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# Aranui Primary School Community Engagement Progress 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 Primary School<sup>1</sup>.

This report is being provided as a contractual output between Aranui Primary School Board of Trustees (BoT) and the facilitator, Chris Mene.

The Minister of Education decided to grant a three-month extension to Aranui Primary School (and four other schools in the 'Aranui Cluster').

At a meeting with the Principal and BoT chairperson on Friday 30 November 2012 it was decided that it was in the best interest of the school to utilise the time extension offered by Minister Parata.

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

This report records the community engagement process that has run from September 2012 to March 2013 and records the outputs and outcomes of that process.

Three **recommendations** were made in a progress report to 7 December 2012 which were:

1. That the BoT/Principal provide clear messages to parents, staff and wider community stakeholders by 18 December 2012 about the process to date, current situation, potential options and way forward in 2013.
2. The BoT/Principal continue with plans to help parents, staff and community stakeholders understand what new Modern Learning Environments are like.
3. That further engagement with parents, staff and community stakeholders take place in February 2013 to review 2012, the current situation, potential options and work towards a collective way forward.

The BoT and Principal accepted these three recommendations and provided communication out to the Aranui School community and stakeholders in December 2012.

Further engagement with the school community took place in February 2013 and this document also records the process and outcomes of that engagement.

<sup>1</sup> <http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/11/Aranui-School-Rationale-for-Change.pdf>

## 2. Executive Summary

### 2.1 Response to current proposal

The Aranui Primary School community:

1. Recognises the massive impact the Canterbury Earthquakes has had on Greater Christchurch, the school and community of Aranui.
2. Acknowledges this most challenging context and the test this has been to school leadership, staff, parents and children whilst still focusing on student achievement.
3. Notes the shocking and disempowering impact of the meeting on 13 September 2012 and the engagement process undertaken especially the lack of information and planning.
4. Realises that due to the impact on the Canterbury education network it is appropriate to review schooling provisions.
5. Are very sensitive to the human impact of the earthquakes especially on the many vulnerable families of the Aranui School community who are fragile and struggling to manage the complex recovery of our community.
6. Considers that a good level of engagement has been achieved providing a balanced diversity of thinking. Given the current reality of many parents and the constraints the school community is currently operating under this is considered to be a success so far.
7. Recognise constraints including timing (Term 4) and resources required to effectively engage with a diverse, fragile and vulnerable community.
8. Acknowledges the Minister of Education for granting the additional three-month time extension and the reassurance that this is a genuine consultation.
9. Thanks the school and community stakeholders who have engaged in the Aranui and wider 'Aranui Cluster' dialogue including, but not limited to; parents, grandparents, teachers, education leaders, Maori and Pasifika leaders, Early Childhood Education, Kohunga Reo, local government, health and social services.
10. Pled to the Minister of Education to partner with the school community so they feel empowered to identify and explore the options available. They also implore the Minister to listen to and value what is most important to the school community.
11. Acknowledge the reality that things will be different and want positive change as informed by evidence and research to ensure the best learning opportunities for our children and mokopuna.
12. Acknowledge the relationships and trust that exists with the numerous agencies whose people provide specialist services and support to our children. This is especially for the school students who have external agency support.

The initial response from the Aranui Primary School community was a unanimous agreement condemning the announcement and engagement process and a total outright rejection of the proposal.

Over time school stakeholders have started to explore some opportunities that may result from the Ministers proposal. Parents, staff and the BoT have been actively looking more clearly at the future of the children, young people and their families in Aranui.

This has included parent, staff and board representatives visiting other primary schools in Canterbury to understand what might be possible.

The Aranui School BoT recognises the vision developed through the Aranui Community Trust Incorporated Society (ACTIS) in its community led collaborative engagement process and supports this vision being considered by the Minister relative to her decision for the Aranui, Wainoni and Avondale communities.

On Monday 11 February 2013 the school held its final community engagement event which was attended by 24 school community members including parents, teachers, community leaders and school leadership.

BoT Chairperson Tim Baker offered a 'straw man' proposal outlining a concept that was then tested by meeting participants. A healthy dialogue took place and all participants were engaged in the process.

After two hours of dialogue the meeting achieved a near-consensus agreement on a preferred way forward for the children and families of Aranui.

The Aranui School Community:

1. Agrees to reject the Ministers proposal
2. Mostly agrees to an alternative proposal to Minister Parata

### **Conclusion**

The alternative proposal:

1. Aranui Primary School merging with Wainoni Primary School and Aranui High School on the Aranui High School site as two schools under a single governance with shared school and community facilities.
2. Provision for up to three early childhood education centres collocated on site including Kohunga Reo and Aoga Amata (Samoan language nest) under the same single governance model.
3. Excludes Chisnallwood Intermediate School, as it is not considered to be a natural fit in the Aranui community and should be excluded from any collocated development in the Aranui area.
4. Is silent on Avondale School merging as it currently provides choice for primary schooling in the wider Aranui, Wainoni and Avondale area. The Aranui Primary School community was unable to come to a consensus about Avondale Primary School.
5. Supports the purchase of adjacent properties to the High School to ensure appropriate land is available for school development
6. The school community is engaged in the ongoing transition (working group) from the current schools configuration to whatever the Minister determines to be the best way forward.
7. Supports the exploration of the most appropriate form of shared governance and management

The alternative proposal is outlined as a concept proposal developed by BoT Chair Tim Baker and presented at the community conversation on 11 February.

Agreed concerns and issues shared by the school community include and are not limited to:

1. Absolute respect for the wairua, mauri, history, heritage and identity of Aranui Primary School.
2. Our children, young people and Whanau/families being at the centre of all decisions.
3. The uncertainties that exist including information that is not known or knowable.
4. The most important element is our people.
5. The importance of developmental, social and learning needs.
6. Eliminating the social stigma that exists relative to Aranui.
7. The importance of Te Reo Maori and Pasifika languages and learning.
8. Reassurance sought that sufficient land will be available.
9. Staff and management being well supported through any transition.

### 3. Rationale for Change

The Rationale for Change<sup>2</sup> was received by the Principal and Board of Trustees (BOT) on 12 October 2012. The rationale cites six areas that provide reasons for a merger: Land; Buildings; Indicative Ten Year Property Costs; People; Student distribution patterns and Population change.

In answering the question of why is change needed the Rationale for Change asserts that:

*"A strong education network is vital for the renewal of greater Christchurch.*

*The extent of damage and ongoing impact of people movement in the wake of the 2010 and 2011 earthquakes mean it cannot be restored to the way it was.*

*We need to accept in areas that have been depopulated we will have to do things differently, which will inevitably mean some changes to services. The viability of existing individual schools and increased demand for new schools are a key consideration going forward.*

*The earthquakes, while devastating, have provided an opportunity beyond simply replacing what was there, to restore, consolidate and rejuvenate to provide new and improved facilities that will reshape education, improve the options and outcomes for learners, and support greater diversity and choice.*

*Education renewal for greater Christchurch is about meeting the needs and aspirations of children and young people. We want to ensure the approach addresses inequities and improves outcomes while prioritising action that will have a positive impact on learners in greatest need of assistance.*

*With the cost of renewal considerable, the ideal will be tempered by a sense of what is pragmatic and realistic. Key considerations are the practicalities of existing sites and buildings, the shifts in population distribution and concentration, the development of new communities and a changing urban infrastructure.*

*Innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.*

*Discussions with schools, communities and providers within learning community clusters have and will continue to be key to informing decisions around the overall future shape of each education community. Ways to enhance infrastructure and address existing property issues, improve education outcomes, and consider future governance will form part of these discussions that are running in parallel to consultation around formal proposals."*

<sup>2</sup> <http://shapingeducation.minedu.govt.nz/wp-content/uploads/2012/11/Ararui-School-Rationale-for-Change.pdf>

## 4. Response to the Rationale for Change

### 4.1 Strong Education Network

The Aranui Primary School community and other community stakeholders:

- Accept that the 'economic' cost of renewal across the network will be considerable and that ideally this will be tempered by a sense of what is pragmatic and realistic.
- Understand and acknowledge key considerations, practicalities of existing sites and buildings, damage to housing, the shifts in population distribution and concentration, the development of changing urban infrastructure.
- Recognise that innovative, cost effective, and sustainable options for organising and funding educational opportunities must be explored to provide for diversity and choice in an economically viable way.

### 4.2 Integrated Recovery and Transition

The Aranui Primary School community and other community stakeholders' prefer:

- To stay engaged in dialogue to ensure the best learning and life outcomes for children and families are achieved through meaningful dialogue.
- Enhancement of current education (including Early Childhood Education), health and social service provision.

### 4.3 Physical Infrastructure

Aranui Primary School 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.

The Aranui Primary School 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. However the existing unknowns do not reflect the possibilities for repair and growth in the Aranui community.

Aranui Primary School 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.

### 4.4 People

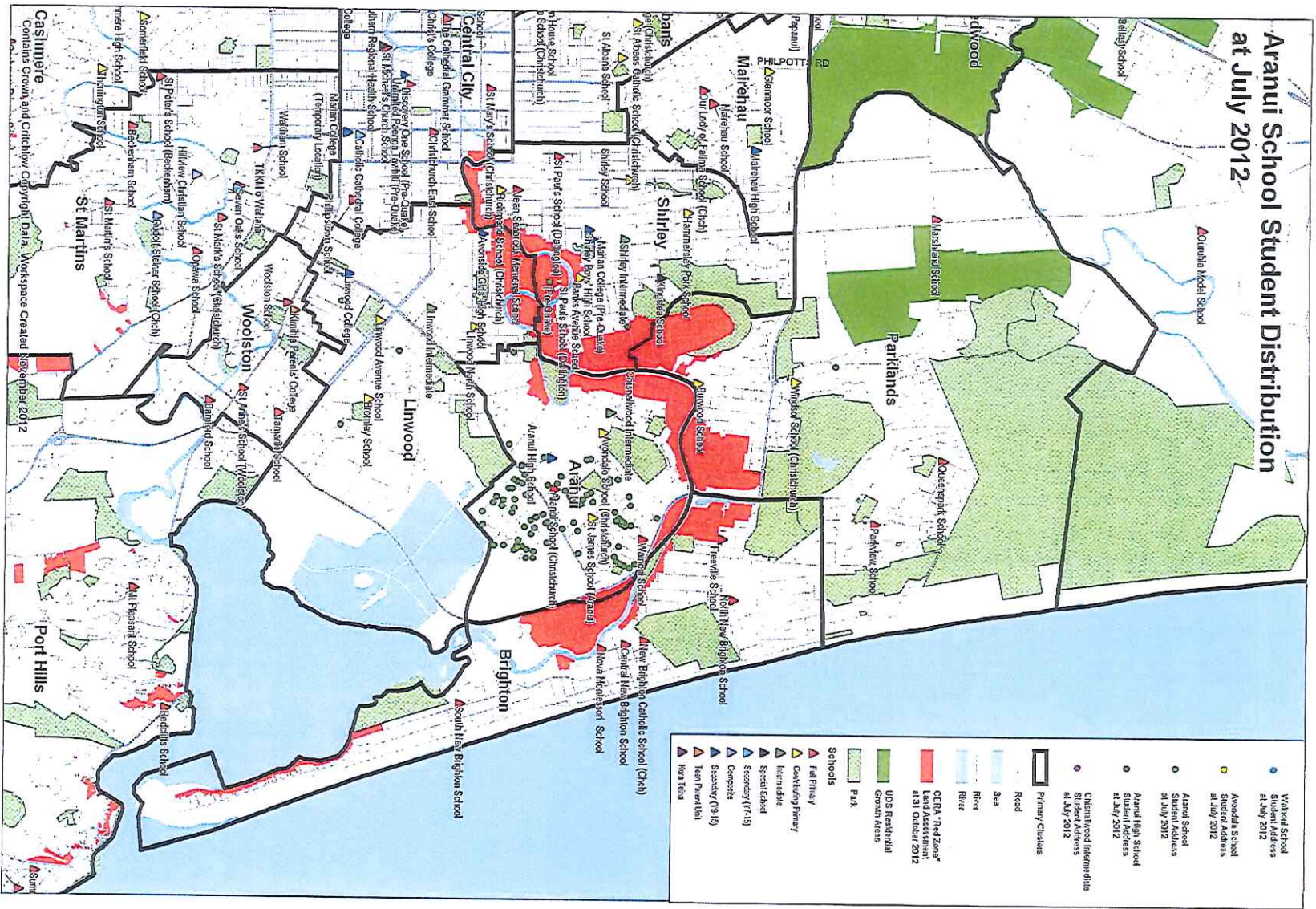
Aranui Primary School community accepts that geographically there could be considered five schools in the Aranui cluster. It also accepts that since July 2010, their combined school roll has fallen by almost 500 learners and that all five schools have earthquake related damage.

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. Aranui Primary School is open to exploring such opportunities.

The next page shows the latest distribution of students attending Aranui Primary School.

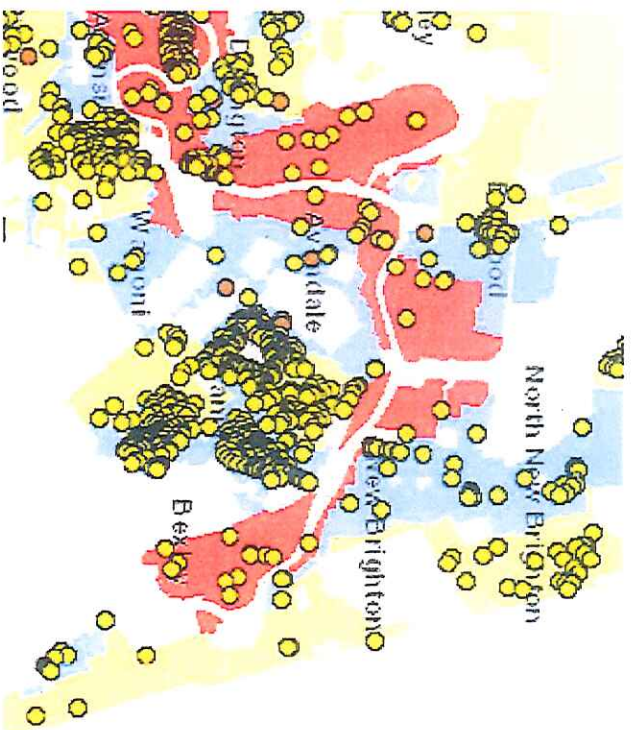


# Aranui School Student Distribution at July 2012



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 Aranui Primary School school roll.

Below is a map<sup>3</sup> of Housing NZ homes showing the density of state housing in Aranui. Current data on houses being repaired or rebuilt was not available and it is understood that there are approximately 150 homes unoccupied in the suburb of Aranui.



The Aranui area has had some short-term loss in population and expects to have an increasing roll over time. Aranui Primary School is a local school serving a local community with a significant identity and culture.

The social, cultural and community wellbeing of the Aranui Primary School community is intricately linked to the local area and these considerations must be weighed strongly.

Educational outcomes must be balanced with achieving positive life outcomes and this requires integrated thinking and decision-making.

#### 4.5 Teaching and Learning

Aranui Primary School is committed to ongoing dialogue with other schools within and across its learning community cluster. It is committed to ongoing partnerships with government agencies, community organisations and providers that the school considers to be critical to both successful learning and community outcomes.

#### 4.6 Future Governance

Aranui Primary School is open to exploring future governance models that will contribute to more integrated leadership leading to better outcomes for students and their families.

<sup>3</sup> From HNZC visual provided by Vivienne Allen, Housing NZ [source: Housing NZ](#)

## 5. Aranui Primary School Community Background

Aranui Primary School is a year 1-8 state co-educational primary school situated in Aranui with a decile 1 rating. As of March 2013 there was a roll of 159 students. The ethnic breakdown of students (by percentage) is:



The Aranui Primary 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 and health providers.

The Aranui Primary School engagement with Aranui High School has revealed that several organisations could operate from an Aranui Community Campus. This could provide an innovative learning hub that would fundamentally change how education is delivered in our community. Even though there is no consensus yet on Aranui Primary School staying on its current location or shifting it is open to exploring this concept further.

### 5.1 Our Aranui – Results of the Aranui Door-to door Survey 2010

In late 2009 ACTIS (Aranui Community Trust Incorporated Society) implemented an Aranui Community survey<sup>4</sup> 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,

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

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.

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.

### 5.2 Pasifika Education

Aranui Primary School recognises the Pasifika Education Plan 2013-2017 as a critical planning reference for the school. Key themes from the Pasifika Education Plan (PEP) Consultation (30 April 2012 - 23 May 2012) identified a fundamental theme underpinning the feedback that is:

“The importance of Pasifika culture and language in creating children with a strong sense of identity who are engaged learners”. A participant expressed this succinctly: “language and culture are enablers to achievement”.

Aranui Primary School sees an opportunity in the return of a bilingual Samoan class to the Aranui area at Primary School level as important and worthy of exploring further in 2013.

A second key theme expressed is:

“The importance of effective relationships and collaborations for student achievement i.e. teacher-student, school-parent, school-church, school-community, school-TEO, inter-TEO, and inter-agency.

Aranui Primary School is very mindful of the importance of trust and relationships across a network of stakeholders as critical to Pasifika student success.

Pasifika participants stated that they want an education system that:

- Embraces Pasifika culture and language
- Incorporates Pasifika pedagogy
- Provides culturally responsive learning environments
- Enables seamless transitions for students.

Also identified is the importance of Early Childhood Education and the potential that exists for enhanced Aoga Amata/Samoan Preschool.

Aranui Primary School wants to engage with the three key questions that emerged from the main themes in the PEP consultation feedback. These were:

- How can *ECE services and schools* better embrace Pasifika culture, language and pedagogy, and provide culturally responsive learning environments for students?
- How can *Pasifika students and families* connect with an education system that is based on palagi (and secular) ways of knowing and learning?
- How can *government agencies* facilitate the above to happen?

In February 2013 Aranui Primary School and other Aranui schools will hold an Aranui Pasifika Education fono to explore the most effective responses to these questions.

## 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) principles<sup>5</sup> and practice.

### 6.2 Canterbury Earthquake Recovery Authority CERA Recovery Strategy

The Canterbury Earthquake Recovery Authority (CERA) have developed a Recovery Strategy<sup>6</sup> 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 our children after us. The community is at the heart of the vision and the success of recovery”

The Recovery Strategy / Mahere Hauanūtanga 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.

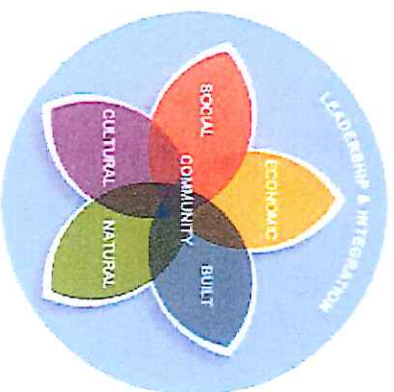
### CERA Community Engagement Framework

The CERA has also developed its Community engagement framework based on the IAP2 framework<sup>7</sup> 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 Canterbury<sup>8</sup>:

“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 Aranui Primary School concurs with these principles.

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

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

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

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

Aranui Primary School understands 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”<sup>9</sup>.

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.

<sup>9</sup> <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 paper<sup>10</sup> 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 Aranui Primary School 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 Aranui Primary School and wider school community.

<sup>10</sup> <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

Aranui Primary School and its community accept there are legal definitions of consultation<sup>11</sup> 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 Aranui Primary School 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, 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 Educations Information for School Reorganisation provided to consultant Facilitators<sup>12</sup>.

<sup>11</sup> 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.

<sup>12</sup> Provided to consultant facilitators at two workshops in November 2012.



### 7.3 An invitation to participate

Parents and wider school community stakeholders were invited to several opportunities to share thoughts and feelings about the proposed closure.

These opportunities included:

1. Meeting with Principal and Bot members on 1 November 2012
2. A visit by the Minister of Education, Hekia Parata on Tuesday 6 November 2012.
3. A student council workshop on Wednesday 7 November 2012
4. A parent workshop at the school on Thursday 8 November 2012.
5. Staff survey.
6. Regular meetings from 1 November 2012 - 1 March 2013 with other 'Aranui cluster' school Principals and Bot chairs with community leaders and school facilitators.
7. A parent and community meeting on 11 February 2013.

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. Local education leaders
4. Community providers and leaders
5. Board of Trustees

Notable mention is made of the Aranui Community Trust Incorporated Society (ACTIS) who were proactive in being a catalyst to bring together the Aranui community with the five schools in two community workshops.

These workshop provided the opportunity for open dialogue and included stakeholders from the following domains:

1. Early Childhood Education
2. Social services
3. Health services (CDHB, General Practice, Public health and Community Pharmacy)
4. Community Mental health / Alcohol and Other Drug sector
5. Local Government (Elected members, Library management and staff)
6. Youth work
7. Maori and Iwi representatives
8. Pasifika community leaders
9. Recreation

## 8. School and Community Engagement

### 8.1 Minister of Educations visit

These notes were harvested from Minister Hekia Parata's visit to Aranui Primary School on Tuesday 6 November from 8-9am. 50 parents, staff and community members attended the visit.

The school principal Mike Allen hosted the visit that was also attended by a number of Ministry of Education officials. Officials attended to support the Minister, take notes, provide information and answer questions.

Concerns & Issues	Questions
<ol style="list-style-type: none"> <li>1. Community impact</li> <li>2. Impact on/of state housing</li> <li>3. Accepting of some change</li> <li>4. Proposal seem like an 'au fait accompli'</li> <li>5. Trial Run</li> <li>6. What if it fails</li> <li>7. Controlling before and after school student interactions</li> <li>8. Is the frame wide enough</li> <li>9. Family Impact</li> <li>10. High proportion Pasifika/Maori students</li> <li>11. Has been better for kids having small class sizes</li> <li>12. Concerns Y1 - 13</li> <li>13. <u>Must be safe</u></li> <li>14. Need guarantee</li> <li>15. Transport challenges</li> <li>16. Job losses</li> <li>17. Information concerns - school roll</li> <li>18. Placement of very young vulnerable children with older students</li> <li>19. Parents choice</li> <li>20. <u>Why so quick?</u></li> <li>21. Reputation (stigma) of Hampshire St</li> <li>22. School Funding reserves 200k</li> <li>23. Funding set by MoE frames schools funding</li> <li>24. Value of community</li> <li>25. 'Fear of Change'</li> <li>26. Special needs</li> </ol>	<ol style="list-style-type: none"> <li>1. What is necessity for compressed timeline?</li> <li>2. Can it be longer?</li> <li>3. 2,588 schools in NZ, National intention?</li> <li>4. What do Community Campus schools look like?</li> <li>5. Allowing for future growth? - Pages Rd, Anzac Drive</li> <li>6. How Built?</li> <li>7. Where sited?</li> <li>8. Will rebuild Aranui High School</li> <li>9. Guaranteed Employment?</li> <li>10. What understanding of Decile 1 schooling/communities?</li> <li>11. How much research into understanding needs of our Aranui</li> </ol>

	<p>community?</p> <ol style="list-style-type: none"> <li>12. 2000 students roll size?</li> <li>13. Building more classrooms?</li> <li>14. Managing age group interactions?</li> <li>15. More than one proposal what other options were proposed?</li> <li>16. Why this one?</li> <li>17. Why would parents want to send children to Y1 - 13?</li> </ol>
Positives/ opportunities	<ol style="list-style-type: none"> <li>1. Alternative proposal - new campus</li> <li>2. Whole of life</li> <li>3. E-learning</li> <li>4. Wider range of skill/choice</li> <li>5. Curriculum range &amp; co curriculum</li> <li>6. 'Community' strengthening and community enrolments</li> <li>7. Funding Aranui people to visit Southern Cross campus</li> <li>8. Retaining choice important</li> <li>9. To engage with other schools, community &amp; stakeholders</li> <li>10. Engage children &amp; young peoples voice (all of them)</li> <li>11. More time please</li> <li>12. Must ensure safe environment</li> <li>13. Engage us meaningfully</li> <li>14. Respect &amp; honour our past</li> <li>15. Keep the best of what we've got ....</li> <li>16. A bit to be workshopped</li> <li>17. Use of Land, Building</li> </ol>
Options & Way Forward	<ol style="list-style-type: none"> <li>1. Reject</li> <li>2. Something Else</li> <li>3. Accept</li> <li>4. An Eastern Christchurch Master Plan</li> </ol>
Minister Parata/ Katrina Casey MOE Property People	<ol style="list-style-type: none"> <li>1. Acknowledgement of EQ Impact</li> <li>2. Genuine Consultation</li> <li>3. Working with Aranui Community</li> <li>4. Getting accurate information</li> <li>5. Data on where children live</li> <li>6. Currently surplus buildings</li> <li>7. Five Year transition</li> <li>8. E.g Southern Cross Campus</li> <li>9. Yr 1 - 13 can work</li> <li>10. Integrated health &amp; social services</li> <li>11. Set Timeline</li> <li>12. Balancing certainty with time</li> <li>13. Quality Education in every school</li> <li>14. High achieving/High inequity</li> <li>15. Diversity of schooling</li> <li>16. Proposal recognizes growth</li> <li>17. Learning in small groups</li> <li>18. Info from CERA, CCC ....</li> <li>19. This process is a part of learning</li> <li>20. CZ1 more dynamic flexible spaces</li> <li>21. Bigger, Multi purpose</li> </ol>

	<ol style="list-style-type: none"> <li>22. Technology enabled</li> <li>23. Quality of leadership &amp; Teaching</li> <li>24. Expectations on students</li> <li>25. Funding ratio/provision</li> <li>26. MoE has been over funding</li> <li>27. School decides curriculum &amp; other resources</li> <li>28. Time table structure &amp; programming</li> <li>29. Staggering classes &amp; breaks</li> <li>30. Whanau (vertical groups)</li> <li>31. Process so far ....</li> <li>32. Options provided - MoE process</li> <li>33. Closure vs merger</li> <li>34. Facilitation costs</li> <li>35. Residential school</li> <li>36. Closures &amp; transition of students</li> </ol>
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### 8.2 Student workshops

These notes were harvested from the Aranui Primary School student workshop held on Wednesday 7 November from 1.30-2.30pm. The Student Council consisting of 10 representatives attended the workshop. The room 6 representative brought thinking from room 6.

The school principal Mike Allen hosted the workshop that was facilitated by Chris Mene.

<p>Student council</p>	<p>Community participants (n=16)</p> <p>Question developed by the Council:</p> <p><b>What do we think is most important about the little kids and the big kids education in Aranui in the future?</b></p> <ol style="list-style-type: none"> <li>1. New head boy and girl (x2)</li> <li>2. New principal (dumb) / who (x3)</li> <li>3. Waste heaps of money</li> <li>4. More fights</li> <li>5. New teachers</li> <li>6. New rules</li> <li>7. Different school uniform (no because it would be ugly) x3</li> <li>8. No girls allowed</li> <li>9. Bigger field</li> <li>10. Bad for the future of education</li> <li>11. More sports teams</li> <li>12. Bigger classes because we won't have enough</li> <li>13. More competition for athletics</li> <li>14. More trips</li> <li>15. Trouble getting new friends</li> <li>16. Build a new school</li> </ol>
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	<ol style="list-style-type: none"> <li>17. Stop being bullies</li> <li>18. Learn to spell properly guys</li> <li>19. Because we won't to have the amazing teachers we have now</li> <li>20. Because too many grumpy teachers</li> <li>21. Because the uniform would be ugly - yuk</li> <li>22. The school might take a longer time eg 9am-4.30pm</li> <li>23. Because if the little kids see the big kids smoking they would start</li> <li>24. Less attention from teachers</li> <li>25. No girls only boys</li> <li>26. More people (sucky)</li> <li>27. New school name eg Eastside</li> <li>28. More trouble</li> <li>29. Affect childrens education</li> <li>30. More sports gear</li> <li>31. Different student council</li> <li>32. More classes</li> <li>33. More electronics</li> <li>34. There would be more harder work?</li> <li>35. Too much for the teachers eg more kids and more fights</li> <li>36. Our teachers are going to lose their jobs</li> <li>37. It is a yes we should start at 12noon/1pm</li> <li>38. They should be taught with more technology</li> <li>39. The little kids might be bullied by the big kids</li> <li>40. Because there would be too much fights (blah)</li> <li>41. Some teachers would be unemployed</li> <li>42. Its wrong to say yes</li> <li>43. Its going to be fights all day</li> <li>44. More stuff in classrooms</li> <li>45. What you teach them</li> <li>46. No boys allowed</li> <li>47. Big kids might bully little kids</li> <li>48. No new school</li> <li>49. Little kids are going to copy the older ones</li> <li>50. High school students might bully primary</li> <li>51. Hopefully not going to happen (the proposal)</li> <li>52. Its going to affect the children's education</li> </ol>
<p>Room 6's brainstorm using PWL process</p>	<p>Positives</p> <ol style="list-style-type: none"> <li>1. Better playground equipment/sports/skate ramps</li> <li>2. Bigger fields</li> <li>3. More friends</li> <li>4. Meeting old friends</li> <li>5. New teachers</li> <li>6. Updated technology</li> <li>7. More games in classrooms</li> <li>8. New uniform</li> <li>9. New school name</li> <li>10. New buildings = modern equipment</li> <li>11. Specialist suite block =&gt; Music/Art technology/science/CT</li> <li>12. New hall</li> </ol>

	<p>13. Basketball court                  14. Movable stage                  15. Heating                  16. Electronic score board                  17. Climbing wall                  18. Swimming pool                  19. School bus (transport students to and from school, trips/camps)                  20. Tuck shop                  21. Updated library - books, play stations etc</p> <p>Negatives</p> <p>22. Change of timetable - finish at 3pm                  23. Bigger classes                  24. Uniform - Black shoes )-:                  25. Bullying - Older vs younger                  26. New Principal                  27. Transport costs (getting to school) eg Wof/fuel/driver                  28. Costs for students per trip</p> <p>Interesting</p> <p>29. What will happen to our school equipment?                  30. Turn Aranui Primary School into a children's home/health camp/CYF care for short term care                  31. Use area for sports club / park / skate / BMX track / go-cart track                  32. Farm                  33. What will happen to our garden?</p> <p>General feeling from room 6</p> <p>34. "It will be okay but not great"</p>
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### 8.3 Community Workshop

These notes were harvested from the Aranui Primary School Community workshop held on Thursday 8 November from 7-9.15pm. 16 parents, staff and community members attended the workshop.

The school principal Mike Allen hosted the workshop that was facilitated by Chris Mene.

	Community participants (n=16)
Positives/ opportunities	<ol style="list-style-type: none"> <li>1. Alternative proposal - new campus</li> <li>2. Whole of life</li> <li>3. E-learning</li> <li>4. Wider range of skill/choice</li> <li>5. Curriculum range &amp; co curriculum</li> <li>6. 'Community' strengthening and community enrolments</li> <li>7. Funding Aranui people to visit Southern Cross campus</li> <li>8. Retaining choice important</li> <li>9. To engage with other schools, community &amp; stakeholders</li> <li>10. Engage children &amp; young peoples voice (all of them)</li> <li>11. More time please</li> <li>12. Must ensure safe environment</li> <li>13. Engage us meaningfully</li> <li>14. Respect &amp; honour our past</li> <li>15. Keep the best of what we've got ....</li> <li>16. A bit to be workshopped</li> <li>17. Use of Land, Building</li> </ol>
Non-negotiables for the Aranui Primary School Community	<ol style="list-style-type: none"> <li>18. Low class numbers</li> <li>19. Appropriate resources eg Support staff/ICT, sports facilities</li> <li>20. Tuakana-Teina awahi - across all levels</li> <li>21. Team approach - students, staff, Whanau</li> <li>22. Leave Aranui Primary School open</li> <li>23. Cultural identity</li> <li>24. Strong inclusive identity</li> <li>25. School wide / community</li> <li>26. Freedom of choice of schools</li> <li>27. State of the art facilities/learning environment better amenities/green spaces</li> <li>28. Children's needs need to be identified and developed</li> <li>29. Must be close enough for children to walk safely to school (x2) / accessibility of school - short distance for parents to get children in an emergency</li> <li>30. Smaller class sizes maximum of 20</li> <li>31. Health and Safety (x2) of students and staff - support services</li> <li>32. Better quality and delivery of education/high achievement</li> <li>33. Modern future proofed school</li> <li>34. Looking ahead plus 50years</li> <li>35. Excellent management (eg No bank loans)</li> </ol>

	36. Friendly environment - opportunity for individuals to grow
Options & Way Forward	37. Reject 38. Something Else 39. Accept 40. An Eastern Christchurch Master Plan

The process of engagement at Aranui Primary School also includes involvement with the four other schools in the Aranui cluster as well as the Aranui Community Trust Incorporated Society (ACTIS) community engagement process.

All processes involve a combination of public meetings, interviews, conversations, surveys and stakeholder workshops for parents, staff, community, students and Board Trustees.

### 8.4 Teacher survey

Five alternative options were generated as a thought starter for further discussion. Staff was asked to consider positives (Plus), negatives (Minus), variations and preference. The following table records staff responses.

#### Ministry of Education proposal

All Close and replaced by year 1-13 Area school on a new site after the end of 2017.

Plus	Minus	Variations	Preferred
<ol style="list-style-type: none"> <li>1. Shared access to resources e.g. music technology, size, traffic, transport, lack of choice.</li> <li>2. Most simple/cost effective, cheaper.</li> <li>3. State of the Art site - efficient resourcing.</li> <li>4. Continuity for students, parents, community &amp; culture</li> </ol>	<ol style="list-style-type: none"> <li>1. Doesn't fit the cultures and needs of the community.</li> <li>2. Families should be able to choose.</li> <li>3. MOE would need to build/buy a new site.</li> <li>4. Exposure of junior children to senior issues.</li> <li>5. Community buy in - mixing families.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spread site between 2 sites. 0 - 8 at APS, 7 - 13 at AHS.</li> </ol>	Anything but

#### Alternate 1

High School and Intermediate remain. Wainoni and Aranui primaries merge on Avondale site with additional amenities ECE and social service hubs being provided

Plus	Minus	Variations	Preferred
<ol style="list-style-type: none"> <li>1. Like the ECE and social hubs idea. Least change.</li> </ol>	<ol style="list-style-type: none"> <li>1. Avondale site is not right for area.</li> <li>2. Avondale site too near river &amp; not central to area, bordered by red zone.</li> <li>3. No primary school choice.</li> <li>4. Traffic issues.</li> <li>5. May not meet needs of children.</li> <li>6. May affect class sizes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have a bi-lingual unit.</li> <li>2. Chisnallwood remain and expand into Avondale site. Middle School model 7-10 High school stays, APS Avondale, Wainoni combine on APS site.</li> </ol>	

#### Alternate 2



High School and Intermediate remain. Avondale, Wainoni and Aranui primaries merge on a new site. ECE and social service hubs being provided.

Plus	Minus	Variations	Preferred
<ol style="list-style-type: none"> <li>Intermediate retained</li> <li>Adult learning opportunity</li> </ol>	<ol style="list-style-type: none"> <li>No primary school choice.</li> <li>If the new site is Wainoni Park on Hampshire Street this would not be suitable as it removes a play area for the Aranui community.</li> </ol>	<ol style="list-style-type: none"> <li>The site would need to be central to all as most students walk.</li> </ol>	

Alternate 3

High School becomes year 11-13 + academy education facility with adult links through polytech and or Trades Intermediate becomes year 7 to 10 taking over Avondale school site. All three Primary schools merge on a new site, Year 7 and 8 go to Chisnallwood.

Plus	Minus	Variations	Preferred
<ol style="list-style-type: none"> <li>Leadership opportunities remain (in line with Japan)</li> <li>Intermediate retained</li> <li>Adult learning opportunity</li> <li>More focused High School students. Begins to represent community needs. Unique.</li> <li>Similar to variations suggested for Alternates 1.</li> </ol>	<ol style="list-style-type: none"> <li>Loss of choice (x2)</li> <li>Maturity level/social needs of Y7-10 students.</li> <li>Only one option for Yr 7/8. It would be better to have as part of Primary and Junior College.</li> </ol>	<ol style="list-style-type: none"> <li>Have a bi-lingual unit</li> <li>What is the research around the year 7 - 10 school</li> <li>Keep guaranteed entry as in Alternate 4.</li> <li>Year 8 - 10 Junior High</li> <li>New site could be APS because it could be built on the back without disturbing others.</li> </ol>	✓

Alternate 4

Aranui High School becomes Year 9 - 13 academy focused on trades, sport and arts with links through Polytech. Minor academic focus. Community development of swimming, athletics and rowing facilities. Preschool on site. Academic high school focus through SBHS, AGHS, Mairehau HS. Intermediate becomes middle school years 7 - 10. Guaranteed entry to Aranui High, SBHS, AGHS, Mairehau HS at Year 11. Avondale remains as a contributing school. Aranui and Wainoni merge onto a single site as a 0 - 8 school. Guaranteed entry to Chisnallwood, AHS, SBHS, AGHS, MHS at Year 9. (Could be High School site or Aranui Primary site). ECE and social service hubs.

Plus	Minus	Variations	Preferred
<ol style="list-style-type: none"> <li>Plenty of choice for community - Academic and trade</li> <li>Community facilities - sport and swimming</li> <li>Choice between 2 Primary schools</li> <li>Don't know where to start - hate it - social engineering.</li> </ol>	<ol style="list-style-type: none"> <li>Non-inclusive - needs academy and the academic option.</li> <li>Minor academic focus.</li> <li>Proposal is divisive and demeaning because of the</li> </ol>	<ol style="list-style-type: none"> <li>Have a bi-lingual unit</li> <li>What is the research around the year 7 - 10 school</li> <li>Keep guaranteed entry as in Alternate 4.</li> <li>Year 8 - 10 Junior High</li> <li>New site could be APS because it could be built on the back without</li> </ol>	✓ Never!

	academic achievement idea.	disturbing others.	
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Alternate 5  
 Shared Campus 2 schools on one site. Year 0 - 6, Year 7 - 13

Plus	Minus	Variations	Preferred
1. Year 0 - 6 may finish at 1pm! New site could be APS because it could be built on the back without disturbing others.	1. Have separate entrances for schools. 2. Prefer 2 different sites 3. Size, traffic, transport, lack of choice. 4. Children lose their sense of belonging. Loss of security.	1. Link an ECE centre on site to link Primary schools. MoE could sell off other land for housing. 2. Use 2 sites close together - APS, AHS 3. Use land already owned by the MoE.	

### 8.5 Parent and Community meeting

On Monday 11 February 2013 the school held its final community engagement event which was attended by 24 school community members including parents, teachers, community leaders and school leadership.

BoT Chairperson Tim Baker offered a 'straw man' proposal outlining a concept that was then tested by meeting participants. A healthy dialogue took place and all participants were engaged in the process.

After two hours of dialogue the meeting achieved a number of consensus and near-consensus agreements about concerns, issues and preferences relative to a way forward for the future of the Aranui School community of interest.

A near-consensus agreement was achieved on a preferred way forward for the children and families of Aranui. These included the following elements:

1. Aranui Primary School merging with Wainoni Primary School and Aranui High School on the Aranui High School site as two schools under shared governance with shared community facilities. Other variations were explored and this was preferred.
2. Provision for at least three early childhood education centres, under the same shared governance, co-located on site including Kohunga Reo and Aoga Amata. The importance of Maori and Pasifika (especially Samoan and Tongan) was emphasised.
3. Excludes Chisnallwood Intermediate School, as it is not considered to be a natural fit in the Aranui community and should be excluded from any collocated development in the Aranui area. Reasons given included Chisnallwood having such a wide student catchment and the common secondary school pathways being to Shirley Boys High School and Avonside Girls High School.

4. Is silent on Avondale School merging as it currently provides choice for primary schooling in the wider Aranui, Wainoni and Avondale area. The Aranui Primary School community was unable to come to a consensus about Avondale Primary School. The school community was divided on the potential risks and opportunities on Avondale being included in an amalgamation onto the Aranui High School site.
5. Supports the purchase of adjacent properties to the High School to ensure appropriate land is available for school development. Parents raised concerns about the amount of land needed for a school merger. One ratio offered was having 3 hectares for every 500 pupils however there was a sense of agreement that technical advice would be needed to establish such a ratio.
6. The school community is engaged in the ongoing transition (working group) from the current schools configuration to whatever the Minister determines to be the best way forward. The community voice was very vocal about self-determination and ensuring that it is involved in any transition process.
7. Supports the exploration of the most appropriate form of shared governance and management. Different models of shared governance and management were discussed.

Agreed concerns and issues shared by the school community include and are not limited to:

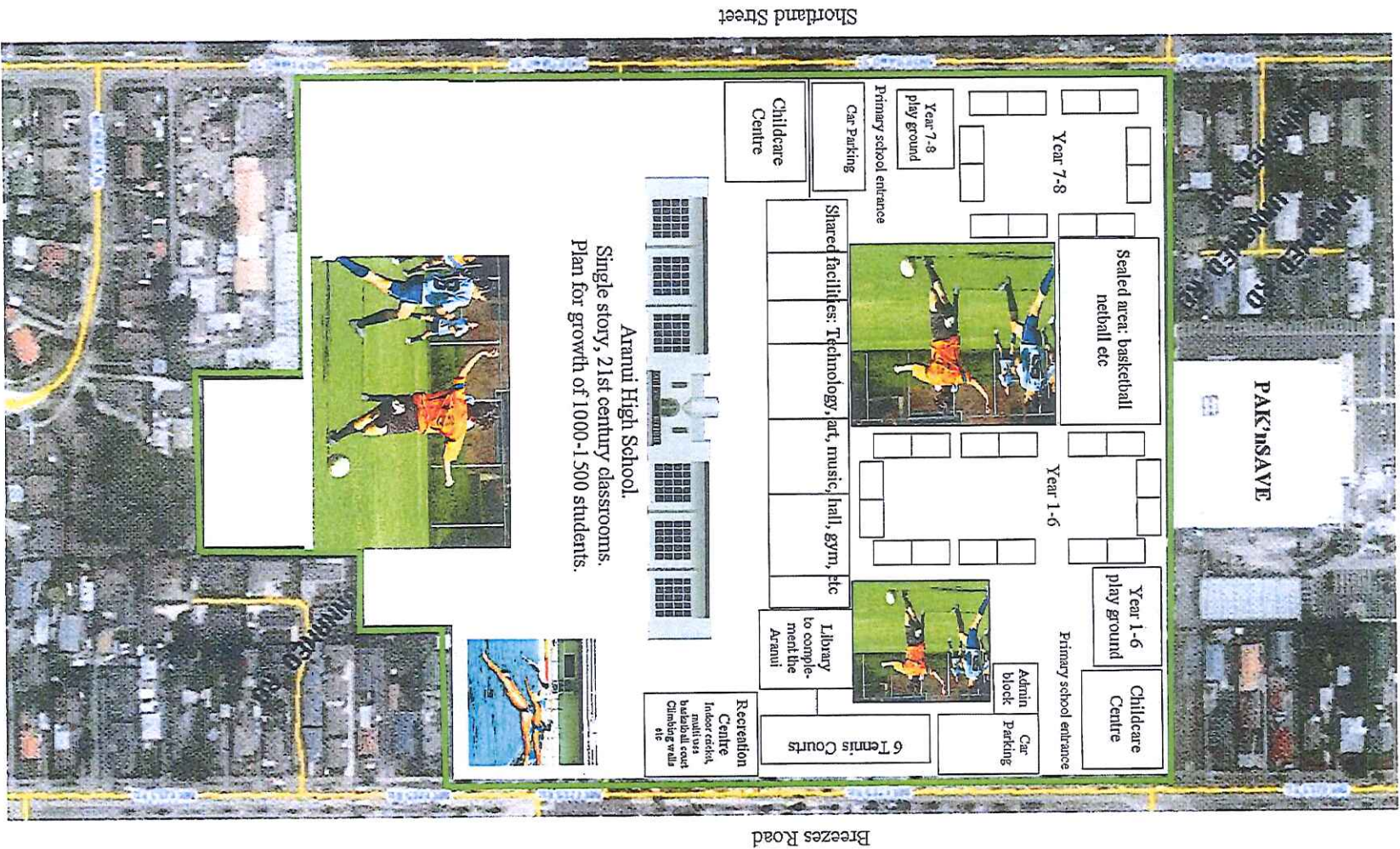
1. Absolute respect for the wairua, mauri, history, heritage and identity of Aranui Primary School.
2. Our children, young people and Whanau/families being at the centre of all decisions.
3. The uncertainties that exist including information that is not known or knowable.
4. The most important element is our people.
5. The importance of developmental, social and learning needs.
6. Eliminating the social stigma that exists relative to Aranui.
7. The importance of Te Reo Maori and Pasifika languages and learning.
8. Reassurance sought that sufficient land will be available.
9. Staff and management being well supported through any transition.

The alternative proposal emerged from a concept proposal developed by BoT Chair Tim Baker and presented as a "Straw man" at the community conversation on 11 February.

The background to this concept was shared and it involved a number of potential scenarios and iterations that were discussed in a number of school and community forums from September-December 2012.

Parents and community members tested a number of elements and the group achieved a level of comfort with the concept. As a result of this it was agreed that this concept be endorsed by the school BoT and provided to the Minister for consideration.

The next page shows one variation of the concept design and two more variations are included as Appendix 2.



Aranui High School.  
Single story, 21st century classrooms.  
Plan for growth of 1000-1500 students.

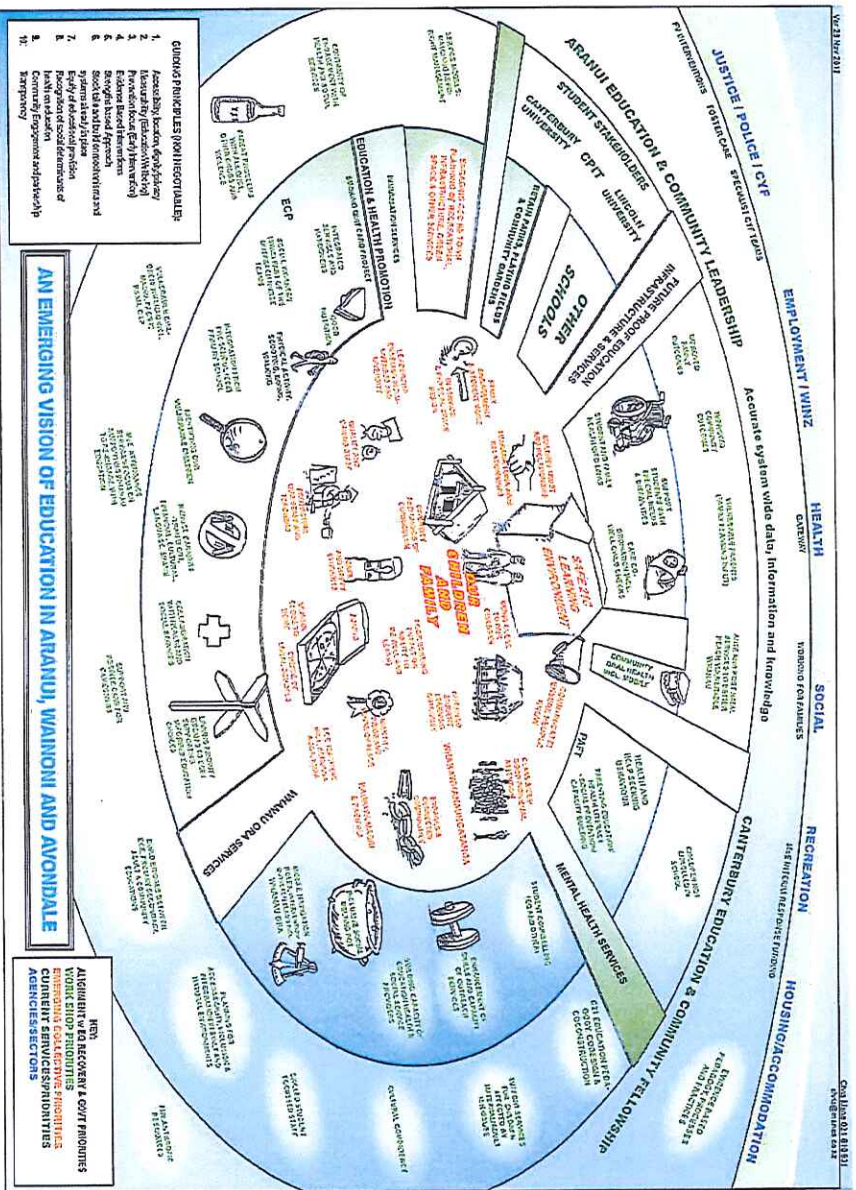


## 8.6 ACTIS Community Engagement

From October to December 2012, Aranui Primary School has engaged with the other four Aranui schools and the Aranui community through the Aranui Community Trust Incorporated Society (ACTIS).

Below is an emerging vision for education in Aranui, Wainoni and Avondale (AWA) that has been informed by dialogue from each community of interest. Several hundred parents, students, staff and community people have contributed to this vision.

This emerging vision identifies collective priorities from across the wider dialogue of AWA schools and community. This vision will be a part of the ongoing public awareness and education process and was included at the AFFIRM Aranui festival on Saturday 8 December 2012.



## **9. Likely impact of closure**

### **9.1 What closure would mean for the school and its community**

Closure would mean many different things to different stakeholders and the diverse feedback in the workshops and surveys reveals the breadth of opinion and thinking in the Aranui Primary School community of interest.

The wider geographical community of interest includes the suburbs of Wainoni and Avondale. There are also a number of other communities of interest including Maori and Pasifika communities who have a broader interest.

Students, staff, parents and the community have raised a number of concerns relative to this process, uncertainties and the current impact on students and community of this proposal.

This school community has absolute respect for the wairua, mauri, history, heritage and identity of Aranui Primary School. It is very clear that if closure of the school were to happen then the school must be involved in the design and process of closure and transition to a new shape of education infrastructure or network.

### **9.2 School closure and the overall plan**

The five public schools in Aranui, Wainoni and Avondale do not appear to have formed a consensus view on a co-constructed model of education for the children and families of the wider Aranui area.

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

This is the same situation for the network as a whole because it is unclear how the schools closure will fit into the overall plan for the network. Initial thinking is that the school BOT wishes to remain engaged in this process.

## 10. Response to current proposal

The Aranui Primary School community:

1. Recognises the massive impact the Canterbury Earthquakes has had on Greater Christchurch, the school and community of Aranui.
2. Acknowledges this most challenging context and the test this has been to school leadership, staff, parents and children whilst still focusing on student achievement.
3. Notes the shocking and disempowering impact of the meeting on 13 September 2012 and the engagement process undertaken especially the lack of information and planning.
4. Realises that due to the impact on the Canterbury education network it is appropriate to review schooling provisions.
5. Are very sensitive to the human impact of the earthquakes especially on the many vulnerable families of the Aranui School community who are fragile and struggling to manage the complex recovery of our community.
6. Considers that a good level of engagement has been achieved providing a balanced diversity of thinking. Given the current reality of many parents and the constraints the school community is currently operating under this is considered to be a success so far.
7. Recognise constraints including timing (Term 4) and resources required to effectively engage with a diverse, fragile and vulnerable community.
8. Acknowledges the Minister of Education for granting the additional three-month time extension and the reassurance that this is a genuine consultation.
9. Thanks the school and community stakeholders who have engaged in the Aranui and wider 'Aranui Cluster' dialogue including, but not limited to; parents, grandparents, teachers, education leaders, Maori and Pasifika leaders, Early Childhood Education, Kohunga Reo, local government, health and social services.
10. Plead to the Minister of Education to partner with the school community so they feel empowered to identify and explore the options available. They also implore the Minister to listen to and value what is most important to the school community.
11. Acknowledge the reality that things will be different and want positive change as informed by evidence and research to ensure the best learning opportunities for our children and mokopuna.
12. Acknowledge the relationships and trust that exists with the numerous agencies whose people provide specialist services and support to our children. This is especially for the school students who have external agency support.

The initial response from the Aranui Primary School community was a unanimous agreement condemning the announcement and engagement process and a total outright rejection of the proposal.

Over time school stakeholders have started to explore some opportunities that may result from the Ministers proposal. Parents, staff and the BoT have been actively looking more clearly at the future of the children, young people and their families in Aranui.

This has included parent, staff and board representatives visiting other primary schools in Canterbury to understand what might be possible.

The Aranui School BOT recognises the vision developed through the Aranui Community Trust Incorporated Society (ACTIS) in its community led collaborative engagement process and supports this vision being considered by the Minister relative to her decision for the Aranui, Wainoni and Avondale communities.

On Monday 11 February 2013 the school held its final community engagement event which was attended by 24 school community members including parents, teachers, community leaders and school leadership.

BoT Chairperson Tim Baker offered a 'straw man' proposal outlining a concept that was then tested by meeting participants. A healthy dialogue took place and all participants were engaged in the process.

After two hours of dialogue the meeting achieved a near-consensus agreement on a preferred way forward for the children and families of Aranui.

The Aranui School Community:

1. Agrees to reject the Ministers proposal
2. Mostly agrees to an alternative proposal to Minister Parata

### 1.1. Recommendations

The alternative proposal:

1. Aranui Primary School merging with Wainoni Primary School and Aranui High School on the Aranui High School site as two schools under a shared governance model with shared community facilities.
2. Provision for at least three early childhood education centres, under the same shared governance, co-located on site including Kohunga Reo and Aoga Amata (Samoan language nest).
3. Excludes Chisnalwood Intermediate School, as it is not considered to be a natural fit in the Aranui community and should be excluded from any collocated development in the Aranui area.
4. Is silent on Avondale School merging as it currently provides choice for primary schooling in the wider Aranui, Wainoni and Avondale area. The Aranui Primary School community was unable to come to a consensus about Avondale Primary School.
5. Supports the purchase of adjacent properties to the High School to ensure appropriate land is available for school development
6. The school community is engaged in the ongoing transition (working group) from the current schools configuration to whatever the Minister determines to be the best way forward.
7. Supports the exploration of the most appropriate form of shared governance and management

The alternative proposal is outlined as a concept proposal developed by BoT Chair Tim Baker and presented at the community conversation on 11 February.



Agreed concerns and issues shared by the school community include and are not limited to:

1. Absolute respect for the wairua, mauri, history, heritage and identity of Aranui Primary School.
2. Our children, young people and Whanau/families being at the centre of all decisions.
3. The uncertainties that exist including information that is not known or knowable.
4. The most important element is our people.
5. The importance of developmental, social and learning needs.
6. Eliminating the social stigma that exists relative to Aranui.
7. The importance of Te Reo Maori and Pasifika languages and learning.
8. Reassurance sought that sufficient land will be available.
9. Staff and management being well supported through any transition.

## Appendices

### Appendix 1 – Notes from Pasifika Eastern Fono

Notes from East Christchurch Fono  
Tuesday 20 November 5.30 – 8.00pm

Talanoa 1 - A Pasifika community view on Christchurch Education Renewal:

*What are the key education opportunities and possibilities for Pasifika learners, families and community that you would like to see in the Christchurch Education Renewal?*

#### Youth Group

- Pasifika students together are strong
- Disagree with the proposal
- Disagree because the Intermediate students don't want to be at the same school as their younger brothers and sisters
- You can do more at Intermediate than you can at Year 1-8.
- Want more Pasifika teachers

#### English Speaking Group – Niue, Cook Islands...

- Gap between schools and community shouldn't be like gap between rich and poor
- Pasifika parents need to prioritize education and not just Church.
- Schools goals may differ
- What are the national achievement stats for Pasifika in Christchurch?
- What have schools got for Pasifika students? Do they understand our children? Do they represent us?
- Language is the most important. We must have support.
- More Pasifika bilingual units
- More Pasifika role models
- More Pasifika teachers
- Don't want our kids to be left out. Don't want our kids in factories
- Thankful that the earthquakes have given us this opportunity
- Don't want to merge

#### English Speaking Group – Cook Islands...

- How can we make an informed decision without the facts? Uninformed decision making process
- What is the evidence of options that are the best for Pasifika?
- We have divers communities
- Transport issues for families from Phillipstown and Woolston if they merge
- Why are we making them merge? It doesn't take into account that they are the poorest families and the cost of daily transport

- Money is being spent on schools but some of the schools affected have the least damage. – Linwood Avenue School (Fixing something that isn't broken?)
- Populations are leaving from Dallington/Avonside. Why aren't the schools there involved?
- Choice has been reduced
- Decisions being made without knowing certainty
- Is academic achievement not an issue? Will this widen the gap?
- Repair classrooms rather than close the school
- More Pasifika teachers
- Quality of Pasifika students coming through
- Social services so school becomes a hub. ECE – Schools

#### English Speaking Group

- Opportunities
- Need better language support E.g. Samoan language
- Schools need to recognize Pasifika languages
- Woolston School is strong in Maori language. Parents travel to school.
- Language and culture is an important part of education
- Parents need to be actively involved in their children's education
- Employ bilingual teachers
- Schools should have Pasifika spaces for parents and students to feel a part of the school. Talanoa Centre like Whare.
- Pasifika community access to school and facilities
- Pasifika Professional Development for schools to connect with the different Pasifika communities.
- Designated staff member in schools to connect with different communities and across schools. Teachers who have these roles already have full time roles. Make it a priority position as part of a school
- Identify the risk times and resources needed to help Pasifika students
- Make tertiary a real possibility as High Schools may not work for them to get UE
- Resources and programmes for ECE – Sec. E.g. UC Me XL programme in Linwood and Aranui HS run by UC Pacific Development team.
- Schools have extension programmes but no Pasifika students in them?

#### Tongan Group

- Opportunities
- Renewal Plan can focus on greater engagement of Pasifika parents and transition ECE-Primary-Intermediate-High School
- Earthquake has brought an opportunity to rethink education. Have the dream that hasn't been realized
- The saving of money needs to be reinvested back into education
- Decile ratings? Is it an indicator that Pasifika parents are engaged and their children doing well?
- Not all Pasifika students can do well because of language
- Conduct a workshop with Tongan communities to discuss education ... decile, what to ask teachers...

Samoa Group

- Don't agree with the proposals but was explained why it was a proposal
- Would make it easier to get to school
- Need to focus on language
  - Samoan language
  - Samoan Board members
- Pasifika Bilingual classes. Funding to support this in schools
- Education is life long learning
- Pacific studies integrated into class curriculum
  - Pasifika performing arts
  - Pacific visibility in school ideally
- Clusters – Fale/Whare resource
- Look at changing times and 21<sup>st</sup> Century focus for Pasifika learners needs
- PD included for schools – Pasifika specific
- Need for Pasifika BOT members. Co-opt Pasifika

**Teachers – Opportunities:**

- Better language support in schools
- Families will support/involve
- Asset to community
- Space at school to feel welcome – solid foundational part of school
- Community access for professional development
- Liaison staff school and communities needs to be resourced not additional to other role – across cluster of schools
  - Need to identify risk times
  - Tertiary a real possibility not only something a student could do
- Resources and programs from 9-19years so our Pasifika learners can excel (ECE-secondary)

**Challenges:**

- Gap school and parents needs to be closer
- Pasifika parents need to prioritise education
- School goals and values may be different from families
- What have schools got for our students? Do you understand our children and us?
- We don't want our children left out – help them fulfill their dreams
- Language is our identity. Parents have responsibility to teach children
- More Pasifika teachers

**Challenges**

- Need a summary of exact facts for each situation for each Pasifika group
- Capability Infrastructure/Land
- Transport – distance between schools. Do these proposals take into account the financial/economic situation of people in our community
- Where is population going and when? Our community is staying not moving.

- Choice has been removed or reduced
- What is the need of the actual community?
- This may widen the gaps especially in achievement
- What proof is there of better outcome?

**Opportunities:**

- Linking schools Primary – Secondary
- Closer together will create better learning and community outcome
- Cultural diversity enhanced
- More Pasifika teachers - need more confidence then skill will increase
- School as community hub 'charting the child's life'

**Talanoa 2 – The proposals to Close or merge schools:**

*What are the challenges, opportunities and possibilities in the proposals for Pasifika learners, families and communities?*

**All Groups did not agree with the proposals so Facilitator asked them to look at possibilities and 'big/radical new ideas.'**

Youth Group

- No more paper and everything digital
- No talking to teachers. Tweet them
- No books. Use iPads

Linwood Group

- The radical idea is the Ministers idea.
- The consultation should be open and promoted like the 'Digital TV changeover' campaign. Information is everywhere.
- Is this just another consultation and the decision is already made
- Assurances that it is genuine consultation and focused on what's best for children. How is it going to be rolled out?

Shirley Intermediate Group

- Earlier in the year SI and SBHS ran Pasifika introduction fono with their parents. They were on the same night and at the same time!
- Radical idea is to work to make the borders between Shirley schools disappear.
- The solution has been worked on by the Shirley cluster over the last 15 months already. It builds connections between the schools/levels
- It can all happen with what we have in schools now.

Cook Island Group

- School as a Community Hub. Families from Yr 1 – 13 ... can use it. Have health providers/housing NZ...It would cost but the benefits would be much greater.

#### Tongan Group

- Radical idea is move all to the West. Just joking.)
- If we set up a Pasifika school would we go?
- Want quality education

#### Samoans Group

- Engaging Churches with schools
- Encourage Samoan language in homes and schools

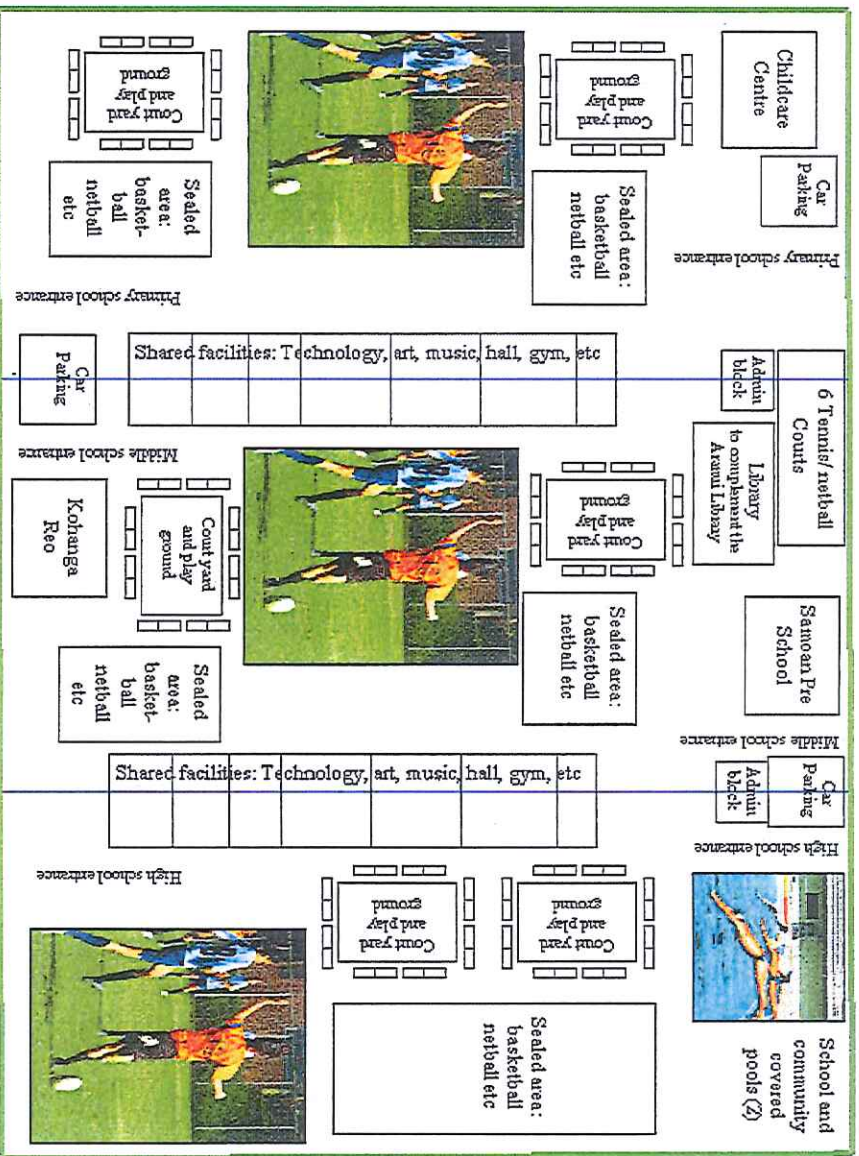
# Appendix 2 – Concept design plans

Variation 2

Junior School  
Year 1-6

Middle School  
Year 7-10

Senior School  
Year 10-13



Aranui Cluster schools merge three schools

Variation 3

Primary School  
Year 1-8

High School  
Year 9-13

To be built when  
the student roll  
numbers reach 1500

