

Aranui High School

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Aranui High School Community Engagement Report

Submission to the Ministry of Education Proposal for Education Renewal

MENE SOLUTIONS LTD

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1. Introduction

The purpose of this report is to capture the community engagement process and outcomes that were initiated by the Minister of Education's Rationale for Change relative to Aranui High School (AHS).

The process of engagement involved a number of interviews, conversations, surveys and stakeholder workshops for parents, staff, community, students and Board Trustees.

2. Executive Summary

The AHS Community recognises the significant impact the Canterbury Earthquakes has had on the Canterbury education network and it is appropriate to review schooling provisions.

The AHS Community acknowledges that there has been damage to land and buildings and is most sensitive to the human impact on vulnerable families who are fragile and struggling to manage the highly complex recovery of our communities in eastern Christchurch.

The Board of Trustees (BoT) recognises that the current proposal is focused on the future children, young people and families of Aranui and the wider Eastern area of Christchurch that is the current catchment of AHS. The BoT also recognises the many tensions that exist between what we have today and the best possible future for our families/whanau/aiga.

The BoT recognises the Minister for listening to the request for the time extension provided to the five schools in the 'Aranui Cluster'.

To date the AHS Community has engaged in a constructive dialogue focused on concerns, issues and opportunities to try and identify a preferred way forward for our current and future community of interest. The BoT considers that it has extensively discussed all of the matters relative to this situation.

The BoT has:

1. Carefully considered a wide range of perspectives, possibilities and preferences.
2. Decided unanimously to endorse the current proposal for a single site Community Campus in Aranui
3. Prefers the current AHS site
4. Is committed to ongoing engagement with other schools and stakeholders who would be affected by a change of education model in Aranui

The BoT is mindful of and notes the following areas for greater consideration:

1. Support for current serving staff relative to employment uncertainty
2. Provision of Early Childhood Education and Adult and Community Education on the campus
3. That some separation of year groupings would be appropriate
4. The co-location and/or integration of other services including but not limited to Health, Social Services, Recreational, Economic, Cultural, and Technology.
5. Open to exploring the best governance and management models across a Community Campus.

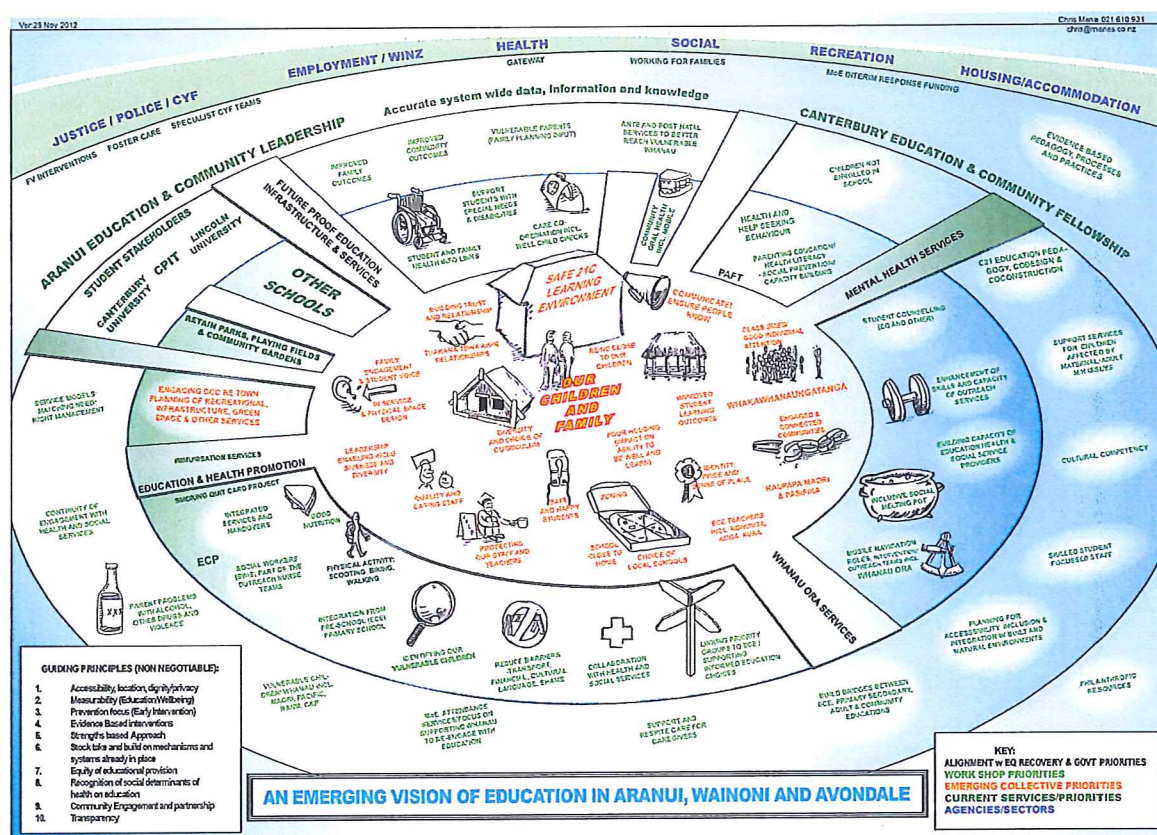
The BoT looks forward to partnering with the Ministry of Education and other stakeholders to identify a shared vision for education and community based around our young people and our families/whanau/aiga.

3. An emerging vision for Aranui

Through October and November AHS has engaged with the other four Aranui schools and the Aranui community through the Aranui Community Trust Incorporated Society (ACTIS) in two community workshops. These were on the 1st and 15th of November 2012.

Below is a visual that has been designed based on the input of workshop participants from AHS community, the other four schools in the cluster and wider school community through the ACTIS community engagement process.

This emerging vision identifies collective priorities from across the wider dialogue of Aranui schools and community.



Key features of the visual are:

- Students and families are at the centre of the vision
- A whare and fale represent the importance of Maori and Pasifika cultures
- Vision framed in the context of a system of care with all agencies working collaboratively in the best interest of students and their family
- The vision is under pinned by a set of proposed guiding principles
- Those elements of the vision of most importance to student wellbeing and achievement are closest to the centre of the vision
- The vision aims to illustrate student pathways to services and supports

4. Rationale for Change

The Rationale for Change¹ was received by the Principal and Board of Trustees (BoT) on 12 October 2012. The rationale cites six areas that provide reasons for:

“An opportunity to enhance the quality of the infrastructure and also support enhanced learner achievement, engagement and participation in education.” (Page 2 of 8)

The Rationale for change asserts that:

“Closing all five Aranui schools² and establishing a new Aranui Community Campus with a range of wrap around community, sporting and educational services is proposed. Early childhood, tertiary, social, and sporting organisations could operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community.

AHS and its community accept there are legal definitions of consultation³ where Chief Judge Goddard restated (at pp 455-456) several propositions as a guide to employers and employees.

“(3) If there is a proposal to make a change, and such change requires to be preceded by consultation, it must not be made until after consultation with those required to be consulted. They ‘must know what is proposed before they can be expected to give their views’...

“(5) The requirement for consultation is never to be treated perfunctorily or as a mere formality. The person or body to be consulted must be given a reasonably ample and sufficient opportunity to express views or to point to problems or difficulties...

“(6) Consultation must be allowed sufficient time...

“(7) Genuine effort must be made to accommodate the views of those being consulted; consultation is to be a reality, not a charade...

“(9) Consulting involves the statement of a proposal not yet finally decided upon, listening to what others have to say, considering their responses, and then deciding what will be done...

AHS notes these propositions and the reassurances from the Minister of Education that this consultation is genuine.

4.1 Physical infrastructure

AHS accepts that there is some data and information available relative to land, buildings and indicative property costs. There is a consensus that some unknowns exist including the repair and replacement of many privately and state owned houses in the area. It then stands to reason that some assumptions have to be made and that further and more accurate information will become available over time.

¹ <http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/10/Aranui-High-School-Rationale-for-Change.pdf>

² Aranui, Avondale and Wainoni Primary Schools, Chisnallwood Intermediate and Aranui High School

³ The views in Wellington International Airport [1993] 1 NZLR 671 (CA) were adopted by Goddard CJ in Communication and Energy Workers Union v Telecom NZ Ltd [1993] 2 ERNZ 429, an application for an interim injunction.

AHS was appreciative that Shaun Pont (Managing Director of Arrow Strategy Ltd) shared his time at the community workshop on 24 October 2012. Shaun shared the backstory of the AHS site development since the master plan was developed in 2007 and the subsequent implementation up to the time of the earthquakes.

Shaun shared that approximately \$8million out of a total budget of \$9.8million had been expended on the site. Shaun explained about the infrastructure damage below ground and above resulting from the sinking and heaving during the seismic activity.

Shaun provided an assessment of the current reality in terms of land, buildings and likely scenarios going forward. He shared that the underground services were working well generally and that there was approximately 50% of the schools buildings that needed repair or rebuilding.

Shaun quoted a conservative repair estimate figure of \$12million and that school buildings are generally built for a functional lifespan of at least 50years.

The AHS community accepts that people movement and that land and building damage as a result of the earthquakes are legitimate catalysts for considering change across greater Christchurch.

4.2 People

AHS community accepts that geographically there could be considered five schools in the Aranui cluster. It also accepts that since July 2010, their combined school roll has fallen by almost 500 learners and that all five schools have earthquake related damage.

Given the significant level of investment required to remediate the damage to all five schools, there is an opportunity to consider enhancing the quality of the infrastructure and also support enhanced learner achievement, engagement and participation in education. AHS is open to exploring such opportunities

AHS accepts that no sites have been selected for this future provision.

The BoT, Principal, parents and community stakeholders accept that buildings on the school site have suffered some degree of earthquake damage.

Of particular concern is the impact of state and privately owned homes that are not currently tenanted and the direct impact this has on the school roll.

4.3 Facts and Figures

The current student roll is just under 500 and fluctuates, with regular enrolments in and out of other existing secondary schools in the area. (The school lost 150 students immediately after the February quake).

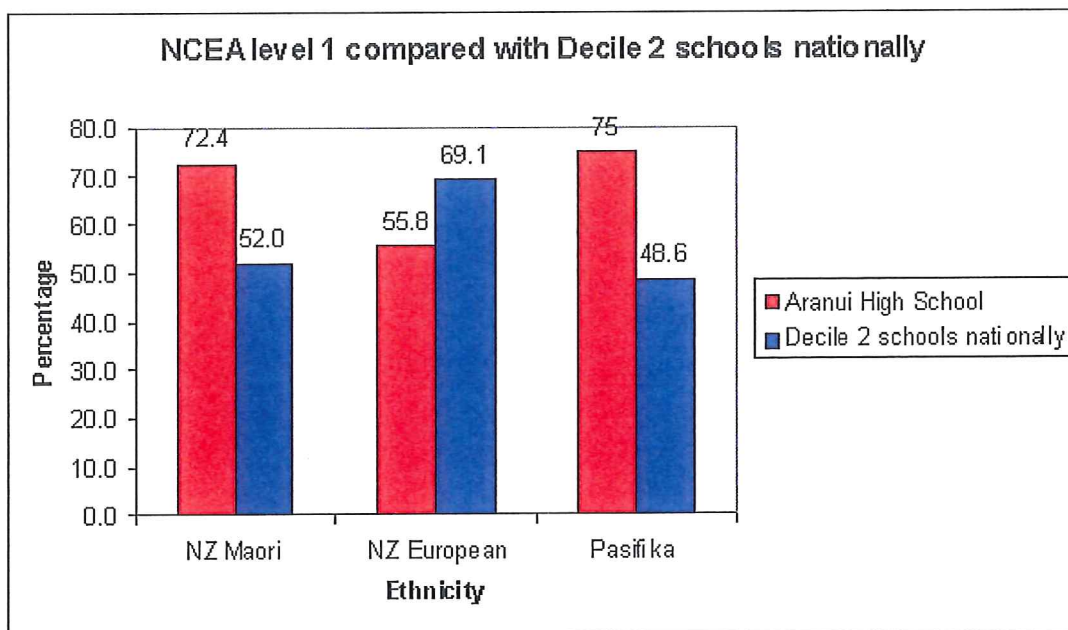
Senior students from other schools choose to come to Aranui High because of the academies programme which have historically been very successful and which form an integral part of the school's culture. Programmes in sports, in the performing arts, childcare are high interest programmes that lead to career pathways or further study.

The school has the only known school based carving academy in the South Island, as well as the only Services Academy in Christchurch. Over the past five years, the Services academy has catered for a very high number of at risk Maori youth, although not exclusively.

The school roll has been affected by the damage to 130+ Housing NZ homes. Repairs to these have now begun and it is anticipated that the repopulation of inner Aranui as a result of these repairs will have a positive impact on the roll.

Two of the school's five strategic goals relate to the improved achievement and outcomes for Maori and Pasifika students. These goals are showing evidence of promise with 2011 NCEA Level 1 participation results showing a 72.4 % pass rate for Maori and 75% pass rate for Pasifika students (the highest ever for this priority group)

The table below illustrates the 2011 NCEA level 1 data compared to decile 2 results nationally, in terms of ethnic breakdown:



5. Aranui High School Community

The Aranui High School Community of Interest includes students, parents, staff, community organisations and government agencies. It is wonderfully diverse and embraces the richness of multiculturalism. Maori and Pasifika cultures are clearly and strongly integrated into a broader school culture, curriculum and extra-curricula activities.

Strong relationships exist across a wide spectrum of social, spiritual, community, sporting, recreational, health, employment, training and tertiary organisations.

It is becoming clearer from the community engagement that several organisations could operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community. It is well worth being provided with more time to explore this concept further.

5.1 Maori and Pasifika

The school has a vision for the re-establishment of a Maori bilingual pathway, and would strongly support this development regardless of which option is chosen.

The school is conscious of its special role in supporting its Maori and Pasifika communities. The school embarked on a new pathway in 2010 as part of its overall redevelopment, and relocated its whare into the centre of the school, to clearly signal a move away from marginalisation of Maori to having a special central role in the life of the school.

5.2 Our Aranui - Results of the Aranui Door-to door Survey 2010

In late 2009 ACTIS (Aranui Community Trust Incorporated Society) implemented an Aranui Community survey⁴ that netted 1130 questionnaires from 2,700 homes. Questions were asked about five result areas based around health, education, participation, physical environment and social/spiritual capacity. The following extract is from the survey report completed by Matt Walters 16 February 2010.

Recommendations for actions on Result Area 2 - A community full of knowledge and learning

From the information presented the most effective solution in improving the learning opportunities in Aranui has been the solutions and work of the learning / educational institutions themselves. The strategies they deliver to engage with the community and present appropriate and relevant programmes for the children and adults alike have been effective, this is shown through that fact that 59% of the population believe that these opportunities have improved. Many individual examples were given about how an institution had changed the way they work or how they work for the community effectively.

What is clear is that there is still room to continue to improve in this area and it is the work of the institutions / organisations themselves that can continue this development. It is suggested that for this to be most effective these organisations as much as possible need to engage wider with, and be supported increasingly by the community in their actions, allowing individuals to participate and be involved in their organisational solutions as much as possible.

⁴ <http://www.communityresearch.org.nz/2011/04/27/our-aranui-results-of-the-aranui-door-to-door-survey-2010/>

If these learning / educational institutions can be involved also in wider social solutions to common problems, this would also add strength and effectiveness to solutions that are strategically cohesive across all solutions for the development of the Aranui community and the future prospects that achievement in learning brings.

ACTIS has been and remains a catalyst for positive development in Aranui and both ACTIS and Aranui High School acknowledge that historically the suburb of Aranui has a backstory of vulnerability and poverty. Many people over decades have worked hard to serve the people and greater community of Aranui in a number of ways.

5.3 Gateway Assessments

Today both Health and Education sectors recognise the importance of identifying education and health needs early and providing the most appropriate interventions. One example is Gateway Assessments led by Child, Youth and Family (CYF) in partnership with Health and Education stakeholders:

“Evidence from Gateway Assessments carried out in recent years shows that our most vulnerable children have serious unmet health and education needs. If this continues then these children may not be able to get an education, find a job and have a happy, healthy and productive life.

If we intervene early, these children stand a much better chance of growing into independent adults and becoming good adults”.

p.17 The White Paper for Vulnerable Children - Volume 1

Key messages from Gateway are:

- Engagement with child, young person and their family is critical
- Whole child approach: physical, developmental, emotional, behavioural, cultural factors
- Collaboration and good communication between CYF, Health and Education is vital
- Family / caregiver involvement essential for good information sharing and implementation
- Well informed family = well informed FGC decisions and plans
- Can be a unified approach: family, caregiver, health, education and CYF
- All parties can be advocates for the child’s needs
- CYF have key responsibility for implementing, monitoring and support
- Everyone helps monitor and support plans

Gateway recognises the importance of integrated approaches and practice across health, education, social and justice services.

5.4 Positive Youth Development

Both ACTIS and Aranui High School recognise the value in and efficacy of Positive Youth Development (PYD) that has been described as:

“An approach that guides communities in the way they organise programmes, people and supports so that young people can develop to their full potential “(Pittman). This Positive Youth Development in Aotearoa (PYDA) framework seeks to explore the confluence between the various approaches to PYD documented in local

and international literature, with the grass roots experiences of young people and organisations in Aotearoa / New Zealand. We hope to promote fresh thinking by those working with young people and the funding providers supporting them. This includes both private and public funders of adolescent focused programmes across a range of professions (social work, youth work, education, counselling, social services, corrections, justice etc), as well as managers, programme leaders and programme designers, the adults working with young people as well as parents, communities and young people themselves.

In essence this PYDA framework suggests that both informal and formal initiatives, activities and programmes intentionally weave connections by intergrating two key focuses and adopting three key approaches;

Key Outcomes

- 1) Developing the whole person.*
- 2) Developing connected communities.*

Key Approaches

- 1) Strength based.*
- 2) Respectful relationships.*
- 3) Building ownership and empowerment.*

6. Community Engagement

6.1 A principled approach

The engagement process designed and adopted for this school community was based on the best practice community development and International Association of Public Participation (IAP2) principles⁵ and practice.

6.2 Canterbury Earthquake Recovery Authority CERA Recovery Strategy

The Canterbury Earthquake Recovery Authority (CERA) have developed a Recovery Strategy⁶ providing a vision, goals and a road map for ensuring the success of greater Christchurch for recovery and future leadership in earthquake resilience. The Recovery Strategy Vision is:

“Greater Christchurch recovers and progresses as a place to be proud of an attractive and vibrant place to live, work, visit and invest mō tātou, ā, mō kā uri ā muri ake nei for us and out children after us. The community is at the heart of the vision and the success of recovery”

The Recovery Strategy / Mahere Hauanutanga has Community at the centre of its model surrounded by five interrelated aspects. These are economic, built, natural, cultural and social. Weaving all of these recovery components together is leadership and integration.

CERA Community Engagement Framework

The CERA has also developed its Community engagement framework based on the IAP2 framework⁷ that asserts that:

“We are committed to moving as far and as often as possible towards the level of empowerment.”

Further to this CERA clearly states in its Community engagement strategy to the people of Canterbury⁸:

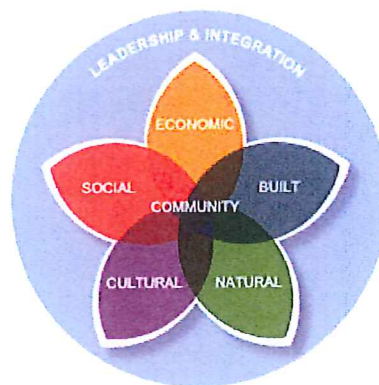
“Our goal is to enable you and your communities to participate in decision making around the rebuilding and revitalisation of greater Christchurch.”

CERA Recovery Principles

Section 2 of the Recovery Strategy states the guiding principles that underpin the recovery strategy in Canterbury and AHS BoT concurs with these principles.

The AHS BoT recognises that:

“These principles, along with normal public sector requirements and obligations, will provide guidance at a strategic level. CERA, its strategic partners and other government agencies will refer to them as they plan and implement recovery activities together”⁹.



⁵ <http://www.iap2.org/associations/4748/files/spectrum.pdf>

⁶ <http://cera.govt.nz/recovery-strategy/overview>

⁷ <http://cera.govt.nz/sites/cera.govt.nz/files/common/cera-community-engagement-framework.pdf>

⁸ <http://cera.govt.nz/sites/cera.govt.nz/files/common/cera-community-engagement-strategy.pdf>

These Recovery principles are:

- **Work together**
Recovery is a collaborative effort. It is essential to have constructive relationships between the private sector, NGOs, local and central government agencies, and the wider community.
- **Take an integrated approach**
Links between different recovery initiatives will be identified so that together they achieve the greatest benefits.
- **Look to the future**
Development and recovery initiatives will be undertaken in a sustainable manner. They will meet the needs of future generations, taking into account climate change and the need to reduce risk from natural hazards. They will also ensure community safety and wellbeing now and in the future. If the process of repair reveals a way of enriching people's quality of life, that opportunity will be taken.
- **Promote efficiency**
Resources will be used wisely so that the recovery is timely and affordable, and delivers value for money
- **Use the best available information**
A wide range of information, including spatial information, will be collected and shared. This information will help decision-making, improve transparency, promote best practices and enable the public to participate in the recovery effectively.
- **Care about each other**
Recovery initiatives will take account of people's psychological, physical, spiritual and social needs. They will promote equitable outcomes and connected communities and recognise diversity.
- **Innovate**
Creative, cultural and resourceful solutions to recovery issues will be encouraged.
- **Aim for balanced decision-making**
Decisions will balance action and certainty with risk. They will consider the need for positive action, speedy responses and certainty; and the risk of short-term economic, environmental and social hardship and of compromising long-term objectives.
- **Keep it simple**
Communication must be clear and stick to the facts. It must give land owners, residents and businesses the information they need.

⁹ <http://cera.govt.nz/recovery-strategy/overview/read-the-recovery-strategy/section-2-guiding-principles>

6.3 Office of the Auditor General

In October 2012 The Office of the Auditor General (OAG) presented a Parliamentary paper¹⁰ on the roles, responsibilities, and funding of public entities after the Canterbury earthquakes. In this paper it highlights the importance of collaborating effectively (Page 9). The OAG states that:

“The United Nations Development Programme, the World Bank, and the Organisation for Economic Co-operation and Development (OECD), as well as other state and national audit offices, have separately studied efforts to recover from natural disasters. Their work has identified some factors that contribute to effective recovery. These factors include:

- Public confidence and trust, gained through being transparent and communicating openly;
- Clear relationships between different levels of government to manage risks of duplicating work and lacking co-ordination; and
- Recovery authorities having a strong focus on gaining and maintaining cohesion, co-ordination, and consensus.”

The OAG goes on to state:

“For Canterbury to recover successfully, public entities must work collaboratively. Experience from other international natural disasters has shown how important it is to properly co-ordinate and govern how the public sector responds. If collaborating fails, recovery efforts can be hampered, causing delays and in the end poor outcomes for affected communities.”

The community engagement approach for the AHS community of interest has been drawn from the inclusive and participatory principles identified and endorsed by IAP2, CERA and the OAG. This process has been designed to ensure the best outcomes for the Wainoni School and wider school community.

¹⁰ <http://www.oag.govt.nz/2012/canterbury/2012/canterbury/docs/canterbury.pdf> ISBN 978-0-478-38388-1 (online)

7. Consultation

7.1 Legal Definition of Consultation

AHS and its community accept there are legal definitions of consultation¹¹ where Chief Judge Goddard restated (at pp 455-456) several propositions as a guide to employers and employees.

“(3) If there is a proposal to make a change, and such change requires to be preceded by consultation, it must not be made until after consultation with those required to be consulted. They ‘must know what is proposed before they can be expected to give their views’...

“(5) The requirement for consultation is never to be treated perfunctorily or as a mere formality. The person or body to be consulted must be given a reasonably ample and sufficient opportunity to express views or to point to problems or difficulties...

“(6) Consultation must be allowed sufficient time...

“(7) Genuine effort must be made to accommodate the views of those being consulted; consultation is to be a reality, not a charade...

“(9) Consulting involves the statement of a proposal not yet finally decided upon, listening to what others have to say, considering their responses, and then deciding what will be done...”

The AHS and wider network of community stakeholders acknowledge and thank the Minister of Education for the reassurance that this is a genuine consultation.

7.2 Engagement Process

The process of engagement consisted of numerous informal conversations, two surveys and three specifically prepared stakeholder workshops for parents and community.

These stakeholder workshops were hosted by the Principal and were well supported by parents, students, staff and community members. The purpose of the workshops was clarified as an invitation to participate in dialogue framed by the current reality for the school.

The process is consistent with the Ministry of Education's Information for School Reorganisation provided to consultant Facilitators¹².

¹¹ The views in *Wellington International Airport* [1993] 1 NZLR 671 (CA) were adopted by Goddard CJ in *Communication and Energy Workers Union v Telecom NZ Ltd* [1993] 2 ERNZ 429, an application for an interim injunction.

¹² Provided to consultant facilitators at two workshops in November 2012.

7.3 An invitation to participate

The school community of interest and key stakeholders (individuals, groups and networks) were identified and invited to participate in workshops, public meetings and interviews with the school leadership and/or the independent facilitator.

The school community of interest was identified as any person who has a past or current interest in the school. Prospective students and parents were also welcome.

Key stakeholders identified were:

1. Past and current students
2. Past and current parents
3. The feeder schools into Aranui High School
4. Local education leaders
5. Community providers and leaders
6. Board of Trustees

The proposal for the school to close as a part of the education renewal for greater Christchurch¹³ has provided an opportunity for the school to engage its community of interest to ensure that all stakeholder groups' priorities are identified and planning put in place to ensure the best student and community outcomes emerge from dialogue.

7.4 Participation

A workshop was held for parents, students and community stakeholders on Wednesday 24th October and attended by approximately 50 people.

- A student workshop was held on Wednesday 31st October with 35 students participating.
- More than 20 teachers and support staff contributed to a staff workshop.
- 30 people completed an online survey (Current staff members x17; Past students x8; Wider school community stakeholders x4, current students x3; Future parents x2, Current parent x1, Past parent x1, Past staff member x1)

¹³ <http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/10/Aranui-High-School-Rationale-for-Change.pdf>

7.5 Student voice

In the student workshop there were table discussions followed by a plenary dialogue. Four areas were framed up for the students and the following table shows the main discussion points to emerge from the students.

	Student participants (n=35)
Our Aranui Community	<ol style="list-style-type: none"> 1. Loss of culture / culture clash 2. Controlling the rumours 3. Reputation of the school 4. What about our history 5. A cultural place /basis at the heart of our school
Our young people	<ol style="list-style-type: none"> 1. The impact on younger kids 2. We make mistakes 3. Youth voice (is important) 4. Bullying 5. The scale of a year 1-13 school
Teaching and learning	<ol style="list-style-type: none"> 1. Numbers of student and teacher: student ratios 2. A loss of student recognition and reward 3. School size and impact on timing / timetabling 4. Facilities? 5. Leadership 6. Stages of development 7. More or less resources? 8. Preferences 9. Increased subject/curriculum choices 10. Relationships/ Impact on bond between students and teachers
Other	<ol style="list-style-type: none"> 1. Natural environment 2. Built environment 3. Eastside College 4. Sports training 5. More information needed 6. Job losses 7. Where? Hampshire Street, Bexley Reserve 8. Chisnallwood/Avondale, Cowells Stadium site 9. This (Aranui High School) site 10. Boundaries (needed between school levels) 11. Transportation 12. Costs of uniform 13. CBD rebuild (how about a similar plan for Aranui) 14. Roll (at a new school)

7.6 Parents and community

The wider school community was invited to a workshop and the following concerns, issues and opportunities emerged from the dialogue.

	Community participants (n=55)
Concerns	<ol style="list-style-type: none"> 1. This timeframe is far too tight 2. Keeping the best of what the school already has especially importance of family Maori and Pacifica 3. Managing change and disruption 4. Ensuring our students are protected as it seems they're being treated as guinea pigs 5. Teacher security 6. Ensuring green space in future development 7. People moving because of uncertainty
Issues/questions	<ol style="list-style-type: none"> 1. We need more information 2. What is the evidence and reality of people and their movements 3. Ensuring enrollments increase and Aranui is enhanced as a school of choice 4. Zoning restrictions 5. Transitions from primary to intermediate to secondary school are like a right of passage
Other possibilities/opportunities	<ol style="list-style-type: none"> 1. Importance of being positive 2. A larger campus would provide more opportunities and sharing of resources 3. New buildings and infrastructure 4. Renaming the high school/campus 5. Niche areas of excellence 6. Multi-lingual (Maori/Samoan) education 7. Same or dual sited campus (Year 1-6 and year 7-13) 8. Closer integration with library (CCC), health services (e.g. dental), early childhood, sporting and cultural facilities

Preference for the current AHS site for re-development over other identified sites namely Wainoni Park (Hampshire Street), Avondale school and Chisnallwood Intermediate sites combined, Avondale golf course, Bexley reserve or Cowles stadium.

7.7 Teachers & support staff

Teachers and support were invited to participate in a workshop process to identify:

1. Positives
2. Negatives
3. Other possibilities
4. Questions/Issues

Below is a summary of Teachers (n=19) and support staffs responses.

Teachers

Positives	<p>Governance and management</p> <ol style="list-style-type: none"> 1. BoT structure, representation and overarching (multi school) governance <p>Community Centre of Excellence</p> <ol style="list-style-type: none"> 2. Stronger culture and identity for the school 3. Students become “at home” with school and very familiar with teachers/students 4. Staff professional development and accountability 5. Teaching values and skills taught from young age. 6. Opportunities for vertical integration e.g. Whare groups and peer support <p>A Community learning and support model</p> <ol style="list-style-type: none"> 7. A more integrated learning model providing continuity of learning from Primary to Adult and Community education providing all learners/students with increased subject curriculum choice 8. Mentoring and monitoring of results (New way of education) 9. Continuity and consistency of “wrap around” care with and for families 10. Site redesigned based on a Cultural/community learning model. Likely built environment with improved buildings, equipment and IT infrastructure 11. Sufficient physical separation to enable optimal learning for different age groups 12. Higher standards possible with shared skills, data, information and resources better 13. Learner/students abilities/needs clearly identified, interventions provided/monitored <p>Community and wider system integration</p> <ol style="list-style-type: none"> 14. More community focused with greater Whanau, Maori and Pacifica liaison and input 15. A central ‘hub’ for community with onsite social and other support services 16. Family base school (easier for pickups for family)
Negatives	<p>Uncertainty and risks</p> <ol style="list-style-type: none"> 1. What evidence that this works?

	<ol style="list-style-type: none"> 2. Concerns about closure, transition and factionalism e.g. will all schools commit? 3. Employment (CAPNA's) concerns also tied to role uncertainty and closure/merger 4. All the unfixed state houses are hurting our roll. 5. Younger students influenced by older ones in the community in a negative way 6. Need more time to plan, investigate and be creative 7. Fear of becoming a become slum school 8. Increasing class sizes and/or impact on funding?
<p>Other (interesting) issues, possibilities and questions</p>	<p>Governance and management</p> <ol style="list-style-type: none"> 1. Identifying the best of each school 2. How will governance and management be structured - junior school, senior school? 3. Same site, different break times and areas (schooling and play) 4. Primary in morning, Secondary in afternoon, ACE in evening 5. How do you manage the transition from Primary to Secondary? 6. If at Aranui High School site how does the school manage living on a building site for three years? 7. How would student exclusions be managed? 8. How do all schools combine their charters? <p>Campus options</p> <ol style="list-style-type: none"> 9. Urban area school 10. Rename "<i>Pegasus</i> Campus" 11. On the one site: two separate campuses - Junior and senior school OR three separate campuses - Junior, middle and senior schools 12. Primary school in current village area with buildings similar to existing footprint 13. Keep it on this site = central to existing schools 14. Suggest Primary 0-6, senior 7-13 school 15. A big "centre of learning" for - GATE, literacy, correspondence, remedial work 16. Good Whanau rooms i.e. Pacifica, Maori 17. Dedicated and shared buildings/facilities <p>What evidence?</p> <ol style="list-style-type: none"> 18. Need more info about how this has worked in other places e.g. Hagley Community College, Southern Cross campus, Hillary Collegiate <p>Transitional consideration to ensure success</p> <ol style="list-style-type: none"> 19. Zoning essential for this to work 20. Funding certainty for a transitional period 21. What would be the character of the school? 22. What is the senior focus? Both academic and trades focused 23. How do we best support students and staff from 2013 => 2017 24. Will current staff have an input into the new building site layout? 25. Do existing staff get any preference in the new school? 26. How would cultural needs under a new school 27. Will we have Pacifica unit, Where?

- | | |
|--|--|
| | <ol style="list-style-type: none">28. Flexi start and finish times? 7am start, noon start, evening classes running again29. Where did the idea come from? Are there examples and can we visit other schools?30. Is the super school on one site?31. Uniform / identification / different colours32. Timetable and hours?33. What community services will we be sharing with?34. How do we educate the community?35. How creative are the people we are planning this with?36. Is there going to be zoning? |
|--|--|

Support staff

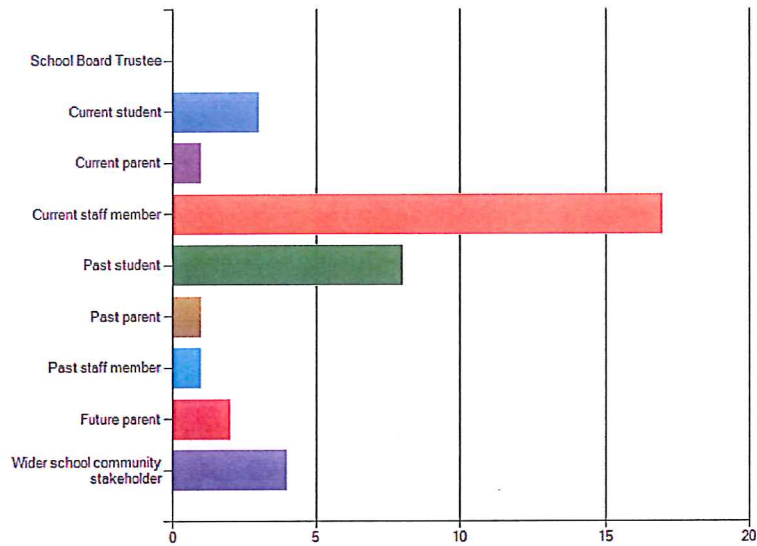
Positives	<p>Governance, management and culture</p> <ol style="list-style-type: none"> 1. Aranui High still continues on just in a different/new configuration 2. Opportunity to develop something new for the community “re-birth” 3. Customised “Eastern Suburbs” high school 4. All current students bypassing area may reconsider 5. New marketing <p>Infrastructure and resources</p> <ol style="list-style-type: none"> 6. We (the school, and) the community will get brand new state of the art buildings and maybe a swimming pool (x2) 7. New buildings to accommodate three levels (Junior, Intermediate, Senior) 8. Pool of resources 9. Central community facilities <p>Community Centre of Excellence</p> <ol style="list-style-type: none"> 10. Continue to expand academies and their facilities. 11. Community Hub and possibility of adult education 12. If cluster school, get back ACE funding 13. Adult education facilities <p>A Community learning and support model</p> <ol style="list-style-type: none"> 14. Catering for non-academic students 15. Families all in one area 16. More Whanau supportive 17. Know students from year 1 - support from the start 18. Trade academies, hospitality training <p>Community and wider system integration</p> <ol style="list-style-type: none"> 19. Broader catchment area
Negatives	<p>Uncertainty and risks</p> <ol style="list-style-type: none"> 20. Will we still have jobs? Loss of jobs to staff - short and long term effects (x4) 21. What are the employment prospects 22. Redundancies based on current hours? (now 2012 Sept); reduce/minimize (x2) 23. Might lose best traditions and cultural strengths/perspectives 24. Loss of AHS school culture 25. Concern of larger amount of students in same Campus e.g. lunchtimes 26. What about our special needs students of which our community has a large number? 27. Closures of established schools 28. Closure not a merger - change working 29. Between now and closure, uncertainty, staff morale 30. Falling roll because of the word “closure” 31. School seen as a decile 2

	<p>32. Disruptive to students</p> <p>33. Costs for parents e.g. uniforms</p>
Other (interesting) issues, possibilities and questions	<p>Governance and management</p> <p>34. Timeline</p> <p>35. Can current work hours be locked in as 19/9/2012 to secure redundancy packages (without them being reduced)</p> <p>36. Staff retention in meantime</p> <p>37. Ongoing maintenance - spending money</p> <p>Campus options</p> <p>38. Avondale remains as is and combines with Wainoni and Aranui</p> <p>39. Chisnallwood and Aranui (High) combine for Year 7-13 composite (Yr 7-10 and Yr 11-13 areas)</p> <p>40. Stay as is</p> <p>41. Staggered lunch and interval times for junior/senior schools</p> <p>42. Clear geographic boundaries for junior/intermediate/senior school</p> <p>43. Leave status quo and amalgamate primary schools x3 => 1</p> <p>44. Separate schools (2 schools) 1-6, 7-13</p> <p>45. Community college - Academy training - tertiary as well as secondary to meet the needs of the area (including adult education)</p> <p>46. Merge three primary schools + 1 intermediate + high</p> <p>47. International School</p> <p>Engagement</p> <p>48. Well informed at school level but need more transparency at Ministry level</p> <p>49. Make sure staff are informed - no lies!!</p> <p>Transitional consideration to ensure success</p> <p>50. Will MoE apply zoning? (It is a must)</p> <p>51. Would we get back our Wharenui?</p> <p>52. Would LSC (Learning Support) remain?</p>

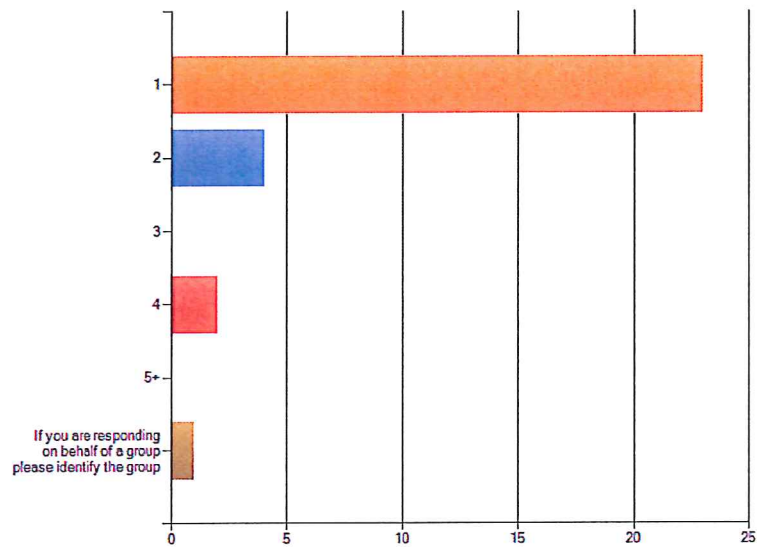
7.8 Online survey

30 people completed an online survey representing approximately 40 people with current staff members contributing more than half of the responses.

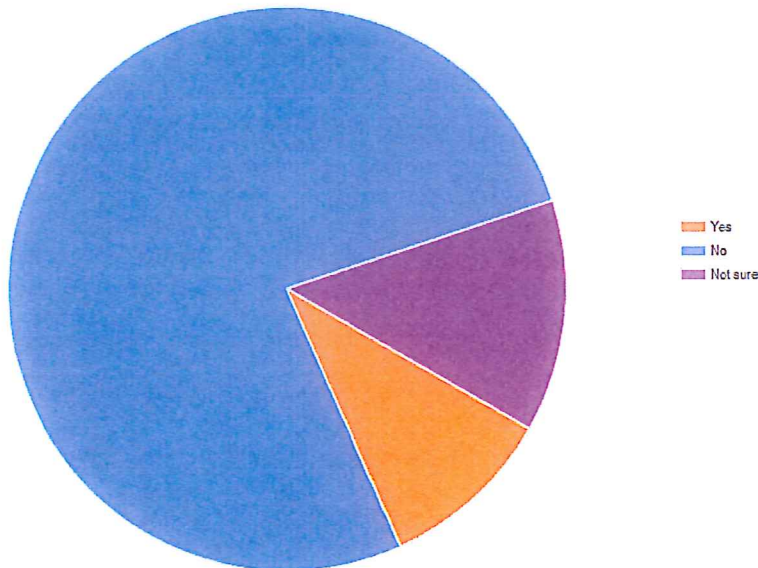
Question 1 - This feedback is provided by:



Question 2 - This feedback is provided on behalf of how many people?



Question 3 - Do you agree with the Ministry of Education's proposal to close Aranui High School?



Question 4 - The proposal is to close all five Aranui schools and establish a new Aranui Community Campus with a range of wrap around community, sporting and educational services. The Ministry of Education proposes that early childhood, tertiary, social, and sporting organisations could operate from the campus to provide an innovative learning hub that would fundamentally change how education is delivered in this community.

What possibilities do you see for the provision of education and other services on an Aranui Community Campus?

Responses:

1. education will take a drop because high school should not be mixed with a junior school and the should remain separate
2. Cultural facilities. Pacifica centre and Marae
3. A total wrap around service. yr0 to 14 Ability to offer a totally new way of getting achievement over all age groups and ethnicities
4. The outcome would be more efficient fiscally but may not produce better outcomes for our students/community
5. What forecasts have been made about the population of each school for 2017? 2012 figures show a population of over 1900 students at in the Aranui Community Cluster. This is too big for effective community. In a low decile area, students need community and a sense of place and belonging. This does not come, in my experience from plonking students and staff in a school of 1900. What are the Ministry's predictions for roll growth in 2014-2017? This will have a huge impact on community as well. If I was a parent I would not want a super-size school in Aranui. That ain' how we roll here. One size does not fit all. I am also concerned about the transition period. Will the numbers stay this high or d Ministry expect them to drop? We must know what the new and improved facilities are to be now so that we have something to aspire to. Without this I think the proposal will be a disaster

6. Wrap around service from agencies for all children from the one family
7. I believe funding should be given, and the students should not be punished for this. I don't mind paying extra tax for the kids to get a better education. However classes have been significantly cut over the last few years, and teachers have been 'fired' or left. There is so much potential for those students, they're just never given full opportunities
8. Some facilities can be shared eg Library, Technology and sports Timetabling some separation between groups is going to be a huge issue.
9. This campus is central and large. It already houses a child care facility and a dentist and so we could have a real community hub here. IT would also provide relative stability for parents and students of the high school and feeder primary schools too - they all know where it is and many of the staff.
10. I think it has its benefits if run correctly
11. Exciting but fraught with threats. If the community is not zoned there will be loss of students. If there is loss of students the provision of education and other services will be threatened with closure or worse, weak resourcing.
12. I think it could be a positive move, however a merger would be more appropriate. We already have a downturn in enrollments as a result of the earthquakes. To have the word closure next to our school causes people to look elsewhere for their child's schooling. They say it is not going to happen until the end of 2017, if it does take that long with a closure hanging over us, the schools in this area are going to diminish even more as families continue to leave the area.
13. Excellent possibilities. Facilities for both school and community use. Modern buildings like those constructed for new school in Auckland in recent years would be great.
14. Rebranding of the school adult education academies trades training education in a supported environment with all service available to students- pastoral care etc
15. More efficient use of resources Development of family related education Links with educational and other social provisions
16. More subject choices if the secondary role increases. More sporting facilities for the community. Potentially more financial investment by the government in a future-focused school - modern, technologically advanced. If it goes ahead, the junior and senior schools MUST be significantly separated, either physically or otherwise.
17. Re-brand Aranui High School completely to ensure it becomes the "Burnside High School" of the East - where students from all over the East are choosing Aranui High as their first choice high school. Also re-introduce Adult Education during the day and night to provide opportunities for adults in the wider Eastern area to re-train for workplace placements, or to attain a pre-tertiary education to enable them to study at a higher tertiary level (much like Hagley Community College does). Enhance the Academy training opportunities for students from all over Christchurch and promote pre-trade training at these academies for students who do not wish to go down a completely academic educational pathway. Eg. Plumbing, electrical, building, hospitality, mining etc etc - enable students to complete basic NCEA subjects while also doing pre-trade study - in-hand with Christchurch businesses. Also funding from "somewhere" to provide this pre-trades training as "no fees" (like Invercargill)

Question 5 - If this proposal is implemented I/we think it would result in the following:

1. big issues with mixing such a wide age group and will mean wasting a perfectly good school that's just had new buildings built and now they will go to waste. also there are going to issues with a lot of valued staff members of Aranui high school losing their jobs.
2. Less educational opportunities for secondary studnets - concerned about achademic outcomes. Safety issues for primary students.
3. More people chosing this campus for their education. Higher achievement rates.
4. The process has also started but due to the major problem of uncertainty staff will have to look elsewhere in NZ for work. This uncertainty does not provide an environment in which staff feel supported to provide what the community needs. You cannot expect staff to remain on a sinking ship until water is lapping around their feet and to jump into the unknown when they have family and personal responsibilities. We will loose good quality staff because of this.
5. Students and staff would vote with their feet! Leakage of students and staff in the transition period. Without zoning there will be no Aranui Community Campus!
6. Year 1-13 school across 2 sites
7. More people in the community moving over seas (to Australia) as many community members have family there, and also a drop in local support, and a drop in students in the area
8. A huge negative impact on students personal development and also limit ability to attract future students
9. Unacceptable inappropriate contact between older teenage students and young primary students. Excessive bullying. Conflicting expectations.
10. Upheaval and difficulties for staff A holistic approach to students learning
11. A unique learning environment which could help the community better
12. As above.
13. While the end result could be a positive move, it is the process that worries me the most, and so far the handling of it leaves little faith in those making the decisions. (Yes Mr Priminister, we are upset about the process!) So far we have had to do alot of damage control with students and their families around what is happening to our school. There could be a lot more damage done before the process is complete. However, if we survive the process, some positive outcomes could be: a new school with a new name and reputation, modern, shared facities with more options, and more equipment, whole families in one place in the event of a disaster, student mentoring support, buddy reading programmes - this results in leadership skills taught in older kids, younger kids could have one on one support in their learning with an older responsible student supporting them.
14. Cohesive learning pathway from junior to pre-tertiary schooling. Better ability to identify and address at an earlier stage any learning difficulties faced by some students so that they progress through to higher education at their correct age / ability levels.
15. some teething issues a new image for the school excellent education for this community
16. leakage' of students in the interim leaving to go to otehr schools which are not 'closing'
17. Stronger sense of 'ownership' from the community BUT an overall smaller role at secondary level as students will move away to other secondary providers. This is result in fewer option choices for those students, not more. Less 'buy-in' from families who do not live in the immediate area, eg New Brighton, Parklands etc.
18. Aranui Highschool becoming the school of choice for a much wider demographic in Eastern Christchurch. Make it the State Co-Ed school of choice for thousands of students from Eastern Christchurch. Strong community links through the adult education facilities and a niche market created by Academies providing practical pre-trade training for students from all over Christchurch and the South Island, not just the East. Aranui Academies could be seen as the training venue for the "rebuild of Christchurch"

Question 6 - No sites have been selected for this future provision of education and other services. Please record any sites that you think would be suitable for such a campus?

1. if it has to be done build and new school and combine the 3 primary school and the intermediate together and leave Aranui high school out of this proposal and don't waste basically a brand new school
2. Avondale Golf Course. Aranui High School.
3. Aranui High School
4. If everything is to be placed on a single site then it needs to be a very large campus as groups still need to be apart from each other to enable good learning and teaching.
5. Avondale Golf Course.
6. Aranui High School
7. Not sure, Aranui high school is the biggest campus in the area, otherwise as far as empty sections go there is only hampshire park, which evidently is sinking and the ground is liquid when it rains. The only other option I see if it were to remain in the area would be to split it over several areas, and potentially use empty lots for buildings. This promotes truancy however and is not a good idea
8. Do not agree with combining any period of learning with another, biggest reason being bullying. Students reactions to prolonged bullying have not only caused self harm but also harm to others. You can not completely remove bullying, it will always exist
9. Aranui High School existing site
10. Aranui High School
11. Aranui high school It currently has a crèche on site and could be an ideal place for pre-school through to high school. Knock the village down and build a new primary school campus
12. The current Aranui High School campus should be repaired and used as the new site.
13. Aranui High School site
14. Existing Aranui High campus is large, has several entry points and could accommodate a new school with sufficient separation between the junior and senior schools as required.
15. aranui high school's present site
16. Aranui High School
17. Aranui High School site is the obvious choice. Wainoni Park (Hampshire Street) is too much 'in the hood' and will put off families who do not live in the immediate area from sending their children there.
18. Aranui High School site QE2 site Thompson Park (New Brighton) site

8. Likely impact of closure

8.1 What closure would mean for the school and its community

Closure would mean many different things to different stakeholders and key considerations are detailed through this report. Students, staff, parents and the community have raised a number of consistent concerns.

The AHS community is positive about the continued provision of secondary schooling in Eastern Christchurch and school stakeholders have identified a number of opportunities that could be realised through the proposed future direction.

8.2 School closure and the overall plan

For our learning community cluster

It is not yet clear how the proposed closure of our school would fit into the overall plan for our learning community cluster in the short, medium or long term.

AHS continues to meet with the Principals and Board of Trustee Chairpersons to continue exploring the best overall structure for a learning model to meet the future needs of learners in Aranui.

For the network as a whole

Similar to the above paragraph it is unclear how the schools closure will fit into the overall plan for the network as a whole. Initial thinking is that the school BoT wishes to remain engaged in this process and that the current school site could be redeveloped to be a part of a future Aranui Learning Cluster and potentially an Eastern Christchurch Learning network.

9. Response to current proposal

The AHS Community recognises the significant impact the Canterbury Earthquakes has had on the Canterbury education network and it is appropriate to review schooling provisions.

The AHS Community acknowledges that there has been damage to land and buildings and is most sensitive to the human impact on vulnerable families who are fragile and struggling to manage the highly complex recovery of our communities in eastern Christchurch.

The Board of Trustees (BoT) recognises that the current proposal is focused on the future children, young people and families of Aranui and the wider Eastern area of Christchurch that is the current catchment of AHS. The BoT also recognises the many tensions that exist between what we have today and the best possible future for our families/whanau/aiga.

The BoT recognises the Minister for listening to the request for the time extension provided to the five schools in the 'Aranui Cluster'.

To date the AHS Community has engaged in a constructive dialogue focused on concerns, issues and opportunities to try and identify a preferred way forward for our current and future community of interest. The BoT considers that it has extensively discussed all of the matters relative to this situation.

The BoT has:

5. Carefully considered a wide range of perspectives, possibilities and preferences.
6. Decided unanimously to endorse the current proposal for a single site Community Campus in Aranui
7. Prefers the current AHS site
8. Is committed to ongoing engagement with other schools and stakeholders who would be affected by a change of education model in Aranui

The BoT is mindful of and notes the following areas for greater consideration:

6. Support for current serving staff relative to employment uncertainty
7. Provision of Early Childhood Education and Adult and Community Education on the campus
8. That some separation of year groupings would be appropriate
9. The co-location and/or integration of other services including but not limited to Health, Social Services, Recreational, Economic, Cultural, and Technology.
10. Open to exploring the best governance and management models across a Community Campus.

The BoT looks forward to partnering with the Ministry of Education and other stakeholders to identify a shared vision for education and community based around our young people and our families/whanau/aiga.

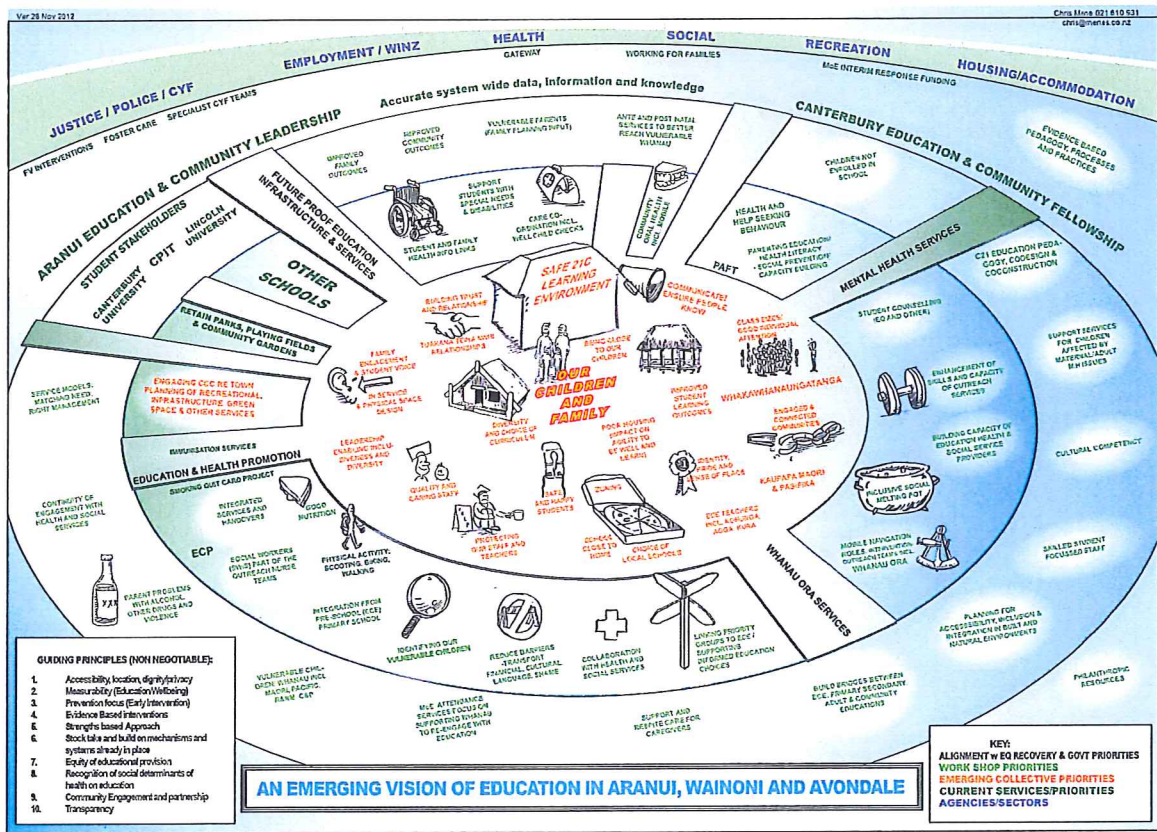
10. An emerging vision for Aranui

10.1 Collaborative dialogue

Through October and November AHS has engaged with the other four Aranui schools and the Aranui community through the Aranui Community Trust Incorporated Society (ACTIS) in two community workshops. These were on Thursday

Below is a visual that has been designed based on the input of workshop participants from AHS community, the other four schools in the cluster and wider school community through the ACTIS community engagement process.

This emerging vision identifies collective priorities from across the wider dialogue of Aranui schools and community.



Key features of the visual are:

- Students and families are at the centre of the vision
- A whare and fale represent the importance of Maori and Pasifika cultures
- Vision framed in the context of a system of care with all agencies working collaboratively in the best interest of students and their family
- The vision is under pinned by a set of proposed guiding principles
- Those elements of the vision of most importance to student wellbeing and achievement are closest to the centre of the vision
- The vision aims to illustrate student pathways to services and supports

10.2 The best student and community outcomes

AHS wants to ensure that our students and communities have the best possible chance of successful outcomes in learning and life.

Local wisdom, national and global evidence and best practice indicates that in a post-disaster recovery environment a holistic approach that engages citizens in their own recovery will provide the best community outcomes.

In Aranui if our communities are doing well then we think our students will do better.

10.3 Inclusion of other stakeholders

AHS wants to ensure that key sector stakeholders and service providers are involved in our ongoing engagement process, including but not limited to:

1. Local government
2. Health
3. Housing
4. Social services
5. Recreational
6. Economic
7. Cultural
8. Technology

10.4 Integrated model of education for Eastern Christchurch

AHS intends to engage meaningfully with other school clusters in eastern Christchurch. It is preferred that a partnership approach be determined to establish an agreed integrated model of education for Eastern Christchurch particularly:

1. Greater Shirley Schools cluster
2. Burwood/Parklands cluster
3. New Brighton cluster
4. Linwood cluster

Canterbury

District Health Board

Te Pōari Hauora o Waitaha

The role of schools in communities and
community recovery post-disaster

A literature review

**THIS DOCUMENT HAS BEEN PREPARED BY
THE INFORMATION TEAM, COMMUNITY AND
PUBLIC HEALTH**

Final version

26 November 2012

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Executive Summary

This literature review has been conducted to inform schools in Christchurch and Community and Public Health staff about the role of schools in communities following disasters, following the government's announcement in 2012 that 31 primary and intermediate schools in Christchurch may close or be merged with another school.

Education as a Determinant of Health

The current and future health of our region's children and young people is strongly associated with each individual's educational achievements and level of qualification attained. Education, together with income and employment status, is critical to determining an individual's social and economic position and ultimately their health outcomes. A low level of educational attainment is associated with poor health status.

Schools and their Communities

Schools have more than just an educational function. They can be the centre of identity for their community, providing a sense of social cohesion and ultimately contributing to better wellbeing for their community.

1. Effects of school closures on communities

Because of the important roles schools play in their communities, proposed school closures or mergers are likely to be perceived by their communities as threatening a range of losses. Some of these losses have been researched but to a relatively small extent, therefore their ongoing effects are inadequately understood. In New Zealand, communities have been left divided and feeling bitter over school closures, particularly where they felt there was a lack of consultation.

2. Effects of (changes to) the school community on teachers and students

School closures affect students in different ways. Students may adapt more easily to closures or mergers than parents or teachers. There are both positive and negative effects of school closures and mergers. Positive effects may include more educational opportunities and more diverse social networks; negative effects may include more distant relationships between adults and students, larger class sizes and transportation challenges.

3. The importance of school communities in post-disaster settings

A sense of school as a community was crucial in saving tens of thousands of lives following a major earthquake and tsunami in Japan in 2010. Returning to school made a huge difference to children and re-establishing a routine and a sense of security were important in helping combat the sense of insecurity created by disaster. Similarly, following Hurricane Katrina in 2005, schools were 'anchors of their communities' in the short and long-term, by returning a sense of normality to children and parents.

Children, Schools and Disaster Recovery

Schools have played a central role in providing a sense of normality for students and parents following disasters, including the Canterbury earthquakes. This is very important, as exposure to disasters can lead to mental health problems in children. Teachers can help monitor the ongoing mental health of children over time. However, teachers themselves need ongoing support following disasters, and the current proposed changes for the school sector in Christchurch may represent an additional burden that is unhelpful for their wellbeing in the wake of the earthquakes.

School Size

The movement towards reducing school sizes (albeit in high schools rather than primary schools) in the United States has arisen in a substantially different context and may not be directly relevant to New Zealand. The literature suggests that research surrounding the relationship between school size and educational achievement is relatively sparse and inconsistent in its findings. New Zealand research has found that smaller schools have both advantages and disadvantages.

Introduction

This document has been written to inform schools in Christchurch and Community and Public Health staff about the role of schools in communities following disasters, following the government's announcement in 2012 that 31 primary and intermediate schools in Christchurch may close or be merged with another school. The government has given schools until 4th December 2012 to consult on these planned closures and mergers.

Limitations of the evidence base

There is a relative dearth of literature on education restructuring in post-disaster settings. There has also been little written about the effects of educational restructuring on communities, and even less is known about the effects of educational restructuring on students and teachers. Some of the research available relates to high school students rather than those of primary/intermediate age, some of which has been cited in this review, despite the author(s) being aware of the limitations of the generalisability of those findings.

Limitations of this review

This review is highly limited by the short timeframe available to search for, retrieve and review relevant literature. This review scans the breadth of literature across such diverse disciplines as education, health, geography, economics, psychology and law. To do justice to such a wide scope in a short timeframe is a challenge and so the author(s) do not claim that this review is in itself, comprehensive, nor the final word on this topic. This review also presents the findings from the literature around the small schools movement in the United States, even though this movement is amongst high schools rather than primary schools, with the view that some of the arguments may be generalisable towards schooling in general. In addition, despite every effort of the author(s) to maintain a neutral stance towards the literature, it is likely that due to the highly emotive nature of the context there may be some bias in the presentation of findings.

Background

The earthquakes of 2010 and 2011 resulted in some level of damage to all schools in the greater Christchurch region. The extent of damage to early childhood centres, schools and tertiary facilities, together with the ongoing relocation of people and school roll change, have raised concerns that the education network cannot be returned to its pre-earthquake state. There are currently 215 state and state integrated schools (including two teen parent units and seven special schools) in greater Christchurch. These schools provide a range of educational options including single-sex secondary education, Maori immersion and bilingual options as well as two designated character schools.

Approximately 12% of the 69,781 students enrolled in these schools (as at March, 2012) are Maori and 4% Pasifika (Ministry of Education, 2012). It has been estimated that some 12,000 students left the city immediately following the February 2011 earthquake. Many have subsequently returned to the city with March 2012 roll returns indicating 4500 fewer students compared with March 2010 (Ministry of Education, 2012).

In October 2011 Christchurch school communities and other interested parties were invited to comment on the development of a draft Education Renewal Recovery Plan. Feedback was received from 229 individuals and groups. In May 2012 the Minister of Education released a draft document 'Directions' which was followed by a period of consultation undertaken by the Ministry of Education and the Tertiary Education Commission. An additional 524 submissions were lodged with the Ministry and together with a series of consultation meetings and focus groups informed the development of 'Directions for Education Renewal in Greater Christchurch' which was released in August 2012. This process was focused on developing a vision or direction for the future of education in the greater Christchurch region rather than considering the immediate future of any particular school, service or facility.

On 13 September 2012 proposals indicating the future direction for the education sector in greater Christchurch, at an individual school level, were released by the Minister of Education. This introduced proposals for identified schools which were defined by three categories: Restore (low-level change), Consolidate (moderate-level change) or Rejuvenate (major change across a cluster of schools). Of 215 schools in the greater Christchurch area 42 schools are directly affected by proposed closures or mergers.

- Closure is proposed for 13 State Primary and Intermediate schools (two of these schools have opted for voluntary closure)
- Merger is proposed for 18 State Primary schools.
- A new Year 1-13 school has been proposed to replace three Primary, one Intermediate and one Secondary school
- Education provision for three Banks Peninsula schools will be consolidated under the umbrella of the Area School but the schools will remain on their existing sites
- Geotechnical information is still being sought for three secondary and two primary schools

Education as a Determinant of Health

The current and future health of our region's children and young people (and in turn the health of their future children) is strongly associated with each individual's educational achievements and level of qualification attained. Education, together with income and employment status, has been identified as critical to determining an individual's social and economic position and ultimately their health outcomes. Evidence suggests that a low level of educational attainment is associated with poor health status. A number of health and health-related effects of education have been identified including:

- 'A positive relationship between individual education and health status
- A positive association between school and the health status of family members (in particular on one's children)
- A positive link between an individual's schooling and the schooling received by their children
- A positive contribution of schooling to the efficiency of (consumer) choices (i.e. on smoking and on the use of health care)
- A relation between schooling and an individual's fertility choices and the fertility choices of their children (Groot & van den Brink, 2006, p356)

Education and health are inextricably linked. In the simplest terms this means that the healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices. Young people who feel positive about their school and who are connected to significant adults are less likely to engage in high risk behaviours and are likely to have better learning outcomes (St Leger, L., Young, I., Blanchard, C., & Perry, M., 2010).

It is recognized that communities that were vulnerable prior to disaster may fare less well in long-term recovery thereby resulting in increased disadvantage. Following disasters the very young and very old, the disabled and those who are poor or who have limited literacy skills are likely to suffer the most (Bidwell, 2011).

Many of the communities currently facing proposed school changes (i.e. closures or mergers) are in those areas most heavily affected by the earthquakes: areas already identified as home to some of the most deprived and potentially vulnerable communities in the greater Christchurch region. For example of the 42 schools earmarked for proposed change 35 are currently engaged with Health Promoting Schools (HPS is a national initiative supported by the Ministry of Health) and are working with HPS facilitators based at Community and Public Health, CDHB. The opportunity to be involved in HPS is offered to low decile schools and/or schools with a high proportion of Maori and Pacific students. Consequently involvement in HPS implies recognition that a school is based within a potentially vulnerable community.

Schools and their Communities

1. Effect of closures on school communities

As already discussed, there is a strong relationship between education and health. There is also a relationship between the make-up of an area (including transport, food supplies etc.) and the health of its population. As such, in poorer areas with fewer amenities that promote good health, community facilities that provide opportunities for people to socialize or get together informally are highly valued (Witten et al., 2001). In many areas, a school can be a key community centre for people to contribute and belong, ultimately contributing to better health for the community (Witten et al., 2001). One way in that schools and health are linked is through the concept of “social cohesion”. Social cohesion includes the ideas of trust in others, reciprocal relationships, fairness and being integrated socially (Witten et al., 2001).

Schools have more than just an educational function (Witten et al., 2001, Kearns et al., 2009). The school is the centre of identity for the community, and has a social role as a meeting place for parents. Schools help parents to feel more socially integrated and to participate in the life of a community (Witten et al 2001). Schools are a common meeting point for parents, for whom there may be existing social ties from the neighbourhood and whose children are at similar stages (Kearns et al., 2009). Schools contribute to the “vitality of neighbourhoods” (Witten et al., 2001, p. 316). Schools are also a legacy from previous generations.

Prior to 1999, Surrey Park School in Invercargill was an important meeting place for its local community. It closed in 1999 due to falling rolls as a result of population decline. It was a decile 2 school with many children from families on lower incomes, and 22% of the schools’ students were Maori. For some families, the school provided the only sense of community they had (Witten et al., 2001). The familiarity of meeting at the school gate at 3pm was highly valued. After fighting the impending closure parents spoke of some of the losses they experienced: feeling more socially isolated; loss of personal investment (of money, time and resources); concerns for the safety of their children (walking longer distances home from school); and feeling less accepted or included at new higher decile schools. Because Surrey Park School had been the lowest decile school in Invercargill, parents were forced to send their children to higher decile schools, where they felt there were socioeconomic barriers. These included the school being more expensive and less accommodating financially (Witten et al., 2001). Ultimately, this sense of exclusion from communities may have an impact on health.

In other school communities in South Taranaki, parents also voiced numerous concerns about the impact of the school closures on their community life. As a result of falling rolls in South Taranaki, in 2003/04 the Ministry of Education closed four local schools completely and merged others. Parents from these schools worried about sustaining community relationships over time; they mourned the loss of intergenerational connections with the school; they were concerned about practicalities such as transport, and had received insufficient information about new bus routes to inform their choice of a

new school; they regretted the loss of personal investment of money, time and resources to build the community; and they saw the school closures as losing the focal point of their community. For some, it was the only place where they had contact with other local people. They saw the school as essential for building "community spirit" and as having a "big role to play in the stability and security of people's lives" (Witten et al., 2001, p.137). Parents were also concerned that losing the centre of the community would deter people from moving to the district and that this could have long-term economic effects.

South Taranaki parents who were interviewed by researchers described the advantages of smaller schools. These included parents feeling more motivated to support the school. For instance, they felt it would be harder to become involved as "mother help" in a larger school. In particular, the advantages of a small school were seen as "a sense of accessibility to the teachers, the curriculum, their child's learning environment and other parents in the community" (Witten et al., 2001, p.138). Parents felt that their children were not held back academically at all in a smaller school; rather, they felt that it gave them "greater opportunities". This was reflected in the comment that the "teacher, in most cases, knows the children really well, both in and out of school, so they can give them that extra support that they need". They were aware that school closures were partly justified by the Ministry of Education by "educational disadvantage... associated with small school size" but didn't feel that they had been given adequate evidence to support those justifications (Witten et al., 2001, p.138).

Parental feelings generated by the review process included dismay, sadness, confusion, uncertainty and resentment (over the time taken and lack of clear direction from the Ministry of Education). Parents rued the loss of cooperation amongst schools, sensing the spirit of "divide and rule". They suggested that "Mergers, they can either make or break a community... this merger here nearly broke this community because the Government did it the wrong way". They mentioned the breakdown in trust between communities and "felt that these broken relationships between communities and individuals would affect community interactions for years to come". Parents felt that communities were left "fighting amongst themselves" (Witten et al., 2001, p.138).

In terms of the school closures in South Taranaki, researchers have argued that the closure process failed to recognise how central schools were to their communities and how the closures would affect community wellbeing (Kearns et al., 2009). They argue that the "one size fits all" policy with its focus on property, finance and administration did not work for the rural communities of South Taranaki. In particular, "the closure of rural schools disconnects communities from their past, shuts down a crucial focal point and meeting place for the community, and blocks the paths to other resources" (Kearns et al., 2009). The researchers suggest that the efforts that parents went to in order to fight the closures was evidence of how central schools are to community life.

2. Effects of (changes to) the school community on teachers and students

There is some New Zealand evidence of how changes to the school community affect students. Following the closure of Surrey Park School in Invercargill, children adapted to the closure more easily than did their parents. Reportedly, in follow-up interviews months after the 1999 closure, most children had settled into their new school and made new friends (Witten et al., 2001). Children were, however, more likely to be “spread out” from their friends from Surrey Park School, after relocating to nine different schools. Some of them changed schools more than once after the closure.

The effects of school closures on students and teachers have also been documented internationally. Between 2003 and 2006 in the state of Arkansas, U.S.A, two rural high schools closed and two merged. From those four schools, 23 students and teachers were interviewed following the closures and mergers (Nitta, Holley and Wrobel, 2010). The students and teachers painted a complicated picture of consolidation, with stories that often contradicted each other and “unique individual stories” (Nitta, Holley and Wrobel 2010, p.2). Overall, students adapted better to the restructuring than did teachers, because ‘kids are kids’ (ie. they made new friends more easily and fitted into the new school); and both students and teachers experienced benefits of the consolidation, such as more professional development opportunities for teachers, and more educational choice for students. However, some of the teachers and students did experience difficulty in the process of moving school. As the researchers stated, “the onus of fitting in was on the moving students, and some failed to fit in” (Nitta, Holley and Wrobel, 2010, p.8). Students admitted to worrying about the process, but one of the teachers interviewed from a receiving school said “It took them a little while to get adjusted, but it worked out fine” (p.9 *ibid*). Positive social aspects of the move included a broader network of friends including increased racial diversity.

These researchers emphasised the importance of realising that it was up to the moving students to blend in; and that moving to a larger school did create social adjustment problems for some students. For teachers, the process of moving was more difficult. One teacher described the two weeks following merger as being like the grief following a death in her family or the burning down of her business. The initial shock was huge, although she did also say that it “worked out OK” (Nitta, Holley and Wrobel, 2010, p. 10).

Other general effects of school consolidation were: more distant student-adult relationships; more courses and expanded academic opportunities; larger class sizes; and transportation challenges. Teachers and students thought that the relationship between teachers and students following the mergers was more bureaucratic and impersonal, and less family-like. In all schools, teachers and students believed that the mergers had increased the academic opportunities for students, with a broader selection of courses. Most teachers and students “believed that class sizes had increased after consolidation” (Nitta, Holley and Wrobel, 2010, p.12). While students in this study did not believe their longer commutes affected their ability to complete homework, some teachers did report

challenges created by transport, including struggles with parent participation. Specifically, the effects of the consolidations on working conditions for teachers included: reduced number of classes to prepare; improved formal professional development opportunities; and little change in facilities and technology.

In contrast to the mergers above, with apparently positive (albeit inconsistent) overall effects on students, three elementary (primary) school closures (due to falling rolls) in an area of Los Angeles had strikingly negative effects on its minority population of Mexican American students (Valencia 1984). Following the closures, nearly 600 Chicano children were moved to five different schools, which were generally European in their make-up. The school closures increased the “already high probability of school problems and failures” (Valencia, 1984, p.161).

In a follow-up study of the effects of the closures on students, fifty mothers of the students were interviewed. The parents had sued the Santa Barbara School District, on the basis that “the exclusive burden of the closures was placed on minorities” (p. 145 *ibid*). In the interviews carried out between one and a half and two years after the closures, mothers reported overall negative effects on the students of the move, difficulty adjusting, lowered achievement and reduced parental involvement. In terms of adjustment, mothers reported that 86% of children felt sad about the closures and overall, 66% of children had been happier at the closed schools compared to the new schools. In terms of achievement, 45% of mothers reported that their children’s school work had been better at the closed schools, 22.5% believed it was better at the new schools and 25% thought it was about the same. Mothers generally reported more parental involvement at the closed schools, with 72.9% of mothers saying that this was the case, partly due to distance from home to school. Overall impacts of the closure included the increased distance between home and new school, and a feeling (amongst 82% of mothers) that the closures had been for the worse (Valencia, 1984).

Whilst this study is limited in terms of the generalisability of its findings to other contexts, due to the unique context of a law-suit and the specific Mexican-American population, along with the possible biases of the author, methodology and study participants, it does deserve some consideration in terms of the implications of school closures for minority populations and for those who are already falling behind in the school system. It illustrates that minority students may be more vulnerable to declines in school achievement following school transitions in general. The study concludes that those who propose future school closures “should not place the exclusive or disproportional burden on the most marginal or vulnerable student and parental populations” (p.161 *ibid*).

3. The importance of school communities in post-disaster settings

The sense of school as a community has been credited with saving “tens of thousands” of lives on Japan’s East Coast following the March 2011 earthquake (measuring 9.0) and tsunami (Parmenter, 2012, p.10). When the earthquake occurred, at 2.46pm, most children were still at school. School principals had the massive responsibility of deciding

how to respond to save lives from the ensuing tsunami within the timeframe of approximately 30 minutes. Their critical decision was whether to move children to higher ground or to stay where they were. In the face of this decision, “teachers stayed in school to look after their pupils rather than leaving to ensure the safety of themselves or their own families” (Parmenter, 2012, p.9). To the credit of school principals and staff, out of 19,000 people in Japan who perished in the earthquake and tsunami, only 536 of these were children between the ages of 6 and 18 (and many of these were children who had already left school). The sense of school as a community meant that school staff and children were well-trained in disaster preparedness; principals and teachers made good decisions in a crisis; children trusted their teachers and were willing to respond to the decisions they made; and teachers were committed to protecting the children (Parmenter, 2012). Because of the highly valued role of teachers as leaders within the community, they went above and beyond their job descriptions in making personal sacrifices and saving the lives of children in their care (Parmenter, 2012). Schools in Japan have an additional community role in being used as emergency community shelters, and due to the “familiar routines and rhythms” of the schools, everyone there experienced greater wellbeing (Parmenter, 2012, p.14).

Following Hurricane Katrina in August 2005 on the East Coast of the U.S.A., schools in Mississippi were described as anchors of their communities in both the short and the long-term (Bowman, 2007-2008). By reopening “within a matter of weeks”, they enabled “significant recovery to begin and then progress” (Bowman, 2007-2008, pp. 712-713). Once schools were able to reopen, they provided both parents and children with a sense of “stability and familiarity” during the day, amongst a time of chaos (ibid. p. 720). This stability was important for children in providing them with the familiar routines they needed to help them cope following disaster. The return to normality was also a huge relief for parents, one of whom stated that “the day my kids went back to school was when we knew things would be normal again” (ibid. p. 721). Families were also more likely to stay or return to the community if schools remained open. According to Bowman, this has a direct bearing on the economic life and potential of the community. She states: “The economic impact of reopening or creating good schools extends beyond the jobs it provides for teachers and staff...re-emerging or new businesses will be able to attract high-caliber workers only if the schools their children can attend are good” (ibid. p.722). Schools also had practical functions, in acting as emergency relief shelters, and also caring for students by providing meals once school resumed.

Following Japan’s 2011 earthquakes and tsunami, researchers have speculated that it was the familiar surroundings of their own schools that enabled the children to bounce back more quickly (Parmenter, 2012, p. 13). Within these schools/shelters, students helped with organising food, water and cleaning.

Children were transformed by returning to school (Parmenter, 2012). In Japan, the re-opening ceremonies of schools that had been the worst-affected were credited with making a “huge difference” to children, with one school principal describing the “total transformation” of children when they returned to school (Parmenter, 2012, p.15). Routine and a sense of security were important in helping combat the sense of insecurity

created by disaster. In one school which reopened in August 2011, the priority was to “recreate a sense of community security within the school” (Parmenter, 2012 p.16). Despite the children having had a range of experiences outside of school, including parents having lost jobs, it was important that “life [went] on as normal” (p.16 *ibid*). Not only was it important to maintain school life to keep things as normal as possible for children, in some places, the school was the only physical remains of what was previously a town or community. It was therefore vital to keep it alive as the sole remaining vestige of community.

Children, Schools and Disaster Recovery

Parents and families/whanau have critical roles in enhancing resilience and promoting recovery in children in a post-disaster environment. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support. Teachers also have an important and influential role in fostering recovery, particularly as they were the 'responsible adults' in closest proximity to students during both the February and June Christchurch earthquakes. The professionalism and skills of Canterbury teachers in managing these crises, keeping their pupils safe and monitoring their wellbeing and safety until the arrival of parents has undoubtedly contributed to the recovery of their pupils.

In addition, schools play a pivotal role in the recovery environment by providing a point of focus for the community and a natural place for the provision of support to both children and their parents.

1. Effects of disasters on child health and development

The major earthquakes over 2010 and 2011, causing loss of life and the destruction of our city's infrastructure together with the unprecedented impacts on suburban areas, have been very frightening events for Canterbury children.

Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents (Kar & Bastia, 2006) with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD) (Masten & Osofsky, 2010). Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may have longer term impacts on their development (Pynoos et al., 1993, Goenjian, 1993, Kronenberg et al., 2010, Dell'Osso et al., 2011, Liu et al., 2011, Cohen et al., 2010). For children with existing vulnerabilities their mental health problems may be exacerbated by ongoing stressful events, financial strains and family dysfunction, all of which accumulate post-disaster.

Over time the majority of children and adolescents will recover and show stress resilience. This presents as the continued achievement of developmental milestones, despite adversity or after initial distress, together with evidence of adaptive functioning and recovery (Bodvarsdottir, Elklit & Gudmundsdottir, 2006).

2. The role of teachers and schools in enhancing recovery

The extent of trauma exposure, the developmental stage of the child, their individual characteristics and their social environment all interact to determine the impact of a disaster and the likely recovery pathway.

Recovery has been shown to be enhanced by children with:

- ability to regulate affect (Terranova, Boxer & Morris, 2009),
- prosocial skills (La Greca et al., 1996),
- positive cognitive coping strategies and the capacity to make meaning of losses (Terranova, Boxer & Morris, 2009), and
- the protection of effective caregivers (Masten & Osofsky, 2010).

Performance in school is a significant indicator of recovery as so many of these developmental transitions are played out in the context of the academic and social functioning required in a school environment (Franks, 2011).

In addition, schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress. During the disaster response, therefore, "it is important to identify children who are having trouble coping and address any developing mental health problems" (Council on School Health, 2008, p.898).

The role of teachers in monitoring individual psychological recovery of students is evident in examples from recent international disasters. In North-East Japan following the 2010 earthquake and tsunami, teachers have taken on the long-term role of monitoring the mental health of their students (Parmenter, 2012). This is because there are no other systems providing for mental health available to children. Japanese schools do not have guidelines for mental health care or school counsellors. This is similar to the experience of Mississippi schools following Hurricane Katrina, where schools had an important function in providing mental health services for children, partly through providing a "substantial normalizing force in students' lives merely by holding classes" (Bowman, 2007-2008 p.729). It is important to recognise the "positive impact that schools can have on students' mental health at a crucial point in time" (ibid.p.729). It is necessary for schools to "learn more about the ramifications of disasters for their students' mental health" (ibid. p.732), through understanding the "reality of Katrina survivors' experiences" (ibid. p.732). Teachers in Mississippi have helped provide "students with tools for coping" but they have "also indicated concerns about their students' long-term mental health" (ibid. p.732). Looking forward, it will be important to provide these teachers "with resources that will help avert a children's mental health crisis in the wake of another...disaster" (ibid p.732).

In Christchurch schools following the September and February earthquakes, teachers provided "important support to children and young people", who "looked to them with each aftershock" (Dean, 2011, p. 95). Christchurch teachers continue to play a long-term role in the individual recovery of students.

3. Support for teachers

Not only do teachers support children following disasters, and aid in their recovery, but they too need adequate long-term support in order to recover. This is recognised by the Ministry of Education, who have taken on board research from other international disaster contexts. The Ministry of Education have been advised to take heed of what the Australians have learnt following the bush fires in Victoria, in terms of continuing to provide support for teachers. In particular, if “they could turn back time, they would have provided more direct support to schools” (Dean, 2011, p. 95). In response, the Ministry of Education has begun surveying teachers’ wellbeing. In May 2011, 194 teachers responded to an initial survey asking about their wellbeing needs. The survey indicated that “where teachers taught and lived had no effect on their perceived need for support” (ibid. p.95). The main wellbeing needs were: “information about supporting families; information on children and student well-being; and information to support their own well-being” (ibid. p.96). Teachers had concerns about sharing school sites, about the increased teaching demands and differences in management in different schools. Amongst other findings, teachers stated emphatically that they “didn’t want things that took up extra time and extra resources, and/or placed additional burdens in their daily lives” (ibid. p.96).

School Size

1. The small school movement: high schools in the U.S.A.

Internationally, there is a new movement within education towards smaller schools in general, although so far this has been confined to high schools. This movement has originated in the United States over the past 20 years (Carolan, 2012), and is reported to be a response to high school shootings where large school sizes and the relative anonymity of the students to the teachers may have been a factor in the killings (Grauer, 2007, Kuziemko, 2006). An American proponent of smaller high schools cites articles from the Washington Post and the Los Angeles Times in suggesting that "Smaller, more intimate learning communities consistently deliver better results in academics and discipline when compared to their larger counterparts" and "Students at large schools are more prone to be alienated from their peers or engage in risky behaviour" (Grauer, 2007, p.1). Furthermore, Grauer describes the purported advantages of larger high schools in providing greater opportunities as serving "a very small percentage of students and rarely [having] any connection to the most basic thing of all: the focus on student learning" (Grauer, 2007, p. 3). Another Australian researcher has challenged the assumption that larger schools offer greater equality of learning by offering a more diverse curriculum, saying that many smaller schools were also able to offer a broad range of subjects. Furthermore, evidence of whether students in larger schools actually engaged in the extra activities offered was debatable (Elsworth, 1998).

In Oakland, California, 48 new small schools have been shown to 'outperform' academically the larger schools from which they originated (Shah et al., 2009). The small increases in academic achievement were partly attributed to the increased educational opportunity through the more positive school climate following the change to smaller school size. This information was gathered in a follow-up study over six years.

2. School size and educational outcomes

Proponents of smaller schools argue that their positive benefits include stronger, ongoing relationships between students and adults, providing more choices for students by catering to their learning styles, the development of a unique school culture, engagement with the community in student learning (Grauer, 2007). Smaller schools may benefit adolescents by enhancing social capital and "connectedness" amongst students, leading to increased achievement and the increased likelihood of graduation and going on to further education (Carolan, 2012). Therefore they aim to create schools where students feel more connected, with the expectation that this will improve performance (Carolan, 2012).

Carolan suggests that in general, research so far is insufficient and too inconsistent to determine which school size works best for optimal student achievement. He suggests that it is not the school size that matters so much as how the size of the school determines the way that adults and students relate to one another. His study results showed that

although parents knowing their friends' parents was related to increased maths achievement for students (at Year 12), this relationship was not evident when controlled for confounding factors to do with the students and the school (e.g. SES, school SES, parent aspirations, student expectations, thinking that maths is fun, number of hours on math homework, etc). He concluded that there is "no one-size-fits-all prescription for school size reform" (Carolan, 2012, p. 593) and that much further research in this area is needed. He suggests "any...school-level reform that focuses on size...needs a much closer and critical public evaluation" (ibid. p.589).

Another researcher deplores the lack of economic literature available on the subject of school size and educational outcomes (Kuziemko, 2006). He argues that there is a lack of credible research on school consolidation and that good evaluation research in this area needs to be a priority. His own study results suggested that smaller schools increase both math scores and attendance rates and that the "benefits of smaller schools outweigh the cost" (Kuziemko, 2006, p.63). He looked at data from public schools in the United States to "identify abrupt changes in school enrolment" (due to either mergers into larger schools and schools splitting into new schools; or the opening of a new school which affected enrolments at nearby schools) and focused on how these changes affected the third grade maths and language test scores, as well as attendance, of younger students at elementary (primary) school level in Indiana. He found that in general, increases in school enrolment were associated with decreases in math scores.

In general, the evidence regarding any association between school size and the school's social environment appears to be contradictory (Nitta, Holley & Wrobel, 2010). That is, supposed benefits of larger schools may include improved social opportunities through a more diverse friendship network and the beneficial aspect of relative anonymity for students concerned about their prior or family reputation. Smaller schools, however, may be more caring and supportive and more inclusive of outsiders, students may be less likely to be overlooked, and there may be a more positive environment overall (Nitta, Holley & Wrobel, 2010). Likewise, the evidence concerning school size and learning opportunities is also complicated. While larger schools may be able to offer a broader curriculum it does not necessarily mean that students in larger schools learn more (Nitta, Holley & Wrobel, 2010).

3. Smaller schools in New Zealand

In 1999, the Education Review Office (ERO) produced a document called 'Small Primary Schools: Performance as a function of size'. It summarized the advantages and disadvantages of smaller schools. One advantage for smaller schools was that they may have smaller class sizes, and it may be easier for teachers to respond to individual student needs. They may have more of a 'family' atmosphere and it may be easier for students to settle in and feel a sense of belonging. Smaller schools may be the hub of their communities, and the community may be strongly involved in helping maintain the school. A disadvantage for smaller schools was the challenge of providing a balanced curriculum with fewer teachers. For smaller schools which have fewer teachers over the long term, there may be a problem if teachers are of poorer quality. It may be difficult to

recruit good teachers or principals to the area. There are also more demands on principals who have to teach. It may also be a disadvantage for smaller parent communities if they have to select their Board of Trustees (BoT) members from a less experienced pool.

The Education Review Office (ERO) states that the "Government has an interest in ensuring that as many students as possible have access to schooling within a reasonable travelling time" (ERO, 1999, p.4) and that the government recognises that providing education to some students will always cost more, due to isolation, special needs or educational disadvantage. For very small schools, the government balances an interest in access to services/schooling versus the educational and financial viability of the school (ERO, 1999, p.4).

Between 1996 and 1998, ERO reviewed the performance of 400 small schools (with fewer than 150 students), compared to a control group of 100 schools reviewed between 1997 and 1998. It found only a minor difference between those schools and the control group in governance and management (although very small schools with fewer than 26 students performed more poorly). It found that all small schools performed lower than the control group on curriculum management and delivery. All of the small schools performed well in terms of their school climate. The reasons for high performance in small schools included the close relationship between the school and its community, the multiple roles of community members within the school, students and families being well-known to school staff and Board of Trustees members, and generational ties. In contrast the reasons for low performance (such as in self-review, assessment of student achievement, and curriculum planning) included not having good systems in place, the multiple roles of teaching principals, recruitment of suitable staff, and a limited pool of potential Board of Trustee members.

New Zealand researchers have noted that in the last two decades a "neoliberal restructuring program" has led to the Network Review programme of school closures (Kearns et al., 2009). In 2000, 32% of New Zealand's schools were located in rural or very small settlements. However, falling rolls have forced many of these schools to close. Although school sizes may be smaller in rural areas, researchers argue that "Small size and/or isolation do not necessarily mean ineffective teaching and closure is neither the only nor necessarily the 'best' option". Small schools develop more intimate knowledge of children, encourage committed teachers and encourage their community to participate (Kearns et al., 2009, p. 133).

Conclusions

Education is a key determinant of health. Schools are a vital part of their communities. They have more than just an educational function and can serve as a central meeting point for families, which is particularly important for those families who have no other sense of community. Schools contribute to the health of their communities by creating a sense of social cohesion. Many communities in New Zealand have demonstrated their attachment to their local schools by strongly resisting school closures.

Because of the important roles schools play in their communities, proposed school closures or mergers are likely to be perceived by their communities as threatening a range of losses. Some of these losses have been researched but to a relatively small extent, therefore their ongoing effects are inadequately understood. In New Zealand, communities have been left divided and feeling bitter over school closures, particularly where they felt there was a lack of consultation.

There is only a small amount of research about how school closures affect students and teachers and closures may affect students in different ways. It seems that in general it is harder for teachers and parents to adjust than it is for students. There are both positive and negative effects of school closures and mergers. Positive effects may include more educational opportunities and more diverse social networks; negative effects may include more distant relationships between adults and students, larger class sizes and transportation challenges.

Schools have played a central role in providing a sense of normality for students and parents following disasters, including the Canterbury earthquakes. This is very important, as exposure to disasters can lead to mental health problems in children. Teachers can help monitor the ongoing mental health of children over time. However, teachers themselves need ongoing support following disasters, and the current proposed changes for the school sector in Christchurch may represent an additional burden that is unhelpful for their wellbeing in the wake of the earthquakes.

The movement towards reducing school sizes (albeit in high schools rather than primary schools) in the United States has arisen in a substantially different context and may not be directly relevant to New Zealand. The literature suggests that research surrounding the relationship between school size and educational achievement is relatively sparse and inconsistent in its findings. New Zealand research has found that smaller schools have both advantages and disadvantages.

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General
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27/11/12

Canterbury

District Health Board

Te Poari Hauora o Waitaha

Comment from the Canterbury District Health Board

November 2011

Ministry of Education

**Invitation by the Ministry of Education and the Tertiary Education Commission to
contribute to the development of a draft Education Renewal Recovery Plan**

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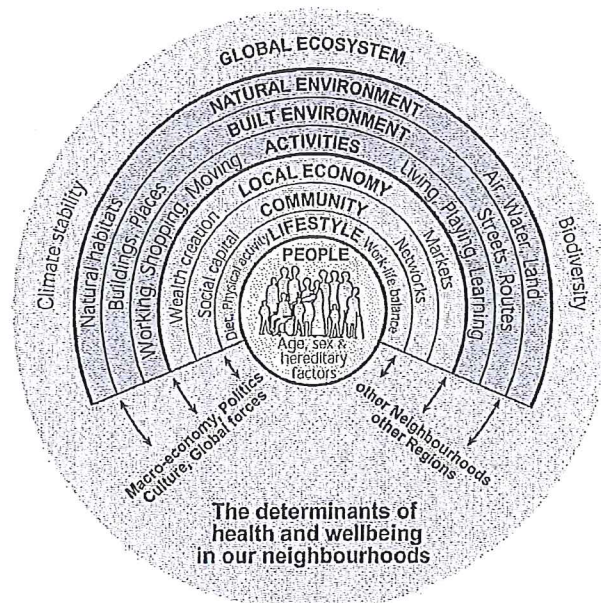
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Summary of Key Points

1. The Canterbury District Health Board (CDHB) encourages the Ministry of Education to consider health as a key issue in all its forward planning and to assess all plans with respect to their implications for health.
2. While health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Because of this, initiatives to improve health must involve organisations and groups beyond the health sector, such as the education sector, if they are to have a reasonable impact.
3. The Canterbury District Health Board acknowledges the unique opportunity afforded by the earthquakes to introduce 'fresh thinking into the future shape of education' in greater Christchurch.
4. Education is considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.
5. The CDHB recognizes the pivotal role the education sector plays in supporting children and young people to develop health literacy skills, enabling them to confidently access health services.
6. Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD).
7. Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may impact longer term on their development.
8. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support.
9. Schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress.
10. Schools also have an existing referral pathway to the health sector for consultation and referral of children and adolescents about whom they are concerned.
11. Close collaboration between the education sector, public health and child and adolescent mental health services is crucial in order to support recovery and identify those who are not faring well.
12. The CDHB acknowledges the unprecedented opportunity for the education and health sectors to collaborate in recovery and welcomes the opportunity to work with the Ministry of Education in joint support of the children and young people of greater Christchurch.

Rationale

1. The Canterbury District Health Board (CDHB) welcomes the opportunity to comment on the future shape of education in greater Christchurch. We recognize that our comments will contribute towards the development of a draft Education Renewal Plan which will be presented in the new year.
2. The Canterbury District Health Board recognizes that the earthquakes have resulted in significant changes to land and property requiring the education sector to respond in a complex environment to enable children and young people to continue their learning.
3. The Canterbury District Health Board acknowledges the unique opportunity afforded by the earthquakes to introduce 'fresh thinking into the future shape of education' in greater Christchurch.
4. The Canterbury District Health Board recognizes the unprecedented opportunity to maintain and develop the intersectoral collaboration that has been in evidence in post-earthquake greater Christchurch for the benefit of the children and young people in our region.
5. The World Health Organization has defined health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity'.¹
6. Health is influenced by a wide range of factors beyond the health sector. Health services help to restore people to good health or provide care for people when they are in need. However, various analyses of gains in life expectancy have attributed between only 10 to 30 percent to health services.²
7. Much greater impacts are attributed to environmental, social and behavioural factors.³ The diagram below presents some of the main factors determining the health of our local populations.



Source: WHO Collaborating Centre for Healthy Cities and Urban Policy, University of the West of England, Bristol, URL: <http://www.bne.uwe.ac.uk/who/researchthemes.asp>

¹ World Health Organization, Constitution of the World Health Organization. 1948.

² Ministry of Health. 2005. Advice to Incoming Minister of Health. Ministry of Health: Wellington.

³ Public Health Advisory Committee. 2004. The Health of People and Communities. A Way Forward: Public Policy and the Economic Determinants of Health. Public Health Advisory Committee: Wellington.

8. While health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Because of this, initiatives to improve health must involve organisations and groups beyond the health sector, such as the education sector if they are to have a reasonable impact.⁴
9. Education is recognized internationally as a key element of sustainable development and can be considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.⁵
10. Working intersectorally utilising a determinants, or Health in All Policies, approach enables experts across a range of disciplines to contribute to the development of plans which advance human development, uphold sustainability and equity principles and assist in the resolution of complex problems whilst improving health outcomes.
11. Canterbury District Health Board staff are available to discuss this comment and welcome further opportunities to collaborate with the education sector, sharing knowledge and expertise, for the benefit of the children and young people in the greater Christchurch region.
12. This comment has been developed by CDHB staff and its Board including elected representatives. All divisions of the CDHB were invited to contribute and a draft comment was referred to Board members for their input. The final comment was approved by the Board.

David Meates
Chief Executive Officer
Canterbury District Health Board

⁴ McGinnis JM, Williams-Russo P, Knickman JR. 2002. The case for more active policy attention to health promotion. *Health Affairs*, 21(2): 78 - 93.

⁵ WHO Regional offices for South-East Asia and the Western Pacific. 2008. Health in Asia and the Pacific. WHO Regional Offices for South-East Asia and the Western Pacific. Available from: http://www.wpro.who.int/NR/rdonlyres/07833FE9-0D55-40E2-A776-E8444430F00F/0/07_Chapter2Socialdeterminantsofhealth.pdf

CDHB Perspectives: Children and Young People in greater Christchurch

13. The CDHB works directly with the education sector in a range of undertakings including the Public Health Nursing Service, the School Nursing Service, B4 School Check Coordination, Hearing and Vision Screening, Dental Services and Health Promoting Schools.
14. Health services are directly involved with children and their families from the very earliest days with contact usually beginning with mothers during pregnancy and continuing throughout the life course.
15. Children and young people experience a multiplicity of contacts with the health system, over time. This involves regular contact with primary care practitioners but may also include extensive and on-going specialist input with outpatient and/or hospital services to address complex and often chronic healthcare needs.
16. The current and future health of our region's children and young people (and in turn the health of their future children) is strongly associated with each individual's educational achievements and level of qualification awarded.
17. It is recognized that communities that are vulnerable prior to disaster can fare less well in long-term recovery resulting in increased disadvantage. Following disasters the very young and very old, the disabled and those who are poor or who have limited literacy skills are likely to suffer the most.⁶
18. It is recognized that many of the areas most heavily impacted by the earthquakes, and those potentially most vulnerable to any changes in school organisation and levels of resourcing, are also amongst the most deprived areas in the greater Christchurch region.
19. Health literacy or the ability to take an active role in health care related decisions includes a range of skills such as being able to locate health information, evaluate information for credibility and quality, read appointment letters and labels on medication, the ability to articulate health concerns, describe symptoms and ask questions, to consider the relative risks and benefits of a particular decision, to be able to follow and understand a doctor's directions and to complete consent forms.
20. The CDHB recognizes the pivotal role the education sector plays in supporting children and young people to develop these skills, which in turn enables them to confidently access health services.
21. The CDHB recognizes the important contribution of the Southern Regional Health School to the ongoing support and education of students too unwell to attend their normal school.
22. The CDHB recognizes that the ongoing consideration of inequalities evident by ethnicity, gender, health status, socio-economic status, geographical place and those experienced by people with disabilities will be essential through the recovery phase and beyond.
23. The CDHB considers it essential that Ngai Tahu, as tangata whenua, and nga mata waka remain fully consulted and involved through this period in acknowledgement of the special relationship that Māori and the Crown have under the Treaty of Waitangi. The CDHB acknowledges the Memorandum of Understanding between Te Runanga o Ngai Tahu and the Minister of Education (2001).

⁶ Bidwell, S. 2011. Long-term planning for recovery after disasters: Ensuring Health in All Policies. Community and Public Health, CDHB: Christchurch. <http://www.cph.co.nz/files/LTPlanningAfterDisastersFull.pdf>

Education as a Determinant of Health

24. Education and health are inextricably linked. In simplest terms this means that healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices.
25. Young people who feel positive about their school and who are connected to significant adults are less likely to engage in high risk behaviours and are likely to have better learning outcomes.
26. Young people who remain in education have a better chance for good health.
27. Schools are also worksites for the staff and are settings that can model effective worksite health promotion and best practice for the benefit of all staff and ultimately their students.

Effects of Disasters on Child Health and Development

The major earthquakes over 2010 and 2011, causing loss of life and the destruction of our city's infrastructure together with the unprecedented impacts on suburban areas, have been very frightening events for Canterbury children.

28. Exposure to large-scale natural disasters predicts enduring mental health problems in children and adolescents⁷ with the most frequent post-disaster stress reactions including depression, anxiety and complicated grief, and at the pathological extreme, post-traumatic stress disorder (PTSD).⁸
29. Existing research suggests that between 10 and 30% of children and adolescents will suffer significant psychological effects, which may impact longer term on their development.^{9,10,11,12,13,14}
30. For children with existing vulnerabilities their mental health problems may be exacerbated by ongoing stressful events, financial strains and family dysfunction, all of which accumulate post-disaster.
31. Over time the majority of children and adolescents will recover and show stress resilience. This presents as the continued achievement of developmental milestones, despite adversity or after initial distress, together with evidence of adaptive functioning and recovery.¹⁵

⁷ Kar, N. & Bastia, P.K. 2006. Post-traumatic stress disorder, depression and generalised anxiety disorder in adolescents after a natural disaster: a study of comorbidity. *Clinical Practice and Epidemiology in Mental Health*, 2(17): 1-7.

⁸ Masten, A. & Osofsky, D.D. 2010. Disasters and Their Impact on Child Development: Introduction to the Special Section. *Child Development*, 81(4): p. 1029-1039.

⁹ Pynoos, R.S., Goenjian, A., Tashjian, M., Karakashian, M., Manjikian, R., Manoukian, G., ... & Fairbanks, L.A. 1993. Post-traumatic stress reactions in children after the 1988 Armenian earthquake. *British Journal of Psychiatry*, 163: 239-247.

¹⁰ Goenjian, A. 1993. A mental health relief programme in Armenia after the 1988 earthquake. Implementation and clinical observations. *The British Journal of Psychiatry*, 163: 230-239.

¹¹ Kronenberg, M.E., Hansel, T.C., Brennan, A.M., Osofsky, H.J., Osofsky, J.D. & Lawrason, B. 2010. Children of Katrina: lessons learned about postdisaster symptoms and recovery patterns. *Child Development*, 81(4):1241-1259.

¹² Dell'Osso, L., et al., 2011. Full and partial PTSD among young adult survivors 10 months after the L'Aquila 2009 earthquake: gender differences. *Journal of Affective Disorders*, 131:79-83.

¹³ Liu, M., et al., 2011. Mental health problems among children one-year after Sichuan earthquake in China: a follow-up study. *PLoS One*, 6(2):1-6.

¹⁴ Cohen, J., et al., 2010. Practice Parameter for the Assessment and Treatment of Children and Adolescents With Posttraumatic Stress Disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, 49(4):414-430.

¹⁵ Bodvarsdottir, I., Elklit, A. & Gudmundsdottir, D., 2006. Post-traumatic Stress Reaction in Children after two large Earthquakes in Iceland. *Nordic Psychiatry*, 58(2):91-107.

Effects of Disasters on Brain Functioning in Children

32. Disasters that threaten a child's safety or the safety of their loved ones activate brain fear pathways.
33. In the short-term this has a protective effect but when the fear becomes chronic, as may have occurred for many children in response to a prolonged period of significant aftershocks, the ongoing over-arousal has a detrimental effect on brain functioning.
34. This can be manifest as regulatory disruption such as sleep disturbance, poor concentration and attention, irritability, fatigue and reduced motivation. All may impact on classroom learning and behaviour and depending upon the child's stage of development may affect the attainment of critical educational building blocks.
35. This may have negative downstream impacts on educational and future vocational outcomes.

The Critical Role of Parents, Family and Teachers

36. Parents and the family have a potent role in enhancing resilience and promoting recovery in children in a post-disaster environment.
37. Preschool and primary age children are particularly reliant on their adult caregivers to make the world safe for them and to model coping skills. Consequently, children of parents who are compromised because of overwhelming adversity or unmet mental health needs may require additional support.
38. Teachers also have an important and influential role in fostering recovery, particularly as they were the 'responsible adults' in closest proximity to students during both the February and June earthquakes.
39. The professionalism and skills of Canterbury teachers in managing these crises, keeping their pupils safe and monitoring their wellbeing and safety until the arrival of parents has undoubtedly contributed to the recovery of their pupils.
40. In addition, schools play a pivotal role in the recovery environment by providing a point of focus for the community and a natural place for the provision of support to both children and their parents.

The Role of Teachers and Schools in Enhancing Recovery

41. The extent of trauma exposure, developmental stage of the child and individual characteristics of the child and their social environment all interact to determine the impact of a disaster and the likely recovery pathway.
42. Recovery has been shown to be enhanced by children with 1) ability to regulate affect,¹⁶ 2) prosocial skills,¹⁷ 3) positive cognitive coping strategies and the capacity to make meaning of losses,¹⁸ and 4) the protection of effective caregivers.¹⁹

¹⁶ Terranova, A.M., Boxer, P., Morris, A.S., 2009. Factors influencing the course of post traumatic stress following natural disaster. *Journal of Applied Developmental Psychology*, 30:344-355

¹⁷ La Greca, A.M., Silverman, W.K., Vernberg, EM and Prinstein MJ. 1996. Symptoms of posttraumatic stress in children after Hurricane Andrew. *Journal of Consulting and Clinical Psychology*, 64:712-723.

¹⁸ Terranova, A.M., Boxer, P., Morris, A.S., 2009. Factors influencing the course of post traumatic stress following natural disaster. *Journal of Applied Developmental Psychology*, 30:344-355

¹⁹ Masten, A. & Osofsky, D.D. 2010. Disasters and Their Impact on Child Development: Introduction to the Special Section. *Child Development*, 81(4): p. 1029-1039.

43. Performance in school is a significant indicator of recovery as so many of these developmental transitions are played out in the context of the academic and social functioning required in a school environment.²⁰
44. In addition schools have an important role in the monitoring of individual recovery. Teachers have knowledge of a child's functioning pre-disaster and can monitor academic and social progress through classroom and playground observation. Teachers also have a cohort of contemporary peer norms with which to compare progress.
45. Schools also have an existing referral pathway to the health sector for consultation and referral of children and adolescents about whom they are concerned.
46. Close collaboration between the education sector, public health and child and adolescent mental health services is crucial in order to support recovery and identify those who are not faring well.

Primary Health Services in Schools

47. Most primary health care is delivered by general practices, which are supported by Primary Health Organisations to meet the needs of their enrolled populations
48. Some primary health services for children and young people are delivered via early childhood centres and schools. These are principally:
 - a) School dental services for primary school children – now delivered by a fleet of 18 dental vans visiting primary schools, supported by several community dental hubs providing more advanced dental care.
 - b) Public health nursing which supports early childhood centres with health information and maintains regular contact with all schools offering health assessments for students referred to the service, home visiting, case management, links to other health services, and self-referral youth health clinics in some intermediate and most secondary schools
 - c) Vision and hearing testing which offers routine screening to all four year olds, new entrants and vision and colour deficiency screening to year 7 students, plus referrals
 - d) On-site nurses at several low decile secondary schools, alternative education facilities and teen parent units who assess the health and development status of year 9 students and offer health advice and referrals to other services.
49. These health services and their delivery models are flexible and can be melded to best fit the future shape of education services.
50. We strongly support the continuation of these services as an important part of the continuum of care for children and young people in Canterbury, particularly with the additional stresses and pressures they are experiencing as a result of recent events.
51. The factors which we believe are key to maximising the value of these services for children and young people, and which we ask you to consider in your future planning, are:
 - a) Ready access to schools, including suitable on-site facilities, and school administration support for efficient scheduling of contact time with children and young people;
 - b) Good communication between teachers and health service workforce, so that these health services are responsive to the needs of children and young people; and

²⁰ Franks, B. A. 2011. Moving targets: A developmental framework for understanding children's changes following disasters. *Journal of Applied Developmental Psychology*, 32(2): 58-69.

- c) School support for children and young people accessing other primary and secondary health services off-site, particularly when this occurs in school time.
52. The redevelopment of schools offers an opportunity to improve facilities that support on-site health service delivery.
53. The redevelopment of schools may also happen at the same time as some primary health services are consolidated at Integrated Family Health Centres (IFHCs) – a development that has been accelerated by the impact of the Canterbury earthquakes on general practice, pharmacy and other facilities. There are obvious benefits in these parallel developments working together to support ready access by the population. We ask that the development of IFHCs and the opportunities that this presents are considered in your future planning and the CDHB welcomes discussion to further explore these possibilities.

Health Promoting Schools

Health Promoting Schools²¹ incorporates a three-way strengths-based model that maximizes and empowers students and their families' abilities to interact and to participate in education. Health Promoting Schools' Advisors (Community & Public Health, CDHB) currently work with fifty lower decile schools in the greater Christchurch area.

54. The **Goals of Health Promoting Schools** are to promote school social and physical environments that improve the health and wellbeing of students and their families/communities and contribute to improved student educational outcomes.
55. **The Principles of Health Promoting Schools - Health Promoting Schools²²:**
- promote the health and wellbeing of students
 - enhance the learning outcomes of students
 - uphold social justice and equity concepts
 - provide a safe and supportive environment
 - encourage and support student participation and empowerment
 - link health and education issues and sectors
 - address the health and wellbeing issues of all school staff
 - collaborate with parents and the local community
 - integrate health into a schools' ongoing activities, curriculum and assessment
 - set realistic goals built on accurate data and sound evidence, and
 - seek continuous improvement through ongoing monitoring and evaluation
56. The CDHB commends the Health Promoting Schools model to the Ministry of Education as a way of making health and wellbeing explicit in education settings, a way of allowing student voice, supporting inclusivity and ensuring a health in all policies approach to schools' ways of being.

School Community Hubs

Community hubs are sited on school grounds with the aim of improving home/school partnerships, community resilience and access to health and social services.

57. The **Linwood North Primary School Community Hub** - The partnerships established for the project through the school and community are an expression of integrated thinking transformed into action. The newly formed Social Services Hub is supported by the joint actions and resources of the Communities Team (Community & Public Health, CDHB), Child, Youth & Family (CYF, a division of the Ministry of Social Development), and the Ministry of Education through its Southern Regional Office.

²¹ <https://www.healthed.govt.nz/resource/health-promoting-schools-support-manual>

²² <https://hps.tki.org.nz>

58. The development of the Hub is a positive, joint community project to address the issues the school and community face as they seek to 'bounce back' and become a stronger, more resilient and sustainable community following the 2010 and 2011 earthquakes.
59. The purpose of the Hub is to clearly represent the Linwood North community in the earthquake recovery process and to provide a mediation role, ensuring community issues are acted on and resources utilised in a timely and appropriate way.
60. The CDHB commends the concept of the health and social services 'Hub' as a way to support schools and their communities through the recovery process.

Recommendations

In light of professional understandings about the links between education and health and the impact of the earthquakes on children and young people the CDHB makes the following recommendations.

61. That the Ministry of Education continues to prioritise the support of principals, teachers and students, in the greater Christchurch area, together with the provision of high levels of resourcing and support for vulnerable students and those with special needs throughout the recovery period.
62. That the Ministry of Education provides proactive, early assessment of students for learning; developmental and other educational issues allowing for differentiation of and timely referrals to health services for those students with potential mental health issues.
63. That opportunities are regularly taken to provide teachers and principals with information about how disrupted mental health may play out in classroom and school settings post-disaster.
64. That consideration be given to providing 15 year olds and over access to Special Education Services.
65. That an emphasis is placed on building resilience and focusing on the health and wellbeing of Canterbury school students.
66. That consideration be given to the provision of a life skills programme focused on building problem-solving strategies and resilience to all students and schools in the Canterbury region.
67. Mindful of population shift the CDHB encourages the Ministry of Education to consider the provision of wrap-around services for schools within or near the residential red zone. Schools and students with in-migration may also require similar types of additional support.
68. That the emphasis on Māori student achievement, the promotion of tikanga, te reo and the provision of bilingual units are explicit priorities in recovery.
69. That the importance of supporting differing needs through the provision of alternative education options is maintained e.g. alternative education units and teen parent units.
70. That initiatives to support students in the transition to further education and employment are enhanced throughout recovery.
71. That initiatives to support Māori and Pacific students to undertake tertiary study are enhanced throughout recovery.
72. That students are supported to pursue health careers through collaborations between the Christchurch Polytechnic Institute of Technology, the University of Otago and the University of Canterbury.

73. That the Ministry of Education works closely with the CDHB when children are reintegrating back to school following illness and considers opportunities to make this transition easier e.g. with the provision of withdrawal rooms in any school redesigns or rebuilds.
74. That the opportunity to improve facilities that support on-site health service delivery is considered in redevelopment plans.
75. That the potential benefits of redeveloping schools in parallel with Integrated Family Health Centres be considered allowing for ready access by the community. We ask that the development of IFHCs and the opportunities that this presents are considered in your future planning.
76. That consideration is given to adopting the Health Promoting Schools model across education settings in Canterbury as a way of making health and wellbeing explicit in school environments and to ensure a health in all policies approach to schools' ways of being.
77. That schools seeking to develop a health and social services 'Hub' are supported to achieve this as a means to support schools and their communities through the recovery process.
78. That an emphasis be placed on utilizing school community engagement processes.
79. That the Ministry of Education engages in ongoing discussions and collaboration with the CDHB in the pursuit of opportunities to support health and wellbeing in schools, support the mental health needs of students and to ensure the identification of those who are not faring well and require access to health services.

Conclusion

80. The CDHB encourages the Ministry of Education to consider health as a key issue in all its forward planning and to assess all plans with respect to their implications for health.
81. Canterbury District Health Board staff are available to discuss this comment and welcome further opportunities to collaborate with the education sector.
82. The CDHB acknowledges the unprecedented opportunity for the education and health sectors to collaborate in recovery and welcomes the opportunity to work with the Ministry of Education in joint support of the children and young people of greater Christchurch.

Community and Public Health, CDHB

Community and Public Health, the public health division of the Canterbury District Health Board, upholds the Treaty of Waitangi, seeks to address issues of equity, utilises a determinants of health approach and endeavours to be informed by best-evidence.

Education as a determinant of health

Education that is meaningful and relevant is recognised as playing a fundamental role in personal and social development. Education and health are inextricably linked. In simplest terms this means that healthy young people are more likely to be able to make the most of learning opportunities and to learn more effectively. In addition well educated young people are more likely to make healthy choices and young people who remain in education have a better chance for good health.

Partnerships between the health and education sectors can therefore add value to both health and educational outcomes. A health promoting schools approach can, for example, provide opportunities to create environments that increase a sense of belonging and connectedness to school and community, and demonstrate a whole school commitment to improving and protecting the health and wellbeing of the wider school community.

1. Education is a strong predictor of long-term health and quality of life.¹ A positive relationship has been found between one's education and one's health status.² A positive link has also been found between one's own schooling and the schooling received by one's children.³
2. Success in school and years in education are major factors in future social and occupational status throughout life.⁴ Education, together with income and employment status, has been identified as critical to determining an individual's social and economic position and ultimately their health outcomes.
3. Evidence suggests that a low level of educational attainment is associated with poor health status.⁵ Educational attainment is strongly related to future occupation and income level with adverse early social circumstances associated with a significant chance of low educational achievement.⁶

¹ Feinstein, L. I. 2002. *Quantitative Estimates of the Social Benefits of Learning, 2: Health (Depression and Obesity)*. London, England: Centre for Research on the Wider Benefits of Learning. Available at: <http://www.learningbenefits.net/Publications/ResReps/ResRep6.pdf>

² Groot, W. & van den Brink, H.M. 2006. *What does education do for our health? Measuring the Effects of Education on Health and Civic Engagement: Proceedings of the Copenhagen Symposium*. Organisation for Economic Co-operation and Development

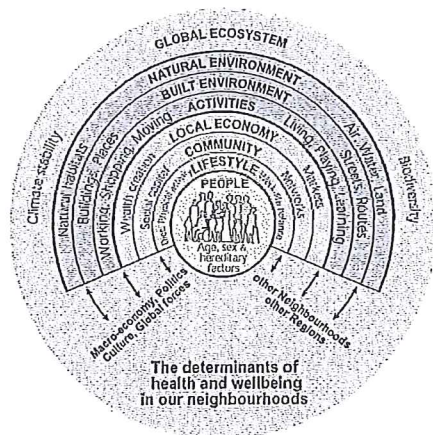
³ Ibid.

⁴ Ross, C.E., Wu, C.L. 1996. Education, Age, and the Cumulative Advantage in Health. *Journal of Health and Social Behavior*. 37:104-120.

⁵ National Advisory Committee on Health and Disability. 1998. *The Social, Cultural and Economic Determinants of Health in New Zealand: Action to Improve Health*. Wellington: National Health Committee.

⁶ Wadsworth, M.E.J. 1997. Changing social factors and their long-term implication for health. *British Medical Bulletin* 53:198-209.

4. Education is recognised as a key element of sustainable development and can be considered one of the most important underlying determinants of health outcomes for both individuals and communities. Education reduces poverty through increased employment, and provides skills for attaining better health.⁷ Education makes a positive contribution to the efficiency of (consumer) choices (i.e. on smoking and on the use of health care).⁸
5. Although health care services are an important determinant of health, most of the determinants of health lie outside the traditional 'health sector'. Far greater impacts on population health can be attributed to environmental, social and behavioural factors.⁹ The diagram below presents an overview of the factors that determine the health of populations.



Source: WHO Collaborating Centre for Healthy Cities and Urban Policy, University of the West of England, Bristol,
 URL: <http://www.bne.uwe.ac.uk/who/researchthemes.asp>

6. Initiatives to improve health must therefore involve organisations and groups beyond the health sector, such as the education sector if they are to have a reasonable impact.¹⁰

Māori and health outcomes

7. Indigenous children are acknowledged as one of the most vulnerable and marginalised groups in our world. These children inhabit every region, often living in remote areas, representing some seventy countries and five thousand different peoples. Even in income-rich countries indigenous children do not tend to enjoy the same levels of health or access to health services that are

⁷ World Health Organization Regional Offices for South-East Asia and the Western Pacific. 2008. *Health in Asia and the Pacific*. WHO Regional Offices for South-East Asia and the Western Pacific. Available from: http://www.wpro.who.int/NR/rdonlyres/07833FE9-0D55-40E2-A776-E8444430F00F/0/07_Chapter2Socialdeterminantsofhealth.pdf

⁸ Groot, W. & van den Brink, H.M. 2006. *What does education do for our health? Measuring the Effects of Education on Health and Civic Engagement: Proceedings of the Copenhagen Symposium*. Organisation for Economic Co-operation and Development

⁹ Public Health Advisory Committee. 2004. *The Health of People and Communities. A Way Forward: Public Policy and the Economic Determinants of Health*. Wellington: Public Health Advisory Committee

¹⁰ McGinnis JM, Williams-Russo P, Knickman JR. 2002. The case for more active policy attention to health promotion. *Health Affairs*, 21(2): 78 - 93.

enjoyed by their non-indigenous peers. Indigenous children continue to be over represented in mortality statistics for infants and children regardless of whether they live in income-rich or income-poor countries.¹¹

8. In 2006 there were 867,576 New Zealand children aged 0–14 years, who formed 21.5% of the total New Zealand population. Of these children, 23.0% identified as Māori.¹²
9. There is considerable diversity and disparity in health and wellbeing outcomes for New Zealand children. Overall, children who live in Māori, Pacific and low-income families fare much worse compared with other New Zealand children. The health status of Māori and Pacific children has been identified as two to three times poorer than the health status of non-Māori and non-Pacific children.¹³
10. Māori generally have poorer health than non-Māori for many health measures including heart disease, cancer and mortality.^{14,15} These findings have been found to persist even when other factors such as smoking and socio-economic status are controlled for.¹⁶ It appears that there are multi-factorial explanations for these findings.^{17,18}
11. The New Zealand Public Health & Disability Act 2000 incorporates a number of significant references to Māori health. The Act requires district health boards to establish and maintain processes to enable Māori to participate in and contribute to strategies for Māori health improvement. These, and related requirements, are imposed in order to recognise and respect the special relationship Māori have with the Crown under the Treaty of Waitangi and to improve the health status of Māori to at least the same level as non-Māori and to safe-guard Māori cultural concepts, values and practices.¹⁹

¹¹ UNICEF. 2003. Ensuring the Rights of Indigenous Children. *Innocenti Digest No. 11*. Florence: Innocenti Research Centre.

¹² Ministry of Health. (2009). *A Focus on the Health of Māori and Pacific Children: Key Findings of the 2006/07 New Zealand Health Survey*. Wellington: Ministry of Health.

¹³ Public Health Advisory Committee. 2010. *The Best Start in Life: Achieving effective action on child health and wellbeing*. Wellington: Ministry of Health.

¹⁴ Ministry of Health. 2004. A Portrait of Health: Key results of the 2002/2003 New Zealand Health Survey. *Public Health Intelligence Occasional Bulletin No. 21*. Wellington: Ministry of Health.

¹⁵ Ministry of Health. 2003. *Decades of Disparity: ethnic mortality trends in New Zealand 1980-99*. Wellington: Ministry of Health.

¹⁶ Reid, P., Robson, B., & Jones, C. 2000. Disparities in health: common myths and uncommon truths. *Pacific Health Dialog* 7 (1): 38-47.

¹⁷ Harris, R., Tobias, M., Jeffreys, M., Waldegrave, K., Karlsen, S. & Nazroo, J. 2006. Effects of self-reported racial discrimination and deprivation on Maori health and inequalities in New Zealand: cross-sectional study. *Lancet* 367(9257): 2005-9

¹⁸ Reid, P., & Robson, B. 2007. Understanding health inequities. In: Robson, B., Harris, R. eds. *Hauora: Maori Standards of Health IV A study of the years 2000-2005*. Wellington: Te Ropu Rangahau Hauora a Eru Pomare.

¹⁹ <http://www.health.govt.nz/about-ministry/ministry-business-units/maori-health-business-unit/our-history-and-current-position>

Māori, education and Te Reo Māori

12. Adopted in 1989 the Convention on the Rights of the Child states the full range of civil, political, economic, social and cultural rights of children. Article 30 of the Convention upholds the right of a child to 'enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language'.²⁰
13. The Māori Language Act 1987 recognises Te Reo Māori as an official language of New Zealand and the Waitangi Tribunal has found Te Reo Māori to be a taonga guaranteed to all Māori under Article 2 of the Treaty of Waitangi.²¹ Te Reo Māori is the basis of Māori culture and is considered a gift from the ancestors. It expresses the values and beliefs of the people and serves as a focus for Māori identity. It is generally recognised that language is a critical component of cultural identity which in turn is essential to the mental, physical and spiritual health of indigenous peoples – an expression of ways of life, ways of thinking and shared cultural understandings.
14. Approximately one in every 10 Māori students left school in 2007 with little or no formal attainment. Māori were almost three times more likely than European/Pākehā students to leave school with little or no formal attainment.²²
15. Te Puni Kōkiri have reported that Māori with higher levels of qualifications are more likely to be employed and earn higher incomes (particularly those holding tertiary level 4 qualifications and above) and Māori with higher levels of qualifications (post-school qualifications compared with school or no qualifications) are more likely to live longer.²³
16. The Education Act 1989 requires school boards to take 'all reasonable steps to discover and consider the views and concerns of Māori communities living in the geographical area' served by the school. School charters must recognise the importance of Māori culture and instruction must be provided in Te Reo and tikanga for those pupils whose parents request it. The Act also allows the Minister to designate any school a *kura kaupapa Māori* where parents request it. A *kura kaupapa Māori* is a school that observes Māori cultural practices and as far as possible teaches all of its curriculum in Māori.²⁴
17. Māori-medium education was established in order to ensure Te Reo Māori and Māori culture survived. Māori-medium education is explicitly linked to a

²⁰ <http://www2.ohchr.org/english/law/crc.htm>

²¹ <http://www.waitangi-tribunal.govt.nz/doclibrary/public/reports/generic/Wai0262/Wai262Factsheet6TeReoMaori.pdf>

²² Ministry of Education. 2008. *State of Education in New Zealand 2008*. Wellington: Ministry of Education. Accessed 25 November from:

http://www.educationcounts.govt.nz/_data/assets/pdf_file/0020/41663/890829_MoE_State-of-Education.pdf

²³ <http://www.tpk.govt.nz/en/in-print/our-publications/fact-sheets/benefits-of-education-for-maori/download/tpk-benefits-of-education-2010-en.pdf>

²⁴ Barrett, M. & Connolly-Stone, K. 1998. The Treaty of Waitangi and Social Policy. *The Social Policy Journal of New Zealand*.11: 29-49

local Māori community or iwi and is expected to be adaptable to the specific setting, the whānau and the community.²⁵

18. The Māori Education Strategy: 'Ka Hikitia – Managing for Success' is the Ministry of Education's five-year plan to transform the education sector, to ensure Māori are able to enjoy education success as Māori. The two main focus areas are 'Culture Counts' ('knowing, respecting and valuing Māori students, where they come from and building on what they bring with them') and 'Productive Partnerships' ('Māori students, whānau, hapū, iwi and educators sharing knowledge and expertise with each other to produce better mutual outcomes').²⁶
 19. Ka Hikitia acknowledges that culture and education are inextricably interwoven²⁷ and that Māori children and students 'are more likely to achieve when they see themselves, their whanau, hapu and iwi reflected in the teaching content and environment, and are able to be Māori in all learning contexts' (Ka Hikitia, Pg 20).^{28, 29}
 20. New Zealand research findings indicate that effective teaching practices require learning contexts which have meaning for the learner, involve accurate assessment, and feedback that is responsive and supports future learning. In addition integrating understandings of cultural identity into learning settings has been found to be most effective when it contributes to the shaping of teaching practices and learning experiences for specific students.³⁰
-
21. Language and culture influence our perceptions of both illness and health. 'Culture is a dynamic and adaptive system of meaning that is learned, shared, and transmitted from one generation to the next and is reflected in the values, norms, practices, symbols, ways of life, and other social interactions of a given culture.'³¹ Culture can provide a foundation for both personal and collective identity, the erosion of which can adversely impact the health and wellbeing of populations and may lead to depression, anxiety, substance abuse, and suicide.³²

²⁵ Ministry of Education. 2010. *Nga Whanaketanga Rumaki Māori/About Māori-medium education Factsheet*. Wellington: Ministry of Education.

²⁶ Ka Hikitia – Managing for Success; Available at:
<http://www.minedu.govt.nz/Boards/TeachingAndLearning/MaoriEducationSuccess.aspx>

²⁷ Bishop, R., Berryman, M., Tiakiwai, S., & Richardson, C. 2003. *Te Kotahitanga: The experiences of year 9 and 10 Māori students in mainstream classrooms. Report to the Ministry of Education*. Wellington: Ministry of Education.

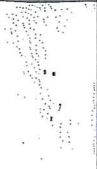
²⁸ Ibid.

²⁹ Ka Hikitia – Managing for Success; Available at:
<http://www.minedu.govt.nz/Boards/TeachingAndLearning/MaoriEducationSuccess.aspx>

³⁰ Alton-Lee, A. 2003. *Quality teaching for diverse students in schooling: Best evidence synthesis*. Wellington: Ministry of Education.

³¹ Kreuter, M.W. & McClure, S. 2004. The role of culture in health communication. *Annual Review of Public Health*, 25: 439-455

³² Kirmayer, L.J., Brass, G.M., & Tait, C.L. 2000. The mental health of Aboriginal peoples: Transformations of identity and community. *Canadian Journal of Psychiatry*, 45(7): 607-616.





SUBMISSION

Education Renewal in Greater Christchurch

5th December 2012

For more information please contact Michael Stevenson using mstevenson@ppta.org.nz or 021 669900

5th December 2012

Hon. Hekia Parata
Minister of Education
Parliament Buildings
Private Bag 18888
WELLINGTON 6160

Dear Minister

RE: Post Primary Teachers' Association - Submission on the Ministry of Education *Directions for Education Renewal in Greater Christchurch*

1. Introduction

Thank you for the opportunity to make a submission on *Directions for Education Renewal in Greater Christchurch*.

The Post Primary Teachers' Association ("PPTA") represents 18500 secondary and area school principals and teachers in New Zealand. Of these 18500 teachers and principals, approximately 2000 work in earthquake devastated Canterbury. More than 95% of eligible teachers in Canterbury choose to belong to the PPTA.

The constitutional goals of the Association are as follows:

- a) To advance the cause of education generally and of all phases of secondary and technical education in particular.
- b) To uphold and maintain the just claims of its members individually and collectively.
- c) To affirm and advance Te Tiriti O Waitangi (The Treaty of Waitangi) as embodied in the First Schedule of these rules.

2. Establishing an Earthquake Recovery Taskforce (ERT)

In May 2011, the PPTA Executive established an Earthquake Recovery Taskforce ("ERT") to oversee our members' response to the ongoing earthquakes in Canterbury. More specifically, the impact that the September 2010, and February, June and December 2011 earthquakes have had on secondary school infrastructure, teaching and learning, and communities in greater Christchurch.

The majority of PPTA ERT members are secondary school teachers in Canterbury. The chairperson, Jacinta Grice, is a special needs teacher at Hillmorton High School. I am currently on leave from my English teaching position at Burnside High School so I can perform my duties as PPTA President.

The PPTA ERT has examined the Ministry of Education's *Directions for Education Renewal in Greater Christchurch* and will be making a submission on the school-age

learning (pages 21 to 29). This is not to say PPTA has no interest in early childhood and tertiary education, but that for the purposes of this submission we are opting to focus on our area of expertise.

3. Review of the school network in greater Christchurch – proceed with caution

PPTA notes that many families and students have left greater Christchurch since the February 2011 earthquake. Subsequently, there may be a need to make changes to the school network. PPTA urges the ministry to proceed with caution with considering the closure or merger of any secondary schools and technology centres in greater Christchurch. We are making this suggestion because members, including senior managers and principals, have been reporting higher than expected enrolments since July this year and the trend is continuing as 2013 enrolments gain momentum. It would be foolish to close or merge a school and subsequently discover the provision was required after all. It is logical that the population of Christchurch, including the numbers of school age children, will rise as the rebuild gains pace.

PPTA understands that once population movements have stabilised and geotechnical land assessments are completed, it is likely there will need to be changes to the greater Christchurch school network.

4. Impact on students and staff and communities

It is pleasing to see the ministry acknowledging the role of school leaders following the February 2011 earthquake. In PPTA's view, it was school principals who played the lead role in ensuring schools were operational as soon as practicable. Principals worked together to establish site-sharing arrangements and teachers responded to this leadership through a combination of professionalism and flexibility.

As Dr. Veronica O'Toole, a senior lecturer at the University of Canterbury noted in a paper this year, teachers are the true heroes of the earthquake response.

4.1 Support for school staff during these difficult times

PPTA members in greater Christchurch continue to report high levels of stress as a result of managing the interface between their own disrupted lives and the increased pastoral care needs of students. While ministry-funded EAP (Employee Assistance Program) is available to teachers in greater Christchurch, PPTA urges the Government to provide higher-level assistance to teachers and principals while they try and balance their working lives, personal housing complexities, and the increased pastoral care needs of students.

Some examples of further assistance could include: paid leave to attend EQC, Council and insurance company meetings; increasing the number of guidance counsellors in schools; and the ability for a senior management team to tailor-make their own solutions to relieve school administration and leadership pressure points.

5. Schools in greater Christchurch – An overview

PPTA sees the current diversity of schools in greater Christchurch as a strength. The ministry correctly notes this range includes single-sex secondary schools, integrated

schools, Maori immersion and special character schools. A further feature of the greater Christchurch education network is the supply of single-sex secondary schools in lower decile areas of the city and a variety of academies located within Aranui High School.

On 4th August 2011, the PPTA ERT met your predecessor Hon. Anne Tolley. At the meeting, Minister Tolley promised that the provision of single-sex state education would continue in Eastern Christchurch.

6. Charter schools in Christchurch – Not needed and not wanted

PPTA was disappointed to see the unmandated charter schools policy in the 2011 National/ACT confidence and supply agreement. More specifically, there were comments made by Hon. John Banks and Catherine Isaac that Eastern Christchurch would be a “target area” for charter schools. To this date, PPTA is unaware of any individual or group who wants a charter school in Eastern Christchurch. It seems bizarre that charter schools are being or have been considered for Eastern Christchurch when there has been a population movement out of the area and the ministry’s own data describes an excess of learner spaces in post-earthquake greater Christchurch.

Internationally, charter schools are associated with failure, low performing OECD/PISA nations, racism, disaster capitalism, test prep learning, cherry-picking students and high exclusion rates. In PPTA’s view, charter schools have no place in Eastern Christchurch or anywhere else in New Zealand. New Zealanders, including Cantabrians, don’t need charter schools and they don’t want them.

7. Outcomes for learners

In PPTA’s May 2012 submission, we criticised the ministry for using selective data to compare student achievement outcomes in greater Christchurch to those in Auckland and Wellington.

PPTA has examined the educational achievement data for greater Christchurch using the ministry’s *Education Counts* website. We have found that the percentage of school leavers with NCEA level two or higher is increasing for students across greater Christchurch. The rates for Maori and Pasifika learners are increasing at a faster pace when using all students as a control group.

It remains unclear to PPTA why the ministry has found it necessary to select statistics that attempt to describe greater Christchurch as an area of underperformance. On the surface, it appears extremely mean-spirited. PPTA feels it would be more beneficial to celebrate the education sector’s response to the 2010 and 2011 earthquakes and the amazing results students’ achieved in the face of adversity.

Teachers and principals are aware of the Government’s target of 85% of students achieving NCEA level two or above by 2017. The *Education Counts* website shows we are heading in this direction with student achievement in NCEA rising year on year.

The absence of any ideologically-driven proposals that would seek to undermine our public education system including privatisation, public-private partnerships, and charter or contract schools in this proposal is most welcome. New Zealand has a proud tradition of public education and secondary students constantly perform well when compared to

other OECD countries in PISA results. The case for widespread change has simply not been made.

8. Warning against privatisation

PPTA notes that nowhere in the document are submitters invited to comment on whether they think the earthquake should be used as an excuse to unleash wholesale privatisation of schooling in Christchurch. Since the document is silent on this issue, we have to assume, in good faith, that there is no intention to move away from publicly-funded and publicly-provided schools.

9. Looking into the future – UFB and ICT in every school and home

For greater Christchurch to lead New Zealand in e-learning, every student and teacher must have access to secure, high speed, wireless internet. The ministry should consider the *Point England Model*, where learners and their parents were able to access the school's wireless internet not only at school, but also in their homes. This model has reduced socioeconomic disparities in the Point England community by ensuring all families have access to high speed internet regardless of parental income and wealth.

Like education, ICT can be a socio-economic leveler and promote equal opportunities for learners.

10. Planning a renewed schooling system

As stated earlier in this submission, PPTA understands there will be changes to the future school network in greater Christchurch. It is argued the Ministry should proceed with caution as demographics across the three affected local territorial authorities remain fluid.

In principle, the PPTA does not have any issue with schools entering into arrangements to share facilities with other schools, tertiary education providers and community groups. There are a myriad of existing examples where schools work successfully to share facilities in this way; for example, the *Nelson Loop*, school halls and gyms being used by the community outside of school hours, and adult community education before its funding was cut by the Government in 2009.

For such arrangements to succeed, the community needs to understand that the needs of students come first when booking and accessing school facilities.

The dangers of a school relying solely on community facilities was highlighted by the relocation of Unlimited to Halswell Residential Centre after the February 22nd 2011 earthquake. Unlimited was left with few resources, having previously relied on now red-zoned civic facilities including the Christchurch City Library.

10.1 Site-sharing and multiple timetables

PPTA was disappointed to see "multiple timetables" in the Education Amendment Bill 2012. The proposed Amendment, along with recent comments made by the Secretary and Minister, lead PPTA to believe the Government is attempting to short-change school communities in greater Christchurch.

To be clear, the 2011 site-sharing arrangements in Christchurch involved an incredible amount of good will on behalf of principals, boards, teachers, parents, students and other education stakeholders. It was never intended that site-sharing would be re-framed as a cost saving instrument for Government. As you are aware, schools are the hearts of New Zealand communities. Facilities including classrooms, gyms, drama centres, swimming pools, courts and sporting areas are used outside of standard timetable hours for a myriad of activities including parent/teacher interviews, adult education, extra tutorials, sports and cultural practices to name just a few.

It is distinctly un-New Zealand to simply place multiple schools on the same site.

10.2 Schools are currently flexible

PPTA rejects the implication that schools are currently inflexible, particularly when applied to Christchurch. The sacrifices school communities made in the aftermath of the February 2011 earthquake powerfully refutes this supposition. Furthermore, the only legal requirement regarding the length of the school day in Education Act 1989 is that schools be open for at least two hours before noon and two hours after. Secondary schools do not find that their timetable practices are restrictive at all.

Hopefully the Education and Science Select Committee will demonstrate its understanding of the reality of schools today and not endorse this proposal.

11. Advisory Group – Not representative in its current form

In our May 2012 submission, PPTA supported the proposal to establish an advisory group with the proviso that it be education-focused so that those who have proven expertise and a long term interest in education are able to provide the sector with reliable, evidence-based policy advice.

Recently, the names of those who would be on the advisory group were announced. It was extremely disappointing to see that there was no representation from secondary co-educational and girls' schools. Moreover, despite PPTA having 2000 teacher and principal members in greater Christchurch, the Association was not invited to have a representative on the group.

A poorly-formed advisory group is likely to get sidetracked by rhetoric and self-interest, and may get so far away from the reality of schools today that it is unable to produce a pragmatic and practical plan. The group will need to manage the tension between "blue skies thinking" and workable solutions. It will need to be alert to propositions that seek to profit from the tragedy of the earthquake but without creating anything sustainable.

11.1 Reviewing the make-up of the Advisory Group

PPTA urges the Minister to reconsider the configuration of the advisory group in respect of including representatives from secondary co-educational and girls' schools, and PPTA.

The structure and process for operating the advisory group needs to be genuinely consultative and not a political rubber stamp. The group will need to be sufficiently

astute to be able to separate the wheat of evidence and research from the chaff of ideology.

The students of Christchurch deserve no less.

12. Large schools or small schools?

In general terms, the PPTA supports larger schools over smaller schools. This is because larger schools are able to offer a wider variety of curriculum choices to learners. There is also less risk around curriculum areas collapsing as a result of student subject choices.

We would be concerned about proposals to split education at the end of year 9 or 10. There are considerable benefits for students in being in years 7 to 13 and 9 to 13 schools where they can be mentored by senior students through peer support programmes and via extra-curricular activities. They also have access to specialised pastoral care, specialist facilities, specialist teachers and senior programmes.

The main advantage of this structure is that it minimises the number of times students change school. As transition points disrupt learning, the fewer the better. There is also evidence that Year 11 is the worst year to change schools because it is the first year of high-stakes assessment and not an ideal time to disrupt peer relationships (K Hawk & J Hill, 2000).

We note that most of the middle schools set up in New Zealand have not thrived because the community has simply not taken them to heart. Parents seem to prefer senior colleges to junior colleges (which is common throughout the world) but that sets up an impossible contradiction in terms of building schools. PPTA believes that the 7-13/9-13 model of secondary education remains popular because that is the most cost-effective structure and the one that can best manage the transition between generalist and specialist teaching.

Further on in this submission we examine middle schooling in more detail.

13. Environmental and travel concerns

We note also that at a time of rising oil prices and growing environmental concerns, it will be problematic if students do not have easy access to their local school. It would be prudent for the ministry to consider transport costs, free school busses and distance to schools when making decisions on the future school network in greater Christchurch.

14. Special needs education

Children with disabilities require special learning environments targeted to their level of need. The PPTA believes some of these environments should be co-located in schools while others are better catered for on independent sites.

15. Middle schools

PPTA is disappointed that a number of intermediate school principals are using middle school models in an attempt to protect their own patches. This 'turf war' is not useful, as

the needs of thousands of students are more important than those held by three or four principals. Of course these principals are not solely to blame; Tomorrow's Schools has encouraged them to act in this way.

Middle schools (also known as junior high schools) have already been experimented with in New Zealand. The concept of middle schooling takes learners aged 11 to 14 (Years 7 to 10) out of the established primary and secondary framework and treats them as a separate educational entity.

They differ from intermediate schools in that they remove year 7 and 8 students from the primary environment, but don't adequately prepare them for secondary school. There is evidence that middle schools aren't good at keeping Year 9 and 10 students up to speed with their peers already at secondary school and release them ill-prepared for the secondary environment at year 11 (K Hawk & J Hill, 2000).

It is extremely important that students do not move schools between Years 10 and 11, as Year 11 is the first Year of NCEA. It is absolutely critical that students do not endure a massive change at the beginning of their first year of NCEA. Moreover, many schools like to offer their students some NCEA standards in Year 10 to prepare them for NCEA levels one two and three. This requires specialist subject teachers who are of course located in Year 9 – 13 and 7 – 13 secondary and area schools.

The middle school years are a critical time for young teenagers, but there is no evidence to suggest creating an extra stepping-stone between primary and secondary schooling is beneficial. In fact, there's every reason to suspect this extra transition is disruptive and harmful. Proponents of middle schooling rely on a theory of "emerging adolescence" that has little empirical basis and has been subject to academic challenge in recent years. Young people in years 7 to 10 reflect as much diversity of maturation and learning needs as students in any other age group.

The middle school experiment was introduced in the US in the 1970s. However, by the late 1990s school systems in many states began ditching middle schools in favour of placing the "middle grades" back into the primary and secondary systems. Many US educators now regard the middle school experiment as a failure.

In New Zealand, middle schools struggle to recruit teachers with in-depth and current knowledge of where their subject goes at the higher levels. Student learning will suffer and middle schools will risk becoming a second-best choice where non-specialist teachers offer students a limited, make-shift curriculum.

16. A flawed philosophy

Because students at Year 7 to 10 are as diverse as any other four-year cluster, middle schooling is based on a false partition of our young people who, therefore, don't require a separate system of learning and are confused by being segregated.

"Taken to its logical conclusion then, every age group can be viewed as having special needs; since every child is different, it might be suggested that 13-15 year olds attend a different school than 16-18 year olds!!" (H Lee & G Lee, 1996).

16.1 Transition

Middle schools, like intermediates, create an extra interruption in a child's life that has never been popular with parents and runs against the goal of a seamless education system. A key disadvantage for middle school students is the huge social transition they're forced to make just as they begin to face assessment for national qualifications.

Research shows that students making the transition from middle to secondary schooling are "struggling to adapt at such a late stage" and that both parents and students are misled by middle schools' promises that their programmes adequately prepare Year 9 and 10 students for Year 11 study at secondary school.

16.2 Achievement

Preparation for NCEA assessment and exams in Years 11 to 13 begins in Years 9 to 10. However, the range of subjects available in a middle school is limited by the knowledge and skills of the teachers, who are almost invariably primary-trained.

Secondary schools offer multi-level study that allows junior students to study senior subjects. It is no longer unusual for students in Years 9 and 10 at secondary school to also be studying one or two subjects at Year 11 or 12 level. Middle schools restrict this opportunity by compartmentalising learning strictly by age.

16.3 Teacher retention

Evidence from the US shows middle schools tend to have a higher turnover of teaching staff. Middle schools are not an attractive option for trained and qualified specialists, because they lack promotional opportunities and the chance to teach senior students. PPTA does not want to risk student and teacher subject knowledge being down-graded due to an absence of senior learning environments.

16.4 The Solution

Secondary education is geared to deliver the best learning outcomes for Year 9 to 13 students. Only secondary schools have the experience, facilities and appropriately trained and qualified teachers to meet the expectations parents and students have of secondary education.

Year 7 to 10 students need the supportive schooling environment that has traditionally been provided by secondary schools. Allowing Year 7 and 8 students access to teachers who know how a particular subject develops at higher levels boosts their confidence and desire to perform well in subsequent years.

That's why combining Years 7 to 10 with secondary school, rather than primary school, is the best formula for providing a seamless education. Students don't benefit from arbitrary segregation nor do they benefit from being thrown unnecessarily into new learning environments. The fewer transitions a young person has to make in their schooling the better - and the earlier the better.

Junior students in secondary schools benefit from contact with older students. Such role-modelling already happens in a range of ways in our secondary schools: through sports coaching of juniors by seniors, cultural clubs and peer support programmes. This point is also relevant when considering a potential Unlimited/Discovery merger and a new Year 1 – 13 in Aranui.

17. Tomorrow's Schools

A large number of problems related to education renewal in greater Christchurch is derived from New Zealand's model of self-governing schools – Tomorrow's Schools. We saw this in the aftermath of the February 2011 earthquake when the ministry lacked the central capability to manage schooling in an emergency situation.

The faults with Tomorrow's Schools have continued throughout 2011 and 2012, as schools have competed for students as some rolls fall.

I have attached the 2008 PPTA annual conference paper *Tomorrow's Schools: Yesterday's Mistake* for your information.

18. Comments on specific schools/clusters

PPTA is not commenting on all schools we have members in, as our submission has taken a more holistic approach to education renewal in greater Christchurch. That said, we do have some views to share on the proposals to merge Unlimited with Discovery One, a new Year 1 – 13 school in Aranui, and a fresh site for Phillipstown School. Please note the merger provisions contained in our members' relevant Collective Employment Agreements will apply if a school or schools merge. Likewise, the closure provisions will apply if a school or schools close.

18.1 Unlimited/Discovery merger

PPTA supports the merger of Unlimited and Discovery. Both schools have worked together for a number of years and they are historically and philosophically matched.

PPTA thanks the ministry for assisting Unlimited in finding a new temporary site at the University of Canterbury.

18.2 Aranui High School/Aranui Cluster

PPTA supports the continuation of secondary education in Aranui to meet the needs of the community. We are open to whether this should be a Year 1 – 13, 7 – 13 or 9 – 13 school. PPTA understands there is large support, particularly from the Maori and Pasifika communities in Aranui, for a Year 1 – 13 school.

PPTA's preference is for a Year 1 – 13 school on the existing Aranui High School site. The ministry may want to consider limiting some of the initial risk around mixing younger and older students on a single site by placing the junior school at one end of the site and the senior school at the other. Bethlehem College, located on the outskirts of Tauranga, has a successful model that combines ECE, primary, secondary and tertiary education on one site. Bethlehem College has reduced the risks associated with having mixed age

groups on the same site by having different school start, break and finish times for the junior and secondary cohorts.

18.3 Phillipstown School and its Technology Centre

PPTA supports the ministry proposal to relocate Phillipstown School and its Technology Centre on the existing Linwood College site with Woolston School. A second option could involve building a new Technology Centre on the Woolston site.

PPTA notes the health and safety concerns raised by the ministry on the *Shaping Education in Christchurch Phillipstown School – Rationale for change* information web page. While not specifically mentioned as a hazard in the ministry information, PPTA believes there are factories close to the existing Phillipstown School site that are discharging potentially harmful fumes. Moving the school to a new site would be one way of managing this situation.

19. Conclusion

In summary, the PPTA is clear in its view that central government and the ministry have the responsibility to rebuild the educational infrastructure of greater Christchurch. This is the best way of ensuring the continuation of high quality public education.

Any new ideas for education in greater Christchurch should be carefully considered and researched before they are implemented. Teaching and learning in greater Christchurch has already suffered enough over the last two years and three months.

Education renewal in greater Christchurch must not be treated as an education experiment.

The earthquakes are no excuse to shortchange the students of greater Christchurch.

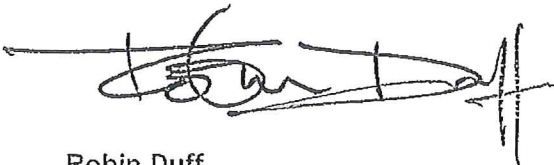
20. Recommendations

1. THAT the Minister moves under urgency to increase the diversity of schools represented on the advisory board.
2. THAT the Minister reviews her decision to have no PPTA representation on the advisory board.
3. THAT a democratically-elected Te Huarahi teacher or principal representative be on the Waitaha advisory board.
4. THAT there is a continuation of high quality publicly-funded and publicly-provided education in greater Christchurch.
5. THAT education in greater Christchurch is not undermined by privatisation in its various guises.
6. THAT the Minister declares Christchurch a charter school free zone.

7. THAT secondary education in greater Christchurch is not fragmented by the introduction of middle schools or junior and senior high schools. Secondary education should be as seamless as possible to avoid disruption to learning.
8. THAT government and ministry funded UFB and 21st Century ICT form a key part of rebuilding the educational infrastructure in greater Christchurch.
9. THAT children with special needs are provided with learning environments targeted to their level of need.
10. THAT Unlimited and Discovery One merge into a single school.
11. THAT the Minister and Ministry move carefully towards developing a new Year 1 – 13 school for the Aranui community.
12. THAT Phillipstown School and its Technology Centre relocates, preferably to the existing Linwood College site.

If you have any questions or comments about this submission, please do not hesitate to contact me.

Yours sincerely



Robin Duff
PRESIDENT

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Attachment: PPTA 2008 Annual Conference Paper – *Tomorrow's Schools:
Yesterday's Mistake.*