helpful.

For most people at most ages, anxiety results in **physical symptoms** such as increased heart rate, feeling short of breath, muscle tension, sweating, shaking, churning stomach. Young people tend to find it more difficult than adults to recognise that these unpleasant physical feelings are due to anxiety. They may instead appear to be just overly tense or uptight, or may experience the physical signs as headaches, tummy aches or other ailments.

Anxiety also tends to trigger **changes in our thoughts**. An anxious person may have persistent worrying thoughts - most often about the possibility that something bad may happen. The younger the child the more difficult it is for them to explain what their thoughts are (i.e. what they are afraid of).

## Certain behaviours are commonly associated

with anxiety. A person who experiences anxiety wants the feeling to stop as quickly as possible or to avoid feeling anxious in the first place. Avoidance of situations that trigger anxiety is the most common behaviour that goes with anxiety. A young person may show avoidance, withdrawal or under achievement. Some people may develop unusual behaviours or habits. Sometimes drugs and/or alcohol may be used to numb (avoid) feelings of anxiety. It is common for a person with anxiety to also be depressed. or more information refer to [www.werrycentre.org.nz](http://www.werrycentre.org.nz).

Research shows that young people are most likely to turn to close friends or family for support, so you're probably in a really good position to help. Being there for them could make a big difference. It is important that if you have any concerns about your young person's mental health that you seek help early.



# Kaipatiki Youth Navigator

KCFT employs a Youth Navigator to act as a mentor for our youth, and as an intermediary between local and central government agencies for those young people. Initiatives undertaken by the Youth Navigator include:

## Jobs4Youth

The key principle of Jobs4Youth is that it connects schools and young people with opportunities in employment, education and training. It's about providing local leadership and solutions to local issues, as well as building trusting relationships with employers and encouraging the business community to take a leading role for the future of their workforce.

The project works collaboratively with schools, youth programmes, employers and central government to connect key parties to create opportunities for young people. Support is often required to get them on track in a dynamic, advancing economy to ensure their success AND to build a strong workforce.



## Kaipatiki Local Youth Board

Provides opportunities for young people in Kaipatiki to get involved in the community, and have the voice of youth in local decision making processes. It also means being part of the local consultation process with the Kaipatiki Local Board and other local and central government agencies.

Most importantly, the Kaipatiki Local Youth Board allows our youth to engage with others their same age at a decision-making level, and to engage with elected officials and politicians to provide events, or projects for youth lead by youth. An obvious example is the new Kaipatiki Youth Development Trust Youth Space – built in Marlborough Park, Glenfield specifically for youth oriented events and programmes which benefited from intensive input from our youth.

## Children's and Student Panels

These panels, started three years ago, have provided an opportunity for young people to have a voice in specific areas each school term throughout the year, working collaboratively with agencies and/or our Local Board. Schools involved include Birkenhead, Glenfield and Northcote High Schools, Birkdale, Glenfield and Northcote Intermediate Schools and in 2017 we have been trialling panels in Birkdale and Windy Ridge Primary Schools.

A snapshot of the issues covered include: Pest Free Kaipatiki, Youth Health, Transport, Safety in the Community, Watersafe, Library Hours, Connected Kaipatiki.





# Gender roles and expectations

## The gender roles and expectations we have of children contribute to how they behave

**Gender role:** the expectations of the different ways males and females should behave.

**Stereotype:** standardised image or idea about a particular type of person.

**Gender identity and roles in the family are central to adult experience.**

As children observe their families they begin to interpret what it means to be a male or female.

By their third year, boys and girls tend to identify with the same-sex parent and want to

be like them. This begins to set the patterns for how they might behave in adulthood. Even in one-parent families or where children have same-sex parents they observe gender roles from other sources (other family members, school, TV) and they take on characteristics of same-sex identification.

It is not surprising that boys may grow up feeling the need to be powerful and in control and girls grow up feeling dependent and submissive.

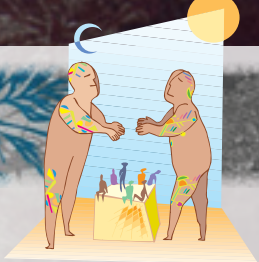
Some common concepts which convey ideas of gender role stereotyping are:

### for boys ...

- big boys don't cry
- act like a man
- boys will be boys
- what a fine, big boy
- he's a tough little dude

### and for girls ...

- let me make it better
- behave like a lady
- nice girls don't do that
- she needs to lose that puppy fat
- she's so pretty and gentle



## Is vandalism or tagging my problem?



Parents must take some responsibility in ensuring their children do not become local perpetrators of vandalism such as graffiti (tagging) or destruction of property. Strive to encourage young people not to emulate negative approaches to their own community, rather engage them to be positive through dialogue and setting a good example yourself. Too often it can be spotted early; marks on school books, backpacks, shoes or jackets and usually in the bedroom. If you see a graffiti "tag" that resembles marks on your child's property, then the likelihood is that they are connected. Ask the question!

### What do I do if my child vandalises?

- Keep calm and talk it through together.
- Decide on the consequences as a family.

- Go with your child to apologise to the owner of the property.
- Help them put the damage right.

### What can I do to stop my child vandalising property?

- Teach children to take care of their own property from an early age.
- Show children how carefully you look after your property.
- Talk about what vandalism is and how it spoils the environment.
- Explain that all property belongs to someone, and has a value.
- Talk about how people feel when their things are damaged or destroyed.
- Help children to find positive ways to use their leisure time.



# What to look for if you think your child may be using Alcohol or Drugs

Abusing drugs and underage drinking are real problems for public health as well as for the individuals these behaviors impact. Teenagers are easily able to access alcohol or drugs via associates at school or other contacts. Underage drinking can lead to unwanted pregnancies, car accidents, health problems, and in the worst cases, death. Get familiar with the facts and do what you can to prevent teenage substance abuse.

Here is a list of symptoms that MAY indicate alcohol or drug use. It is important to remember that adolescence is a time for changes, so look for a SERIES OF SYMPTOMS, not just an isolated or single behaviour. Most of these symptoms could in fact be classified as 'normal' teenage behaviour.

<b>Behaviour</b>	Nasty, moody, irritable, unreasonable, angry, lying, occasional memory loss, slurred or slow speech, lack of energy, apathy, poor coordination, loss of involvement or enthusiasm, overreaction to criticism, lack of pride in appearance
<b>Illness</b>	Frequently ill in the morning, miraculously well by evening, chronic coughing
<b>Changes of friends</b>	Drops old friends, has new friends you don't know, makes private phone calls and has private meetings away from home more often
<b>Money</b>	Unable to explain how money is spent or where money comes from, unable to explain new purchases or acquisitions
<b>School problems</b>	Unusual lateness, truancy, teachers notice change of behaviour, performance
<b>Other changes</b>	No interaction with family, hides in room, sleeping habits change, hangs out at parks, malls, arcades, etc, withdrawal from sports or hobbies
<b>Things appear or disappear</b>	Possessions missing, fan in bedroom, drug paraphernalia (tin foil, eye drops, burnt knives, cigarette papers), alcohol bottles or cans, nitrous oxide canisters
<b>Eating habits</b>	Avoids family meals, loss/gain of appetite, loss/gain of weight, late night "munchies", a craving for sweets
<b>Obvious use</b>	Red-eyed, glassy eyed, alcohol smell, incoherent

**DON'T PANIC** - or over-react if you suspect drug use. Try to establish the facts, talk to your son or daughter without moralising or preaching. Show understanding or concern and look for positive ways of correcting the situation. There is a list of people who can help you at the end of this resource.

If you feel unable to speak calmly to your son/daughter, ask for support from an adult whom your son/daughter relates well to.

## Helpful Websites

[www.alcohol.org.nz](http://www.alcohol.org.nz)

[www.police.govt.nz/advice/drugs-and-alcohol](http://www.police.govt.nz/advice/drugs-and-alcohol)





# Partying safely

## Parenting parties

It is not always easy deciding what to do about alcohol at a teenage party. If your child wants to hold a party then the simplest and safest way is to say 'no alcohol'. Supplying alcohol doesn't make for a better party.

It doesn't take very much alcohol to fuel a problem and young people socialise well and have fun without it.

### Some things to discuss and plan for beforehand...

- Who is coming and how many
- What time will the party finish
- How will they get home
- Will any be staying over
- What food will be provided
- How will gatecrashers be handled
- What is your decision about supplying alcohol
- How will you deal with alcohol brought by guests.

"If you choose to provide alcohol, set the limits.

Aim for lower strength alcohol, provide plenty of substantial food and non-alcohol drinks and closely supervise the party. Remember, you would be taking responsibility for supplying alcohol to other people's children as well as your own. Their parents may not be aware of that or approve."

### Handy Hints for successful parties

- Limit the invitations to as small and closely associated group as possible. Word gets around quickly and by limiting the function to close friends you are more likely to know who's coming. Make a list and send out printed invitations so people know it is strictly 'invitation only'
- Never go out and leave them to party alone. Visible but non-intrusive adult supervision is critical – drop in occasionally with snacks. Have the guests come through the area that you are in to get to the party so you know who is there and you see what they are bringing in
- Invite other parents over – they could help you serve food and will be able to assist with security if necessary

- It is a good idea to let the police know in advance in case anything goes wrong
- Let the neighbours know or invite them over
- Make sure there's plenty of good filling food like pizzas and bread and provide entertainment and space to dance etc. This is especially important if alcohol is present to reduce the risk of problems associated with drinking
- Be prepared with First Aid.

## Attending parties

When your teenager wants to go to a party, agree to some conditions.

### Things to discuss

Contact the host's parents and find out about supervision, time, location, arrangements regarding alcohol and transport. Your teenager will probably accuse you of not trusting them. Point out that trust is not the issue, you are concerned about their safety. Be open about what you're doing - going behind their back is not a good idea

### When things go wrong

Most teenagers will experiment with alcohol and getting it wrong is not uncommon.

### "Even with the best parents in the world, young people can still get into trouble"

While some young people may periodically drink heavily, most get through it okay!

### What if your teenager...

- goes to a party when you have forbidden it?
- steals alcohol from your drinks cupboard?
- comes home drunk, vomiting?
- or worse, you have to collect a very drunk teenager from a party?

### Remember...

- Go back to any agreements you made. If consequences were agreed upon, they must be carried out. Give them the opportunity to explain what happened.
- Do not try to reason with a drunk teenager. Wait until the morning when they are sober and you are less angry.



# Bullying



## What is Bullying?

Bullying is aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. Bullying can take many forms, such as hitting and/or punching (physical bullying); teasing or name-calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by phone or computer e-mail (cyberbullying). (People with disabilities may be at a higher risk of being bullied than others.) Many bullying targets, particularly boys and adolescents, do not tell their parents or adults at school about being bullied. It is important that adults are vigilant to possible signs of bullying.

## Warning Signs

Possible warning signs that a child is being bullied:

- Comes home with torn, damaged, or missing pieces of clothing, books, or other belongings
- Has unexplained cuts, bruises, and scratches
- Has few, if any friends, with whom he or she spends time
- Seems afraid of going to school, walking to and from school, riding the school bus, or taking part in organized activities with peers
- Takes a long, "illogical" route when walking to or from school
- Has lost interest in school work or suddenly begins to do poorly in school
- Appears sad, moody, teary, or depressed when he or she comes home
- Complains frequently of headaches, stomach aches, or other physical ailments
- Has trouble sleeping or has frequent bad dreams
- Experiences a loss of appetite, or appears anxious and suffers from low self-esteem

## What to do if you suspect your daughter or son is being bullied?

If your child shows any of these signs, this does not necessarily mean that he or she is being bullied, but it is a possibility worth exploring. What should you do? Talk with your child and talk with staff at

school to learn more.

Talk with your child. Tell your child that you are concerned and that you'd like to help. Here are some questions that can get the discussion going.

### Direct questions:

- "I'm worried about you. Are there any kids at school who may be picking on you or bullying you?"
- "Are there any kids at school who tease you in a mean way?"
- "Are there any kids at school who leave you out or exclude you on purpose?"

**The first bullying resource for parents is their child's school. Whether your child is a victim of bullying or is the bully himself (or you are just concerned about intimidation at the school), you should reach out to your school teachers, counselor and principal for help.**

### Subtle questions:

- "Do you have any special friends at school this year? Who are they? Who do you hang out with?"
- "Who do you sit with at lunch and on the bus?"
- "Are there any kids at school who you really don't like? Why don't you like them? Do they ever pick on you or leave you out of things?"

Talk with staff at your child's school. Call or set up an appointment to talk with your child's teacher. He or she will probably be in the best position to understand the relationships between your child and other peers at school. Share your concerns about your child and ask the teacher such questions as:

- "How does my child get along with other students in his or her class?"
- "With whom does he or she spend free time?"
- "Have you noticed or have you ever suspected that my child is bullied by other students?" Ask the teacher to talk with other adults who interact with your child at school (such as the music teacher, physical education teacher, or bus driver) to see whether they have observed students bullying your child.





# School attendance and truancy

Attending school on a regular basis is hugely important. Every day counts towards a child's learning and pays huge dividends for their future. Regular attendance is needed for children to continue learning and improving their basic reading, writing and other skills they need. It also means they are likely to experience educational success.

To this end it's really important that you as a parent place importance on regular attendance. As always, children learn by example and will take your lead. If you show a relaxed attitude to their going to school then they will too.

There's another reason why regular attendance at school is important – it's compulsory and parents/caregivers can be prosecuted in extreme cases of truancy.

## Attending school is compulsory

Children are legally required to be enrolled at and regularly attend school between the ages of six and sixteen. If this doesn't happen then parents, caregivers, whanau, whoever is ultimately responsible for that child can be prosecuted.

It is acceptable to ask for your child to have time off from school for special reasons such as medical appointments. You are also within your rights to ask that your child be exempted from religious instruction or classes in sex education.

## So what can you do to help?

Some basic, easy to establish rituals and routines you can put in place that will help are:

### Being organised for the next day

Make sure bags are packed, uniforms are laid out and homework is completed the afternoon/night before school. Rushing in the morning puts everyone on edge and causes problems.

### Plenty of sleep on school nights

It's so important to set school night bedtimes and stick to them where humanly possible. A tired, scratchy kid at school is no fun for anyone, even the tired scratchy kid and chances are they won't want to get up and go in the morning.

## A hearty breakfast

A hungry brain doesn't function well enough to learn and take in everything a school day offers!

## Be happy!

Morning moaning and nagging means everyone's day is off to a bad start. There's nothing worse than facing a day away from your loved ones knowing you yelled or moaned at them in the morning.

## Be on time

Help your child get up, ready, out the door and into the classroom on time. Punctuality is important to learn, for school and the rest of their lives.

## What do I do with a child who doesn't want to go to school?

Chances are this will be the case for you at least once in your life as a parent.

If, and when it happens to you there are a few things you can do –

- Ask why they don't want to go? If they are sick, work through that scenario.
- Not sick? Ask about some other aspects of school – Is there something happening that day they are reluctant to take part in?
- Are there friend issues? Who did they play with yesterday? Is that different from the norm?
- What are some neat things that happened at school yesterday/last week? They might happen again? See if this line of conversation leads to something that may be concerning your child.

If they are not sick then they need to go to school.

If possible for you, go into school with them and have a chat with the teacher. Maybe some of your conversation before this will have thrown up something you need to discuss with him or her. Or maybe your conversation left you at a loose end and you need to get the teachers take on how your child's been over the last little while.

If you can't get into the school that morning, don't leave it too long to do so or phone and have a conversation with the teacher over the phone.



# Are you a young person aged 12 to 24 wanting a FREE and confidential health service?



## The Youth Health Hub provides a range of FREE health service programmes in Kaipatiki

### Choices to Wellbeing Programme

This programme offers:

- One-on-one or family counselling
- Access to a Youth Worker
- Group programmes for young people experiencing mild to moderate mental health issues (these may include depression/low mood, anxiety, grief or loss issues, family issues or relationship/personal issues)

We have a team of Psychologists, Social Workers, Counsellors and Youth Development Workers located at our Youth Hub in Glenfield.

### Young Dads Programme

An 8 week course that gives young dads the opportunity to connect with other young fathers, and learn how to deal with some of the challenges of being a young parent in a positive way. Designed for dads 24 years and under, the programme is structured so as to be engaging, thought provoking and fun.

### Youth Health Clinics

We offer free general Youth Health Clinics by appointment at different times throughout the week at our Glenfield Youth Hub. We have a team of registered Nurses, a Nurse Practitioner, Doctors (General Practitioners) and Youth Development Workers available to assist with your needs.

**If you would like to make an appointment to see us, you can either drop in during our clinic opening hours, phone, txt or email us. Our Reception can let you know clinic days, opening hours and locations.**

**If you think the Choices fro Wellbeing Programme might meet your needs, then talk to our Reception about how you can make either a referral for yourself, or for someone you know.**

**If you are not sure which service is best for you, just make an appointment with one of our Nurses to talk about your health needs.**

Youth Health Clinic – Marlborough Park  
15 Chartwell Ave, Glenfield  
(Tuesdays & Thursdays)

[www.youthhealthhub.co.nz](http://www.youthhealthhub.co.nz)  
[youthhub@healthwest.co.nz](mailto:youthhub@healthwest.co.nz)

Phone: 09 836 2329  
Txt: 021 824 500





# Family discipline

**"Kia kaha tatou ki te iwi, ki te tautoko i a tatou tamariki, mokopuna kia tu pakari ai ratou i nga tau kei to heke maio."**

"Let us support our children and grandchildren to ensure they have a secure future."

All children need discipline – guidance to help them understand what is expected of them and to behave in a socially responsible way. It is an ongoing process of learning during growing-up years. Discipline is not the same thing as punishment. Punishment is about blaming and shaming – not about learning.

Positive discipline provides explanation and fair consequences for unacceptable behaviour. It notices and responds to acceptable behaviour. It is not constructive to criticise, shame or harm children when they make mistakes or do not follow fair rules. Discipline is about teaching what is expected of them. All too often children experience physical or emotional violence excused as discipline.

Good parenting involves effective discipline. It comes from the same source as the word "disciple" – a follower. Effective discipline is never abusive,

cruel or violent. Children learn best by fair guidance, good examples, clear messages and patience, to allow and let them learn from their mistakes.

## The following principles will help children learn how to behave well

1. Set the scene well. A warm and caring home where the child feels secure and loved is the environment that fosters good behaviour.
2. Give lots of praise and say lots more positive than negative things – praise for getting it right is far more effective than criticism for getting it wrong.
3. Talk with your children as much as you can and listen to what they say.
4. Keep expectations realistic about what children can and can't do – know what is normal for their age.
5. Make it clear to children what you would like them to do and not do.
6. Make limits clear but keep rules to a minimum.
7. Don't fret the small stuff – ignore minor transgressions or provocation.
8. Be consistent in what you expect.
9. Model the kind of behaviour you want your children to copy.
10. Avoid physical punishment – it does not add anything constructive to discipline and carries many risks.
11. Structure your child's world to make it predictable, interesting and as free from frustration as possible.
12. Children will behave better when their basic needs, such as for food, rest, stimulation and play are well met.



# Kaipatiki Community Facilities Trust

Kaipatiki Community Facilities Trust (KCFT) has a partnering agreement with the Kaipatiki Local Board to provide community development, placemaking, community resources, community events and projects in Kaipatiki that meet local residents needs or increase neighbourhood sustainability.

The Trust continually, provide support around Tikanga Māori, and all that increases Te Ao Māori, shared outcomes and benefits through collaboration with mataawaka/mana whenua driven kaupapa. The Trust will ensure that local Māori are involved within the leadership; of appropriate consultation/ hui and projects.

We use the "Five Wellbeings" approach in our community development because these increase opportunities for participation, enable the transfer of skills between people, develop self reliance, build organisational capacity and networks of community groups, ensures local ownership of projects and decisions, utilises local resources to solve local problems and, in the end, effectively increases the amount of social capital available within a community.

Key areas of engagement include:

- Strategic Partnerships and Collaboration
- Community Development and Wellbeing for all sectors
- Projects, events and activations that meet community needs
- Summertime and Wintertime Programme in Parks and Reserves
- Kaipatiki Community Networks
- Communication - Placemaking and Placeshaping
- Kaipatiki Youth Navigation - youth mentor and employment pathways
- Sustainable Neighbourhoods
- Arts and Culture Projects
- Media Resources



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